



An Analysis of the Compatibility between Students Learning Styles and Teachers Teaching Methods on Mufradat Mastery at MTsN 2 Banda Aceh

Ghina Raihan¹, Moch. Fajarul Falah², ikmalul Hadi³

¹ Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia; 251004005@student.ar-raniry.ac.id

² Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia; moch.fajarulfalah@ar-raniry.ac.id

³ Al-Azhar University, Mesir; ikmalulhadi@alazharuniversity.edu

Keywords:

*Learning styles,
Teaching methods,
Mufradat mastery.*

Abstract

Vocabulary mastery is one of the primary factors determining the success of Arabic language learning. However, research examining the compatibility between students' learning styles and teachers' teaching methods in relation to vocabulary mastery at the madrasah tsanawiyah level remains limited. This study aims to analyze the compatibility between students' learning styles and teachers' teaching methods with respect to Arabic vocabulary mastery at MTsN 2 Banda Aceh. This research employs a descriptive-analytical qualitative approach to obtain an in-depth understanding of the learning process taking place in the classroom. Data were collected through classroom observation, interviews with Arabic language teachers, and documentation. Data analysis was conducted using the Miles and Huberman model, which comprises data reduction, data display, and conclusion drawing. To ensure the credibility and validity of the findings, this study applied data triangulation and theory triangulation. The results indicate that the majority of students exhibit kinesthetic learning characteristics, showing a preference for active involvement, physical activity, and direct learning experiences. Meanwhile, the dominant teaching method employed by the teacher is the lecture method combined with visual media, which remains passive and teacher-centered in nature. This mismatch has resulted in low student engagement during learning, as reflected in behaviors such as talking with peers, lack of focus, and leaving or entering the classroom during instruction. Furthermore, students' vocabulary mastery remains low, and they experience difficulties in comprehending, retaining, and using vocabulary to construct simple sentences. This study concludes that the compatibility between students' learning characteristics and teaching methods is a critical factor in enhancing vocabulary mastery and student engagement. These findings imply that Arabic language teachers need to adopt teaching methods aligned with students' learning characteristics in order to make the learning process more effective, improve vocabulary mastery, and support the development of 21st-century learning competencies.

Abstrak

*Kata kunci:
Gaya belajar, Metode
pembelajaran,
Penguasaan
mufradat.*

Article history:

Penguasaan mufradat merupakan salah satu faktor utama yang menentukan keberhasilan pembelajaran bahasa Arab. Namun, masih terbatas penelitian yang mengkaji kesesuaian antara gaya belajar siswa dan metode pembelajaran guru dalam kaitannya dengan penguasaan mufradat di tingkat madrasah tsanawiyah. Penelitian ini bertujuan untuk menganalisis kesesuaian antara gaya belajar siswa dan metode pembelajaran guru terhadap penguasaan mufradat bahasa Arab di MTsN 2 Banda Aceh. Penelitian ini menggunakan pendekatan kualitatif deskriptif analisis untuk memperoleh pemahaman yang mendalam mengenai proses pembelajaran yang

Received: 18-06-2026

Revised 20-07-2026

Accepted 29-07-2026

berlangsung di kelas. Data dikumpulkan melalui observasi pembelajaran, wawancara dengan guru bahasa Arab, dan dokumentasi. Analisis data dilakukan menggunakan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Untuk menjamin kredibilitas dan keabsahan temuan, penelitian ini menerapkan triangulasi data dan triangulasi teori. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki karakteristik belajar yang cenderung kinestetik, yaitu lebih menyukai keterlibatan aktif, aktivitas fisik, dan pengalaman belajar secara langsung. Sementara itu, metode pembelajaran yang dominan digunakan guru adalah metode ceramah yang dipadukan dengan media visual, namun masih bersifat pasif dan berpusat pada guru. Ketidaksesuaian tersebut berdampak pada rendahnya keterlibatan siswa selama pembelajaran, yang terlihat dari perilaku seperti berbicara dengan teman, kurang fokus, dan keluar masuk kelas. Selain itu, penguasaan mufradat siswa masih rendah dan mereka mengalami kesulitan dalam memahami, mengingat, serta menggunakan kosakata untuk menyusun kalimat sederhana. Penelitian ini menyimpulkan bahwa kesesuaian antara karakteristik belajar siswa dan metode pembelajaran merupakan faktor penting dalam meningkatkan penguasaan mufradat dan keterlibatan siswa. Temuan ini mengimplikasikan bahwa guru bahasa Arab perlu menerapkan metode pembelajaran yang selaras dengan karakteristik belajar siswa agar proses pembelajaran menjadi lebih efektif, meningkatkan penguasaan mufradat, serta mendukung pengembangan kompetensi pembelajaran abad ke-21.

