

Analysis of the Drill Method in Developing Children's Arabic Skills at RA Ar-Rahmah

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Abstract

This study aims to explore the effect of drill method in improving Arabic language skills in early childhood at Raudhatul Athfal (RA) Ar-Rahmah, Medan. Using a descriptive qualitative approach, this study collected data through observations and interviews to analyze the implementation of the drill method in the Arabic language learning process. The results showed that the implemented drill method, which includes repetition of vocabulary and pronunciation through songs and picture books, is effective in helping children develop Arabic language skills. This method allows children to remember vocabulary and sentence patterns better, as well as forming positive habits in the use of Arabic. However, the study also identified some drawbacks, such as the potential for boredom in children due to monotonous repetition. Nonetheless, the drill method is recognized as an important tool in language teaching, especially in the context of Islamic education, and is recommended to be combined with other more interactive methods to increase the effectiveness of learning.

Kata Kunci

Bahasa Arab;
Anak Usia Dini;
Metode Drill

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi pengaruh metode drill dalam meningkatkan kemampuan berbahasa Arab pada anak usia dini di Raudhatul Athfal (RA) Ar-Rahmah, Medan. Dengan menggunakan pendekatan kualitatif deskriptif, penelitian ini mengumpulkan data melalui observasi dan wawancara untuk menganalisis penerapan metode drill dalam proses pembelajaran bahasa Arab. Hasil penelitian menunjukkan bahwa metode drill yang diterapkan, yang meliputi pengulangan kosakata dan pengucapan melalui lagu dan buku bergambar, efektif dalam membantu anak-anak mengembangkan kemampuan bahasa Arab. Metode ini memungkinkan anak-anak untuk mengingat kosakata dan pola kalimat dengan lebih baik, serta membentuk kebiasaan positif dalam penggunaan bahasa Arab. Namun, penelitian ini juga mengidentifikasi beberapa kelemahan, seperti potensi kebosanan pada anak-anak karena pengulangan yang monoton. Meskipun demikian, metode drill diakui sebagai alat yang penting dalam pengajaran bahasa, terutama dalam konteks pendidikan Islam, dan direkomendasikan untuk dikombinasikan dengan metode lain yang lebih interaktif untuk meningkatkan efektivitas pembelajaran.

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INTRODUCTION

Early childhood is a child who has an age range between 0-6 years (Sulastri & Tarmizi, 2017). Early childhood has a different or unique character where child growth is characterized by 6 aspects of child development, namely social emotional, physical motoric, language, cognitive, creativity and art. One of the developments that must be developed by children is language development. Language development in children helps children interact, socialize with their friends.

Language is an aspect of development in early childhood growth and development. The golden age period is one of the main reasons for children's language development. Language can help children to discuss, ask questions, and express their thoughts and help children interact with other individuals. Therefore, it is necessary to pay enough attention so that children's growth and development in language can develop as expected (language et al, 2020).

Language can be channeled in the form of communication; communication involves the story and the listener to interact with each other (Julianto and Umami 2022). Etymologically, communication comes from Latin communication which comes from the word communis which means the same. The word same means meaning, meaning that communication can make interactions between individuals with other individuals contain meaning.

Abdul Chaer in (Batubara 2021) states that the first process of children in language is that children get their first language or mother tongue. Mother tongue is a language that children get from a mother consciously and spontaneously and get direction from someone who already understands how to speak (Batubara, 2021). Ali stated that language can be used as a cultured social being, form a good personality, and can socialize with the community to build the present and future (Ali 2020).

The result of language in the child's mind is the language he gets first, namely the mother tongue. The language process in children is one of the greatest and most amazing appreciations in children (Rosmanti, 2023). The language process in children is formed through 2 skills, namely children being able to produce language spontaneously and being able to understand language by listening to others when speaking.

Raudhatul Athfal (RA) is part of formal early childhood education services with an age range of 4-6 years under the auspices of the Ministry of Religion. The term names of institutions in educational services are RA (Raudhatul Athfal), BA (Bustanul Athfal), TA (Tarbiyatul Athfal). The name is based on the characteristics of the nomenclature of early childhood education institutions.

Raudhatul Athfal has a difference with other early childhood education, because RA is based on Islamic-based education and under the auspices of the Ministry of Religion. The characteristics that exist in RA are in the aspect of child development, especially in Islamic spiritual values.

Children who are in the process of growth and development will always want to communicate due to the needs, thoughts, and language that children can say with words that have meaning. Language proficiency in early childhood is a need for children to communicate with others through the language they know, learn, hear and see so that children can know the language and speak the language (Fajriani & Kurnia, 2020). According to Yulianti & Veviana (2022), language is one of the developments that children must have, so that children can understand words and sentences, and children can understand the relationship between oral and written.

