



The Use of Singing Method in Improving Understanding of Arabic Vocabulary in Children at TK IT Bunayya 7

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Abstract

This study aims to examine the use of the singing method in improving the understanding of Arabic vocabulary in early childhood at TK IT Bunayya 7. This research uses a descriptive qualitative approach involving 20 children as research subjects. Data were collected through interviews with two teachers, direct observation during the learning process, and documentation of singing activities carried out in the classroom. The results showed that the singing method is effective in helping children remember and understand Arabic vocabulary. Songs containing Arabic vocabulary, with simple and repetitive structures, make it easier for children to memorize new words. In addition, singing activities also increase children's engagement and motivation in the learning process, making the learning atmosphere more fun and interactive. Nonetheless, this study found challenges in selecting appropriate songs and gaps in teachers' skills in integrating songs with learning objectives. Therefore, further training is needed for teachers to maximize the use of singing methods in Arabic language learning at the early childhood education level.

Kata Kunci

Metode bernyanyi;
Bahasa arab;
Anak usia dini;
Kosakata

Abstrak

Penelitian ini bertujuan untuk mengkaji penggunaan metode bernyanyi dalam meningkatkan pemahaman kosakata bahasa Arab pada anak usia dini di TK IT Bunayya 7. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan melibatkan 20 anak sebagai subjek penelitian. Data dikumpulkan melalui wawancara dengan 2 guru, observasi langsung selama proses pembelajaran, serta dokumentasi kegiatan bernyanyi yang dilakukan dalam kelas. Hasil penelitian menunjukkan bahwa metode bernyanyi efektif dalam membantu anak-anak mengingat dan memahami kosakata bahasa Arab. Lagu-lagu yang mengandung kosakata bahasa Arab, dengan struktur yang sederhana dan repetitif, mempermudah anak-anak dalam menghafal kata-kata baru. Selain itu, kegiatan bernyanyi juga meningkatkan keterlibatan dan motivasi anak-anak dalam proses pembelajaran, membuat suasana belajar lebih menyenangkan dan interaktif. Meskipun demikian, penelitian ini juga menemukan tantangan dalam pemilihan lagu yang sesuai dan kesenjangan keterampilan guru dalam mengintegrasikan lagu dengan tujuan pembelajaran. Oleh karena itu, dibutuhkan pelatihan lebih lanjut bagi guru untuk memaksimalkan penggunaan metode bernyanyi dalam pembelajaran bahasa Arab di tingkat pendidikan anak usia dini.

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INTRODUCTION

Early childhood is for those aged 0-8 years. A child between the ages of three and six is considered to be in early childhood, according to Beichler and Snowman. Augusta argues that each early childhood child is a unique individual with distinctive patterns of physical, cognitive, socio-emotional, creative, language, and communication growth and development according to the stages the child is experiencing (Norilah, 2022). The phases that children are experiencing. So, early childhood is a group of children experiencing certain distinctive stages of growth and development. Children usually attend kindergarten programs at the age of 4-6 years, while at the age of 3-5 years, they usually attend early childhood education programs, which include child care (3 months-5 years) and playgroups (3 years). These education programs aim to maximize every potential of early childhood, including cognitive, fine and gross motor, religious, social-emotional, and artistic (Khadijah, 2017).

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, early childhood is a child aged 0 to 6 years. At this stage, children are in a very important phase of development, both physically, mentally, and socially. The development that occurs at an early age is the foundation for further development, where children begin to build basic abilities such as motor, language, cognitive, and social-emotional. Therefore, early childhood education (ECE) is crucial in preparing children for lifelong learning and shaping character and balanced intelligence. This law emphasizes the importance of paying special attention to the educational needs of children at this age to support their optimal development.

One important aspect of early childhood development is language learning, including Arabic (Qureshi et al., 2022). Arabic language learning for early childhood is learning Arabic as a foreign language. Arabic is meant to be an additional language learning method, unlike the native language used to communicate daily (Shiri, 2015). Many people have difficulty learning this language. This is because language is rarely used, including problems faced in early childhood (Radhi, 2024). Learning Arabic at an early age can help children recognize basic vocabulary, introduce religious values, and enrich their language skills in a fun and interactive way. Chil-

dren can naturally learn Arabic through games, songs, and other creative activities while developing cognitive, social, and emotional abilities (Yakin, 2020).

The singing method is a learning method that uses verses that are sung. Usually, the verses are adapted from the material that the educator will teach. According to several experts, singing makes the learning atmosphere cheerful and passionate so children's development can be stimulated more optimally (Ridwan, 2019). Children of all ages love to listen, sing, and learn with songs. Therefore, music is an important part of the teaching-learning process for young children. Almost all forms of singing, from traditional to pop, can be utilized in learning (Abidin, 2023). So, using singing methods in learning Arabic can help children actively participate in learning and understanding some simple vocabulary through singing activities (Muharram, 2023).