Corresponding Author: Ghina Raihan

Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia; 251004005@student.ar-raniry.ac.id

INTRODUCTION

Arabic language learning at MTsN 2 Banda Aceh aims to develop students' fundamental language skills, including listening, speaking, reading, and writing. One of the primary components in achieving these skills is vocabulary (*mufradat*) mastery. Vocabulary mastery plays a highly important role, as it serves as the foundation for language use and text comprehension in both oral and written communication.

However, in classroom practice, students' vocabulary mastery remains relatively low, making it a significant problem in the Arabic language learning process. Based on interviews with the teacher and observations conducted during learning activities, it was found that most students experience difficulties in comprehending, memorizing, and recalling vocabulary that has previously been taught. Students also tend to easily forget the vocabulary they have been given. Furthermore, limited vocabulary mastery causes students to face obstacles in constructing simple sentences. This condition results in low student activeness during learning and suboptimal achievement of the overall objectives of Arabic language learning.

Learning style is one of the factors that can influence learning effectiveness. Understanding students' learning characteristics can help teachers select strategies and teaching methods that are more suited to learners' needs. Fleming and Mills, through the VAK (Visual, Auditory, Kinesthetic) model, emphasize that understanding students' learning styles can help a teacher design more effective learning strategies (Fleming, 2012). This theory divides learning styles into three main categories: visual learners learn better through images and graphics, auditory learners through listening,

and kinesthetic learners through movement and physical manipulation (Amelia et al., 2025). Accordingly, the diversity of students' learning styles needs to be taken into consideration in learning planning so that the material can be effectively received by all students and the learning objectives can be optimally achieved.

On the other hand, the teaching method used by the teacher remains dominated by the verbalistic lecture method. Although visual media have been utilized through projectors, their use remains limited to the passive presentation of information and has not yet fully engaged students actively in the learning process. High student engagement correlates positively with academic achievement, socio-emotional development, and students' long-term learning motivation (Lei et al., 2018). This indicates a mismatch between students' learning styles and the teaching methods implemented by the teacher.

This mismatch has resulted in low student engagement in learning as well as suboptimal vocabulary mastery. Students tend to be passive, poorly motivated, and experience difficulties in comprehending and remembering the vocabulary taught. The compatibility between teaching methods and students' learning styles is highly important, as it produces more effective and engaging learning and optimizes learners' potential (Darmiah, 2025). If this condition persists, the objectives of Arabic language learning will not be maximally achieved.

Previous studies have shown that the compatibility between learning styles and teaching strategies contributes to improved learning outcomes. The alignment between teaching styles and learning styles plays a role in enhancing learning effectiveness. However, that study did not examine the compatibility between teachers' teaching methods and students' learning characteristics in Arabic language learning or vocabulary mastery (Supriadi et al., 2025). The use of interactive media adapted to learning styles has been shown to improve contextual understanding and student participation. Nevertheless, that study focused more on the use of learning media than on the relationship between teachers' teaching methods and students' learning characteristics (Fatimah & Sari, 2025). The importance of considering learners' individual characteristics in the learning process has also been highlighted. However, that study did not explain how the compatibility between learning styles and teaching methods influences Arabic vocabulary mastery (Ahmad Muhammad Ramadhan, 2025). Nonetheless, these studies remain focused on the relationship between learning styles and general teaching strategies or media, and have not specifically examined the compatibility between students' learning style characteristics and teachers' teaching methods within the context of Arabic vocabulary mastery at the Madrasah Tsanawiyah level. Moreover, most studies place greater emphasis on improving learning outcomes without explaining how the mismatch between learning styles and teaching methods can be a cause of low Arabic vocabulary mastery.

Based on this gap, the present study is directed toward filling the void in the literature by analyzing the compatibility between students' learning styles and teachers' teaching methods with respect to Arabic vocabulary mastery at MTsN 2 Banda Aceh. Unlike previous studies, this research does not merely identify students' learning style characteristics or describe the teaching methods used by the teacher separately, but also analyzes the relationship between the two in explaining the low level of vocabulary mastery. Accordingly, this study is expected to provide a theoretical contribution by enriching the study of the compatibility between learning styles and teaching methods in Arabic language learning, as well as offering practical implications for teachers in designing learning that is more adaptive, participatory, and centered on students' learning characteristics.