Based on the above opinion, it can be concluded that language is one aspect of mandatory development in children. With language, children are able to socialize with society and other individuals and with language skills children are able to process any information and children are able to communicate to provide the ideas they have.

Language development in children has a lot to develop and perfect. Language in children can be stimulated through reading and children are asked to often interact to communicate in the correct language. Children's language skills can be developed through singing, listening to stories, guessing pictures and words, using interesting media for children. By providing some stimulus to children can improve language so that growth and development is more active as an adult (Shah, 2019).

One of the important languages for children to know is Arabic (kasmianti, 2022). Since Arabic is a language that is widely recognized and closely related to community groups. (Wekke, 2020). When

children enter school and madrasah, they will also learn about Arabic. Arabic can also be used as a daily language in children. The introduction of Arabic from an early age is very important for children because according to Imas Jihan Syah, Arabic can be the beginning for children to have broad insights, experiences, and skills in children, teaching Arabic in early childhood is easier than teaching Arabic to adults, therefore teaching children can get maximum results. (Shah, 2019).

The use of language is one of the things that states that there is human existence. Language can form a design and can help to improve insight and language is a means of interaction between one individual to another. Widayati states that communication is the purpose of language, whether it is spoken language, sign language, or in writing (Widayati, 2018). The form of language for children itself consists of expressive and receptive language. Expressive language is language that uses symbolic words or gestures (Cheung, Hartley, & Monaghan, 2021). Receptive language is language that is expressed directly or verbally, such as storytelling, writing, and speaking.

Children's development in processing language can be seen from the influence of the environment, both family and community environments. It is important for a teacher to process children's development in language. Children's language process is associated with linguistics which includes phonology, morphology, syntax, semantic and pragmatic. In the process of learning language through other people and as for other ways in the process of learning children's language, especially Arabic, namely (1) Parents can familiarize children at home to introduce Arabic by teaching children to read iqra and parents can use simple Arabic vocabulary; (2) Parents teach manners when talking to older people; (3) The child can use simple Arabic to interact with father and mother, brother, sister, sister and their surroundings. And interact with Indonesian to be used with Indonesian; (4) When the child is at school the child uses Indonesian but every morning the teacher always repeats Arabic such as reading surahs and asking about simple vocabulary to the child; (5) The child uses Indonesian when playing with friends.

Child development involves the whole process of a child from infancy to adulthood. There are

2 events but they are interconnected with each other and interconnected, namely about growth and development. Language plays an important role in improving the quality of education. Especially in kindergarten, language has a function that is explained by the department of education and culture, namely the development of children's language skills in kindergarten can help children socialize with the community which is useful for child development. In pre-school children, language development can be seen from the child's ability to read. Tiel also pointed out that children who have delays in developing language can be referred to as one of the things that can be said to be a disorder of brain function and cognitive development of children (Dewi & Nurrahima, 2019).

One of the methods used in introducing Arabic to children is the drill method. This method is a learning method that focuses on continuous and repetitive training activities to improve certain abilities and skills (Octaviani & Tias, 2021).

The drill method is one way to train children repeatedly and continuously to improve a learned skill or ability (Megawati, 2014). From some of the above opinions, it can be concluded that the drill method is a learning method by providing training why children repeatedly and repeatedly to improve abilities and improve skills, speed, and opportunities in children. Skills can be developed and mastered if there is a habit that is done repeatedly in children every day.

The drill method is very suitable for improving children's ability to recognize and learn Arabic. Through this method, children can be given continuous practice and can be mastered by children well. Through the drill method, children are expected to improve their ability to recognize and learn Arabic.

The other pluses and minuses are 1) children will be more focused in learning, 2) children can improve their language skills because of the repeated practice process, 3) helping children in overcoming their problems.

The steps in the process of applying the drill method consist of 1) determining the initial plan, 2) activities and observations, 3) supervision and correction, 4) changes. (Latifah, 2022). This study aims to improve children's Arabic language skills using the drill method.

Arabic is the language of globalization and a growing culture. Arabic is useful for understanding the history, culture, and religion of Islam. Learning Arabic can provide opportunities for a person to broaden language horizons, increase understanding of various cultures, and great career opportunities when a person is able to learn and master Arabic itself.