RESEARCH METHOD

This study employs a descriptive-analytical qualitative approach, namely research that explains problems in human life through narratives or words (Magister, 2023). The aim is to provide a comprehensive description of the learning conditions occurring in the field. Qualitative data is distributed in the form of words, sentences, and opinions rather than numerical calculations (Ritonga et al., 2023)

The data collection techniques used in this study consist of interviews, observation, and documentation, namely: interviews with the Arabic language teacher, observation of the learning process, and documentation of teaching modules (Annasthasya et al., 2025). The resulting data were then analyzed using the Miles and Huberman theory, through the stages of data reduction – selecting and focusing on data relevant to the research – followed by data display, in which the data are organized into a coherent narrative, and drawing conclusions from the data obtained (Qomaruddin & Sa'diyah, 2024). This study also employs data and theory triangulation, namely verifying and validating the data obtained against related theories (Malik et al., 2025).

RESULTS AND DISCUSSION

Results

Students' Learning Styles

Learning style is an individual's tendency or preference in receiving, processing, and storing information during the learning process (Umar et al., 2026). Kinesthetic learning style develops and emerges actively through physical activity, hands-on practice, and significant social interaction (Khusnah & Tirtoni, 2026). In students with a kinesthetic learning style, confidence and independence tend to develop when they are given opportunities to move, engage actively, and participate in learning activities that allow exploration through physical activity (Irwansyah et al., 2021). Conversely, if they are only required to sit still and listen to explanations without any opportunity to move, they tend to become bored more easily and struggle to maintain concentration. This

condition becomes increasingly important for students, who naturally have a high need for movement as part of their motor and cognitive development (Hayati & Yesmneca, 2023). Each student has a distinct learning style—visual, auditory, or kinesthetic—which influences the extent to which they effectively comprehend learning material. No single learning style can be considered universally superior; rather, what matters most is its compatibility with each individual's characteristics.

Table 1. Learning Styles

Type of Learning Style	Student Characteristics	Recommended Methods/Strategies
Visual	Easily understands information through images, colors, diagrams, concept maps, and visual displays. Enjoys observing illustrations and more easily remembers what is seen.	Use of images, flashcards, instructional videos, infographics, concept maps, mind mapping, and interactive visual presentations.
Auditory	More easily understands material through oral explanations, discussions, question-and-answer sessions, and listening. Has a strong ability to remember information heard.	Interactive lectures, group discussions, question-and-answer sessions, oral presentations, audio-based learning, and pronunciation and conversation practice.
Kinesthetic	Enjoys physical activities, hands-on practice, educational games, and learning that involves movement. Finds it difficult to concentrate for long periods when only listening to explanations.	Role play, demonstrations, simulations, language games, project-based learning, hands-on practice, and collaborative activities involving movement.

Based on the table of students' learning styles, it can be analyzed that each learner has distinct characteristics in receiving, processing, and understanding information. Fleming and Mills, through the VAK (Visual, Auditory, Kinesthetic) model, explain that the learning process becomes more effective when the teaching strategy used aligns with students' learning style tendencies. This finding is consistent with the research of

Bagus A., which states that academic success is determined not only by students' learning style preferences but, more importantly, by the extent to which teaching methods are able to accommodate their learning characteristics (Alimudin, 2025).

Teaching Methods

A teaching method is a systematically organized plan for delivering material in a directed manner, based on a predetermined approach. The lecture method is one of the conventional methods considered practical, flexible, and easy to implement, as it does not require complex preparation. Teaching methods can be adapted to students' needs, which can enhance active student engagement (Khusnah & Tirtoni, 2026). The development of innovative teaching methods must continue to be pursued so that children grow into independent, creative individuals who are prepared to face future challenges (Gea & Zega, 2025). Teaching methods can be adapted and developed in line with students' learning styles so that students can be actively engaged throughout the learning process.

Vocabulary (Mufradat) Mastery

Vocabulary mastery in Arabic constitutes the primary foundation for understanding the language itself. Vocabulary mastery can be defined as an individual's ability to master and comprehend words, which serve as the primary foundation of communication (Maftuhah & Indah Nur Farizah, 2025). In the study by Karlina F., the use of Wordwall media based on the Numbered Heads Together (NHT) learning model was proven effective in improving students' vocabulary mastery, demonstrating that the integration of learning technology with active learning models can serve as an innovative solution in vocabulary instruction (Fitriani et al., 2025). Meanwhile, in the study by Restifa K., an educational game using picture-word cards in Arabic vocabulary learning at MIN 2 Kota Sawahlunto demonstrated an effective and enjoyable new approach to enhancing student engagement and vocabulary mastery (Khairanis, 2025). Both studies focused on instructional media without linking them to students' learning style characteristics. Meanwhile, research on learning styles has more commonly addressed their influence on learning outcomes in general. Therefore, a research gap remains regarding how the compatibility between students' learning styles and teachers' teaching methods affects Arabic vocabulary mastery.