Learning foreign languages in early childhood is the most useful method to improve children's cognitive and linguistic skills (Paramitha, 2017). Arabic is a language that has one of the major influences, especially in Muslim countries, and has an important role in early childhood education (Adhimah & hasan, 2024). Introducing Arabic at an early age can help children communicate because Arabic has a global scope (Astini & ASKTIP, 2019).

Learning Arabic at an early age can add a broad insight into knowledge of Arabic history, art, and traditions (Hasan et al., 2024). Understanding Arabic can get a key child in invaluable literary works so that it can increase children's insight into the world (Asril & Hanafi, 2021).

Arabic has many benefits, but many challenges are faced in learning Arabic. The challenge is the lack of teaching resources that are interesting and suitable for early childhood education. Another difficulty is the lack of access to interactive and supportive materials. The lack of enthusiasm in enhancing children's motivation is caused by the continued use of conventional textbooks and old teaching methods in many educational services (Masturoh & Mahmudi, 2023). This research aims to find out how the drill method in developing AUD Arabic language skills at RA AR-Rahmah Medan city kec. Percut sei taun.

METHOD

Qualitative research method is a research approach that is useful for understanding and explaining phenomena thoroughly through non-numerical data collection, analysis, and interpretation approaches. This method aims to understand the social context, individual experiences, and meanings in the research under study (Fadli, 2021). Qualitative research is research that provides results and manages data that has descriptive properties such as observations and interviews. This research uses qualitative methods because it is basically to test or

examine a real object without any manipulation in it. In a qualitative approach the researcher can collect the information needed by the researcher.

This research was conducted at RA Ar-Rahmah in 2024. The data collection method uses direct observation related to the analysis of the drill method in developing Arabic language in children. Therefore, the type of research used is a descriptive qualitative approach methodology. This research was conducted at RA AR-RAHMAH which is located in the city of Medan Kec. Percut Sei Tuan. This research was conducted in November 2024.

The data analysis technique used in this research is observation and interview. The results of observations are information about places, actors, and learning activities, events or events, time. The stage of this observation is that the researcher formulates the purpose of the observation. Interviews conducted regarding the drill learning method proposed for the teacher.

RESULTS AND DISCUSSION

Result

From the results of research that has been conducted, Arabic language skills are an important competency taught in Islamic educational institutions. As the language of the Qur'an, mastering Arabic is one of the priorities in learning in RA (Raudhatul Athfal). One of the learning methods applied is the drill method, which focuses on repetition to form habits and skills.

Observations that have been made by researchers with the five senses taken based on facts in the field as well as interviews in the form of notes of questions asked by RA- Ar-Rahmah class teachers from the results of these interviews found that early childhood has difficulty in learning foreign languages, especially Arabic, therefore the teacher designs learning by means of the drill method with pronunciation through singing and with picture books.

In RA Ar-Rahmah, the drill method is applied through an approach that is appropriate for early childhood. Teachers design learning where every morning before class starts children will line up in front of the class to memorize short surahs and also the introduction of Arabic 1-2 with songs that are done every day in the morning. The teacher introduces Arabic vocabulary, such as names of objects

or numbers, and students repeat them together until they are correct when lining up in the field, then students are trained to memorize simple dialogues, such as greetings, introductions of family members, and daily expressions in Arabic. In the core activities the teacher designs learning that starts learning with prayer and introduces the theme after that learning to write hijaiyah letters and simple words in Arabic which are done repeatedly to train fine motor skills and reading skills in the form of a package book containing simple Arabic language along with pictures so that children are able to understand the meaning of Arabic by looking at the pictures in the book. As for the techniques used for children to speak Arabic at RA Ar-Rahmah, the teaching is complemented by Arabic-themed songs containing vocabulary and simple expressions.

The advantages of the drill method in the introduction of Arabic to children from the results of interviews obtained that repetition helps students remember vocabulary and sentence patterns better so as to improve children's long-term memory, through regular practice students are accustomed to using Arabic in simple contexts this also becomes a positive habit and the drill method is very suitable for early childhood because children tend to easily absorb lessons through repetition methods packaged in interesting activities such as those carried out at RA Ar-Rahmah which are packaged in the form of songs and Arabic picture books.

The drill method also has weaknesses as said by the source sometimes children tend to get bored with the repetition that is done every day, too monotonous so that it makes children bored, and also makes children's creativity become inhibited because of the demands of teachers who require children to always follow the instructions given so that children cannot express openly.

Discussion

Research conducted by Yusuf Hidayat in 2022 with the title "The use of drilling technique to teach English speaking to the early childhoods a descriptive study" states that using the drill method or drilling makes children's abilities, especially in early childhood, get maximum learning results because the habituation process can make it easier for early childhood to memorize what is learned at school.