Table 2. Findings

No.	Aspect Observed	Findings
1	Learning Process	Arabic language learning remains dominated by the lecture method combined with visual media through projectors. The teacher explains vocabulary while students listen, take notes, and memorize.

2	Use of Media	Visual media are used as tools to introduce vocabulary; however, their use remains passive and has not encouraged active student interaction.
3	Student Engagement	Some students show low engagement, such as talking with peers, engaging in activities unrelated to the lesson, and leaving and entering the classroom.
4	Students' Learning Styles	Student behavior indicates a tendency toward a kinesthetic learning style, which requires physical activity, direct involvement, and interaction in learning.
5	Compatibility of Teaching Methods	The methods applied have not fully accommodated the diversity of students' learning styles, particularly those with a kinesthetic tendency.
6	Vocabulary Mastery	Students' vocabulary mastery remains low. Students experience difficulties in comprehending, remembering, and using vocabulary in appropriate contexts.
7	Sentence Construction Ability	Students experience difficulties connecting previously learned vocabulary to form simple sentences in accordance with Arabic grammatical rules.
8	Impact of the Problem	Low vocabulary mastery affects other language skills, such as text comprehension, expressing ideas, and communicating in Arabic.
9	Learning Needs	More varied and interactive teaching strategies and media, suited to students' learning style characteristics, are needed to enhance engagement and vocabulary mastery.

Discussion

Under these conditions, it was found that several students talked with their deskmates, engaged in activities unrelated to the learning material, and repeatedly left and re-entered the classroom during the learning process. This phenomenon cannot be directly interpreted as a form of student indiscipline but must instead be analyzed in relation to learners' learning characteristics. According to the VAK (Visual, Auditory, Kinesthetic) model, each student has different preferences in receiving and processing information. When the learning process is predominantly centered on teacher explanation and memorization activities, the learning needs of some students – particularly those with a kinesthetic learning tendency – may become underserved. As a result, students tend to seek stimulation through physical activity or social interaction during learning. Therefore, behavior that appears inconsistent with the learning activity can be understood as a response to the mismatch between the applied teaching method and students' learning characteristics. This condition indicates the need to implement more varied and participatory teaching strategies capable of accommodating students' learning needs so that engagement and learning outcomes can be optimally improved. Accordingly, teaching methods that provide strategies aligned with students' needs are required (Rachmawati & Nurul Latifatul Inayati, 2025)

This situation is related to students' learning style characteristics, which tend to be kinesthetic, while the dominant teaching method used is the lecture method. Although group work is occasionally implemented, its intensity and quality appear insufficient to accommodate students' learning needs, which demand active engagement and direct experience. The lecture method, which focuses on the verbal delivery of information, has the potential to limit students' scope for exploration, making it less effective in supporting vocabulary internalization and the development of sentence construction skills.

Conceptually, this condition reflects a pedagogical gap between students' learning needs and the teaching strategies employed. From the perspective of learning style theory, particularly the VAK model, kinesthetic students require not only the delivery of information but also a process of knowledge construction through direct activity. When this need is not met, learning tends to lose meaning for students, thereby resulting in low cognitive and affective engagement.

From an educational psychology perspective, low student engagement can be explained through the concepts of cognitive engagement and intrinsic motivation (Sunarsih et al., 2025). Students with a kinesthetic learning tendency generally sustain their attention through activities involving movement, exploration, and direct interaction. When the learning process is dominated by the lecture method, which positions students as passive recipients of information, this need remains unmet, causing students' attention to gradually decline. As a result, students tend to seek alternative stimulation, such as talking with peers, engaging in activities unrelated to the lesson, or leaving and entering the classroom. Thus, such behavior does not solely reflect low learning discipline but also indicates that the teaching strategy has not been able to fulfill students' psychological need for active learning.

Furthermore, from a cognitive psychology perspective, the process of vocabulary mastery depends not only on the frequency of vocabulary exposure but also on the depth of information processing. Vocabulary that is only received through teacher explanation and memorized without being used in meaningful activities tends to be stored in short-term memory and is therefore easily forgotten. Conversely, when students are given the opportunity to use vocabulary through practice, discussion, language games, or simulations, a process of elaboration and memory reinforcement occurs, which enhances retention and the ability to use vocabulary in communicative contexts.

Pedagogically, the findings of this study indicate that the effectiveness of vocabulary learning is determined not only by the quality of the material but also by the compatibility between teaching methods and students' learning characteristics. The lecture method is relatively effective for conveying conceptual information but has limitations in developing productive language skills, such as sentence construction and communication in Arabic. Vocabulary mastery requires active engagement through the

use of vocabulary in various authentic situations, so that students not only recognize the meaning of words but are also able to apply them appropriately in communicative contexts.