This learning can encourage children to learn language.

According to Ref in (Wulandari 2020) states that the drill method is a method commonly used by teachers to carry out habituation in order to get maximum results as desired. The drill method is a method that provides opportunities for children to practice to improve children's abilities. (Tambak, 2016).

According to Roestiyah NK, the drill method is a teaching method where students can carry out training continuously and repeatedly in order to improve previously learned lessons (Sari. P.Y, 2023).

Based on the above understanding, the researcher concludes that the drill method is a method commonly used by early childhood teachers, because the drill method is a method that will be carried out repeatedly and continuously in order to obtain the expected learning outcomes and children are given the opportunity to practice.

According to Bahri (2010), the drill method has several advantages, namely (1) Motor skills: Includes skills such as writing, reciting letters, words, and sentences, making and using tools, both in games and sports; (2) Mental abilities: Includes mastery of skills such as multiplication, addition, subtraction, division, as well as understanding certain symbols; (3) Association skills: Includes letter relationships in spelling, use of symbols, map reading, and other similar activities; (4) Habit formation: Improves speed and accuracy in carrying out various activities; (5) Utilization of routines: Helps the execution of complex movements automatically and efficiently.

Syaiful (2006), explains that there are several advantages of the drill method, namely that the drill method can form complex habits that are initially complicated into young habits because of the activities carried out repeatedly.

The conclusion from various theories about the drill method is that this method is very effective in training certain skills through systematic repetition. Drill focuses on improving motor, mental, and association abilities, so it can help learners master skills more quickly, precisely, and automatically. In addition, this method also plays a role in forming habits that support speed, accuracy, and efficiency in the execution of certain tasks or activities. Thus,

the drill method is an important learning tool for developing practical and cognitive skills.

However, there are also shortcomings of this method, as stated by Bahri 1) Limiting students' talents and initiatives because students must adjust activities that are not in accordance with previous understanding. 2) Leads to habituation to the environment 3) Exercises that are carried out repeatedly are things that easily make boredom. 4) Make boring habituation.

The same thing was also stated by Syaiful Exercises carried out in a serious atmosphere and under close supervision often leads to boredom. If the pressure continues to increase at a time when learners are already bored or irritated, this not only fails to increase learning motivation but can also trigger negative psychological states, such as learning or training strikes. In addition, overly strenuous training can lead to feelings of resentment towards both the subject matter and the teacher. It also has the potential to inhibit learners' talents and initiatives, as they tend to be directed only to conform without being given the space to understand concepts in depth. As a result, monotonous and rigid exercises only form habits that are static and automatic, so they are unable to encourage flexibility or creativity in the learning process.

The results show regarding the advantages and disadvantages of the drill method in Arabic language learning is that this method has great benefits in training practical skills, such as pronunciation, writing letters, and understanding grammar through systematic repetition. Drill helps learners master the material quickly, improve accuracy, and form positive habits in the use of Arabic.

However, this method also has its limitations. If applied excessively or without variety, the drill method can lead to boredom, inhibit creativity, and reduce deep understanding of concepts. In addition, monotonous and rigid exercises tend to limit learners' initiative, making learning less interesting and meaningful. Therefore, the drill method should be combined with other more interactive methods to achieve optimal learning outcomes.

CONCLUSION

From the results of the interviews that have been conducted, it explains that the drill method in developing Arabic language skills in children is

very capable of helping children memorize every vocabulary or every memorization that is done every morning at the school. This method is also able to provide long-term memory for children in remembering vocabulary and sentence patterns given by the teacher. The drill method provides structured repetition that helps children master Arabic vocabulary, grammar, and pronunciation more quickly. Intensive practice strengthens long-term memory and increases students' confidence in language. Through the drill method, students are actively involved in the learning process. This approach creates an interactive learning atmosphere, so students are more motivated to participate in language activities, such as reading, writing and speaking. Constant repetition through the drill method helps students form Arabic language habits naturally. This routine activity strengthens students' practical ability to understand and use Arabic in simple contexts. To increase the effectiveness of the drill method, teachers are advised to combine this method with other approaches, such as educational games or project-based learning, to make learning more interesting and varied.

This research shows that the drill method (intensive practice) significantly contributes to developing children's Arabic language skills at RA Ar-Rahmah. The drill method can be adapted for various learning needs, such as using games, songs, and short stories to make learning more fun and interactive. The success of the drill method at RA Ar-Rahmah relies heavily on the teacher's involvement in providing consistent direction, correction, and motivation. Teachers have an important role in maintaining children's enthusiasm for learning.

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