This finding can also be explained through the perspective of constructivism, which holds that knowledge is actively constructed by students through learning experiences (Shidiq et al., 2024). In language learning, students need to interact with their environment, peers, and teachers in order to gradually construct the meaning of vocabulary. When learning is centered solely on the delivery of information by the teacher, students' opportunities to independently construct understanding become limited. As a result, the process of vocabulary acquisition occurs mechanically through memorization rather than through meaningful learning experiences.

Structurally, the dominance of the lecture method is likely influenced not only by teacher preference but also by various classroom conditions, such as limited time, curriculum completion demands, class size, and habitual use of conventional methods. These factors may lead teachers to choose methods considered more practical and easier to implement, even though such methods have not fully accommodated the diversity of students' learning characteristics. Therefore, improving the quality of learning requires not only changes in teachers' instructional strategies but also institutional support through the provision of training, adequate learning media, and the development of more student-centered learning models.

The results of this study reinforce the findings of Supriadi et al. (2025), who state that alignment between teaching style and learning style contributes to learning effectiveness. However, this study offers a more specific perspective by demonstrating that such misalignment directly affects Arabic vocabulary mastery, particularly students' ability to comprehend, remember, and use vocabulary to construct simple sentences. This finding also complements the study of Fatimah and Sari (2025), which emphasizes the importance of interactive media. This study shows that learning success is determined not only by the use of media but also by the compatibility between teaching methods, students' learning characteristics, and opportunities for students to actively use vocabulary in meaningful contexts.

This finding reinforces the importance of a student-centered learning approach. In this approach, the teacher acts as a facilitator who provides learning experiences that enable students to actively construct knowledge in accordance with their learning characteristics. Consequently, the use of Arabic vocabulary becomes more meaningful than mere memorization.

The use of active teaching methods can serve as one alternative to address this problem. Activities such as role play, language games, group discussions, simulations, simple projects, and problem-based learning can help students comprehend and remember vocabulary more effectively. Through these activities, students not only receive information but also use it in situations resembling real-life language use. This

process allows for the natural repetition and reinforcement of vocabulary meaning, thereby strengthening students' retention of vocabulary.

In addition, the use of learning technology can also support the improvement of Arabic vocabulary mastery. Various current applications and digital media enable teachers to present more interactive and engaging instruction. The use of digital quizzes, technology-based educational games, instructional videos, and online learning platforms can enhance students' learning motivation while providing variation in the learning process. For students with kinesthetic tendencies, technology can also be combined with collaborative activities so that learning continues to involve movement, interaction, and active participation.

This finding also has practical implications for Arabic language teachers. Teachers need to identify students' learning characteristics before determining the teaching strategy to be used. Although a variety of learning styles exist within a single class, teachers can design instruction that accommodates these various characteristics in a balanced manner. In this way, every student is provided with a learning opportunity suited to their needs. Adaptive and flexible instruction is believed to be capable of enhancing student engagement while helping students achieve more optimal learning outcomes.

Based on the findings, the improvement of Arabic vocabulary mastery is determined not only by the material taught but is also strongly influenced by the compatibility between teaching methods and learners' characteristics. The research findings indicate that most students have a tendency toward a kinesthetic learning style, which requires learning activities involving movement, hands-on practice, and active participation in the learning process. Consequently, the use of teaching methods that remain teacher-centered and dominated by lectures tends to be less capable of accommodating students' learning needs. This condition has the potential to cause low student engagement during learning, resulting in a less optimal process of vocabulary mastery.

To address this problem, a more interactive and student-centered instructional design is needed. Teachers can optimize learning activities through educational games, group work, simulations, demonstrations, and activities involving physical movement, enabling students to learn actively and enjoyably. Learning that emphasizes social interaction and cooperation among students can also help strengthen the comprehension and retention of Arabic vocabulary, as students are given the opportunity to use vocabulary in authentic contexts. Thus, the vocabulary acquisition process does not occur mechanically through memorization alone but becomes more meaningful, sustainable, and aligned with the needs and characteristics of learners.

Data Triangulation

Data triangulation in this study was conducted by comparing and examining findings obtained from various sources, namely observation and teacher interviews, in order to obtain a more comprehensive and valid understanding.

Table 3. Data Triangulation

Focus of Findings	Observation Results	Teacher Interview Results	Triangulation Analysis
Learning Process	Learning is dominated by the lecture method assisted by visual media through projectors. Students mostly listen, take notes, and memorize.	The teacher explained that the method most frequently used is lecturing supported by visual media in the form of images to introduce vocabulary.	Observation and interview data show consistency, indicating that learning remains teacher-centered.
Students' Learning Styles	Student behavior shows a tendency to need physical activity and interaction during learning.	The teacher stated that students are more enthusiastic when engaged in hands-on activities, games, or group work compared to listening to lectures.	Findings from observation and interviews show that some students are more responsive to activities involving movement and direct practice. This condition indicates a tendency toward kinesthetic learning characteristics, although specific identification of learning styles would require a more standardized instrument.
Vocabulary Mastery	Students appeared to struggle in answering questions related to previously learned vocabulary and were less active in using vocabulary during learning.	The teacher stated that students' vocabulary mastery remains low and that students frequently forget previously learned vocabulary.	Observation and interview data mutually reinforce that students' vocabulary mastery remains low.
Sentence Construction Ability	Students rarely used vocabulary in sentence form	The teacher explained that most students have not	Both data sources indicate that students have not yet been able to

	and struggled when asked to create simple sentences.	yet been able to independently construct simple sentences.	productively apply vocabulary.
Compatibility between Method and Learning Style	The lecture method dominates learning, while some students show a need to learn through direct activity.	The teacher acknowledged that students understand material more easily when involved in hands-on activities or games.	There is a mismatch between the applied teaching method and the learning characteristics of some students.
Learning Impact	Low student participation during learning and limited use of vocabulary in learning activities.	The teacher stated that low vocabulary mastery affects students' ability to comprehend material and communicate in Arabic.	The data show a relationship between low student engagement and low Arabic learning outcomes.

Based on the results of data triangulation conducted through observation and teacher interviews, it can be concluded that there is consistency in the findings regarding the problems in Arabic language learning at MTsN 2 Banda Aceh. The learning process, which remains dominated by the lecture method combined with the use of visual media, has not been able to actively engage students in learning activities. This condition is reflected in low student engagement during learning, such as talking with peers, engaging in activities unrelated to the lesson, and leaving and entering the classroom. On the other hand, the interview results show that students' vocabulary mastery remains low and that students experience difficulties in constructing simple sentences in Arabic. These findings indicate a mismatch between the applied teaching method and the learning style characteristics of some students, particularly those with a tendency toward kinesthetic learning.

Theory Triangulation

Theory triangulation was conducted by examining the research findings from various relevant theoretical perspectives, particularly learning style theory and teaching method theory.

Table 4. Theory Triangulation

Focus of Study	Theory 1	Theory 2	Theory Triangulation
----------------	----------	----------	----------------------

Students' Learning Styles	Learning style is an individual's tendency in receiving, processing, and storing information during the learning process. Each student has distinct learning characteristics, such as visual, auditory, and kinesthetic.	Students with a kinesthetic learning style more easily understand material through physical activity, hands-on practice, and active involvement in learning. A lack of movement-based activity can lead to boredom and reduced concentration.	Learning style influences how students comprehend information. Among early adolescent learners, the need for activity, social interaction, and direct involvement in learning remains relatively high, meaning that active teaching strategies are more likely to capture attention and sustain student engagement. The effectiveness of a teaching method is determined not only by its ease of implementation but also by its compatibility with students' characteristics and learning styles. Methods involving physical activity and active participation are more suitable for students with a kinesthetic learning tendency.
Teaching Methods	A teaching method is a systematic plan used by teachers to deliver material so that learning objectives are effectively achieved.	Innovative teaching methods adapted to students' needs can enhance engagement, creativity, independence, and learning outcomes.	Success in vocabulary mastery is influenced by the strategies, methods, and instructional media used. Interactive, enjoyable learning that actively engages students can improve comprehension and retention of Arabic vocabulary.
Vocabulary Mastery	Vocabulary mastery is the ability to understand and use vocabulary, which forms the foundation of Arabic language skills.	The use of active teaching media and methods, such as NHT-based Wordwall or picture-word card games, has been proven to enhance students' vocabulary mastery.	

Relationship between Variables	Learning style determines how students receive and process information.	Teaching methods aligned with learning styles can enhance learning effectiveness and student outcomes.	The compatibility between students' learning styles and teaching methods is an important factor in improving vocabulary mastery. The more closely the method used aligns with students' learning characteristics, the more optimal the process and outcomes of Arabic vocabulary learning become.
--------------------------------------	---	---	--

Based on the theory triangulation above, it can be understood that vocabulary mastery is influenced not only by the material taught but also by the compatibility between students' learning styles and the teaching methods applied. Students with a kinesthetic learning style tend to more easily understand Arabic vocabulary through activities involving movement, direct practice, and interaction. Therefore, the use of active and interactive teaching methods suited to students' characteristics can enhance learning engagement while optimizing vocabulary mastery. Thus, there is a strong relationship between learning style, teaching method, and students' success in mastering Arabic vocabulary.

The findings of this study indicate that learning effectiveness is determined not only by the method used by the teacher but also by the extent to which it aligns with students' learning characteristics. These results are consistent with Fleming's view, which emphasizes the importance of considering learners' learning preferences in the learning process. Furthermore, these findings also support Supriadi's research, which states that alignment between learners' characteristics and teaching strategies can enhance engagement and learning outcomes. Accordingly, Arabic language teachers need to develop more diverse, student-centered instruction so that the vocabulary mastery process can proceed more effectively.

CONCLUSION

This study demonstrates that Arabic vocabulary mastery is influenced not only by the material taught but also by the degree of compatibility between students' learning characteristics and the teaching methods applied by teachers. Accordingly, the research question concerning the relationship between students' learning styles and teaching methods with respect to vocabulary mastery can be answered as follows: the

mismatch between the two contributes to low student engagement in learning, which ultimately affects students' ability to comprehend, retain, and use Arabic vocabulary.

These findings reinforce the view that effective Arabic language learning requires a student-centered approach that takes into account the diversity of learning characteristics as a basis for selecting teaching methods and strategies. Theoretically, this study enriches the body of literature on the relationship between learning styles, teaching methods, and vocabulary mastery by demonstrating that the alignment of these three aspects is a critical factor in supporting the process of Arabic vocabulary acquisition. Practically, the findings imply that teachers need to design more active, interactive, and adaptive instruction through hands-on activities, collaboration, educational games, and the use of interactive learning media, so that student engagement can increase and vocabulary mastery can develop more optimally. These findings may also serve as a reference for schools in developing teacher training and Arabic learning innovations that are more responsive to students' learning needs.

REFERENCES

- Ahmad Muhammad Ramadhan. (2025). Pengaruh Media Pembelajaran, Motivasi Belajar dan Gaya Belajar Visual Terhadap Hasil Belajar Siswa SMA Islam Al-Amin Suko Sukodono Sidoarjo. *Jurnal Kajian Ilmu Pendidikan*, 6(3), 901–918.
- Alimudin, B. (2025). Analisis Hubungan antara Preferensi Gaya Belajar Visual-Auditori-Kinestetik dan Prestasi Akademik Mahasiswa Perguruan Tinggi Islam. *JUPERAN: Jurnal Pendidikan Dan Pembelajaran*, 04(02), 1–11.
- Amelia, R., Izzah, S. N. R., Hikmah, M. A., & Bakar, M. Y. A. (2025). Memahami Gaya Belajar Siswa: Kunci Keberhasilan Personalisasi Pembelajaran. *Jurnal Ilmiah Nusantara (JINU)*, 2(1), 287–300.
- Annasthasya, D., Alfindoria, I., Rahayu, S., & Khair, O. I. (2025). Metodologi Penelitian Kualitatif: Tinjauan Literatur Dalam Konteks Pendidikan. *Jurnal Ilmiah Multidisipin*, 3(7), 423–429. <https://doi.org/10.60126/jim.v3i7.1070>
- Darmiah, D. (2025). Kesesuaian Metode Pembelajaran dengan Gaya Belajar Siswa: Studi pada MIN 18 Aceh Besar. *Jurnal Ilmiah Mahasiswa*, 3(1), 21–29. <https://doi.org/10.22373/t1v8h415>
- Fatimah, F., & Sari, Y. I. (2025). Merekonstruksi Pembelajaran Ips: Media Interaktif, Gaya Belajar Siswa, Dan Kreativitas Guru Dalam Menumbuhkan Pemahaman Kontekstual. *Dinamika Sosial: Jurnal Pendidikan Ilmu Pengetahuan Sosial*, 4(2), 150–162. <https://doi.org/10.18860/dsjpgips.v4i2.17921>
- Fitriani, K., Syaiful Rizal, H., & Hasyim, M. (2025). Efektivitas Media Pembelajaran Wordwall Berbasis Numbered Head Together (NHT) Untuk Meningkatkan

- Penguasaan Mufradat Siswi / The Effectiveness of Wordwall Learning Media Based on Numbered Head Together (NHT) to Improve Mufradat Mastery of Students. *Loghat Arabi: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 6(2). <https://doi.org/10.36915/la.v6i2.456>
- Fleming, N. D. (2012). *Teaching and learning styles: VARK strategies*.
- Gea, A., & Zega, R. F. W. (2025). Metode pembelajaran kreatif dalam pendidikan anak usia dini. *Khirani: Jurnal Pendidikan Anak Usia Dini*, 3(1), 209–219.
- Hayati, M., & Yesmneca, W. (2023). Meningkatkan Motivasi Belajar Anak Tipe Kinestetik Melalui Kegiatan Gerak dan Lagu di RA Arafah Kabupaten Solok. *Jurnal Tambusai*, 7, 12527–12532.
- Irwansyah, R., Simorangkir, S. M., Al Zahro, N., Falensia, D., Hutahaeen, & Sembiring, I. Y. B. (2021). Analisis Penggunaan Gaya Belajar Audio - Visual dan Kinestetik untuk Meningkatkan Minat Belajar Siswa terhadap Matematika. *Jurnal Pendidikan Tambusai*, 8(3), 41807–41812.
- Khairanis, R. (2025). Peningkatan Penguasaan Mufradat Bahasa Arab melalui Permainan Kartu Kata Bergambar: Studi Pengabdian Masyarakat di MIN 2 Kota Sawahlunto. *Kareba: Jurnal Inovasi Dan Pemberdayaan Masyarakat*, 1(1), 24–34. <https://doi.org/10.64850/kareba.v1i1.26>
- Khusnah, D. A., & Tirtoni, F. (2026). *Typology of Intrinsic Motivation in Elementary School Students with Kinesthetic Learning Styles*.
- Lei, H., Cui, Y., & Zhou, W. (2018). Relationships between student engagement and academic achievement: A meta-analysis. *Social Behavior and Personality*, 46(3), 517–528. <https://doi.org/10.2224/sbp.7054>
- Maftuhah, & Indah Nur Farizah. (2025). Korelasi Penguasaan Mufrodad Bahasa Arab Untuk Meningkatkan Hasil Belajar Bahasa Arab Di Pondok Pesantren Modern Muhammadiyah Paciran Lamongan. *Jurnal Pendidikan Islam*, 11(2), 11–15. <https://doi.org/10.37286/ojs.v11i2.282>
- Magister, M. W. (2023). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7, 2896–2910.
- Malik, R., Susanti, R., Hidir, A., Resdati, Ihsan, M., & Dzulqarnain, M. F. (2025). Triangulasi dan Analisis Domain; Meningkatkan Kredibilitas dan Kedalaman Penelitian Kualitatif. *KAMBOTI: Jurnal Sosial Dan Humaniora*, 6(1), 33–41. <https://doi.org/10.51135/kambotivol6issue1page33-41>
- Qomaruddin, Q., & Sa'diyah, H. (2024). Kajian Teoritis tentang Teknik Analisis Data dalam Penelitian Kualitatif: Perspektif Spradley, Miles dan Huberman. *Journal of*

- Management, Accounting, and Administration, 1(2), 77-84.
<https://doi.org/10.52620/jomaa.v1i2.93>
- Rachmawati, F., & Nurul Latifatul Inayati. (2025). Analisis Strategi Pembelajaran Bahasa Arab di SMP Muhammadiyah Darul Arqom Karanganyar. *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab*, 7(1), 193-209.
<https://doi.org/10.21154/sfz2c370>
- Ritonga, M., Ali, M., & Ritonga, M. J. (2023). Perencanaan Dan Strategi Pembelajaran Fahm Al-Masmū' Di Madrasah. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 6(1), 29. <https://doi.org/10.35931/am.v6i1.1592>
- Shidiq, F. M., Dewi, A. T. T. T., Budianto, L., & Hasanah, M. (2024). Implementasi Teori Belajar Konstruktivisme Dalam Pembelajaran Maharah Kalam Menggunakan Cooperative Learning Di Madrasah Tsanawiah. *El-Tsaqafah: Jurnal Jurusan PBA*, 23(1), 49-62. <https://doi.org/10.20414/tsaqafah.v23i1.9571>
- Sunarsih, S., Judijanto, L., Haryono, P., Suwandi, W., & ... (2025). *Psikologi Pendidikan: Teori dan Penerapan pada Praktik Pengajaran*. PT. Green Pustaka Indonesia.
- Supriadi, S., Santoso, R., Wahyuni, S., Wela Asih, A., Yuanda, F., & Ridho Al Qowi, A. (2025). *Seminar Nasional LPPM Universitas Jambi*. 251-258.
- Umar, A. T., Andriani, C., Manik, E. B., & Ayu, D. P. (2026). *Pengaruh Efikasi Diri dan Gaya Belajar terhadap Prestasi Akademik Mahasiswa Fakultas Ekonomi Universitas Negeri Medan*. 6, 359-371.