The singing method can enhance children's cognitive experience and improve their memory, encouraging them to be actively involved in learning (Matafwali & Mofu, 2023). In addition, the singing method can also develop children's creativity and imagination and can help children understand foreign or other languages. That way, you can enrich your understanding of simple Arabic vocabulary through singing activities.

This study aims to determine the effect of the singing method in improving the understanding of Arabic vocabulary in children at TK IT Bunayya 7. The focus of the study examines the use of the singing method as a learning tool to improve understanding of Arabic vocabulary among early childhood children at TK IT Bunayya 7.

METHOD

This study uses a qualitative and descriptive approach to examine singing methods to improve early childhood Arabic vocabulary understanding. The researcher used the descriptive method to obtain a clearer picture of how the singing method is applied in Arabic language learning and its impact on children's vocabulary comprehension. This method allows researchers to explore the role of songs in helping children to remember and understand Arabic vocabulary in a more fun and effective way. With this approach, researchers can more deeply

understand the interaction dynamics between teachers, children, and learning materials through song media used in the Arabic language learning process (Sugiyono, 2019).

This research was conducted at Bunayya 7 IT Kindergarten in 2024. The data used in this study were obtained through interviews with two teachers involved in the learning process and direct observation of learning activities in a class of 20 children. Interviews were conducted to obtain information related to their experiences and views on the effectiveness of the singing method in helping children understand Arabic vocabulary. In addition, observation was used to see how the children could interact with the material taught through songs and how it affected their vocabulary understanding. These interviews and observations were then thematically analyzed to find patterns relevant to the research objectives. Thus, this study aims to provide a deeper understanding of the application of the singing method in Arabic language learning for young children.

The data was analyzed using comparative analysis to determine whether the singing method effectively improved vocabulary comprehension, comparing the experimental group (which used the singing method) with the control group (which used the conventional method).

RESULTS AND DISCUSSION

Result

After obtaining the data, it was analyzed using the qualitative descriptive method. All children love to learn by using songs. Therefore, singing is important to children's teaching and learning process. In addition, all types of songs can be used to support Arabic vocabulary learning.

The results of this study show that Arabic language learning at TK IT Bunayya 7 is carried out using several teaching methods. Still, based on researchers' observations, the method often used in this al-lathif class is the singing method. From the results of interviews that researchers have conducted with two teachers in the al-lathif class, he said that the singing method is one method that is often used in learning Arabic because by using this method, children can interact directly with the teacher. So that children can remember the Arabic language a little, learning Arabic using the singing

method can also increase children's imagination and creativity by following every movement made by the teacher. Thus, children can understand some simple vocabulary words in Arabic. Arabic language learning is used with several methods, including facilitating children's participation in every learning activity. Learning Arabic cannot be done like teaching and learning activities usually carried out in the classroom; therefore, several strategies or purchasing methods must be used to attract children's attention to participating in Arabic language learning.



Figure 1. Learning activities with singing method

Based on the observations of researchers, the use of singing methods in learning Arabic in children is also a method that is quite effective in improving children's understanding of Arabic vocabulary. Usually, the singing or songs used by the teacher are taken through several themes that are adjusted in learning. Usually, the theme used is adjusted to the day's learning. For example, if learning is about the five senses today, singing or singing will also be related to the five senses. Furthermore, in addition to singing activities, the children will usually be asked individually to mention the names sung earlier. With such activities, the child's vocabulary will also increase. Because of singing activities, children usually find it easier to remember and mention several simple words, such as numbers in Arabic, names of colors, objects, five senses, and stating the child's position.

Discussion

The researcher's observations show that the teacher is proficient in incorporating media and techniques into learning activities. The teacher has demonstrated mastery of subject matter relevant to the

theme. In addition, the teacher has implemented learning methodically within the allotted time (Nisa, 2020).

Providing early childhood with resources or learning experiences in a methodical and planned way is known as an early childhood learning approach. An early childhood learning approach is a methodical strategy for providing learning experiences or resources to children between 0 and 6 years old (Anders et al., 2012). Children are currently undergoing a developmental stage that includes physical, cognitive, social, and emotional growth. Therefore, their developmental needs should be considered when designing learning strategies. Consider their developmental needs. Encouraging children's curiosity and creativity through interactive, explorative, and fun learning is highly recommended—both inventiveness and curiosity (Hidayati, 2021).

These elements can improve children's mastery of Arabic vocabulary, especially when combined with singing techniques that can increase children's motivation and involvement in the learning process. Learning techniques are ways instructors provide material to students to increase students' interest and level of activeness in the learning process. Instructors to facilitate the learning process of students to achieve goals. Achieve learning goals. Singing technique illustrates a learning strategy (Sriwahyuni, 2021). The singing method is a skill that can be developed through the singing method. In addition, children benefit from the singing approach regarding growth, readiness, and mastery of students' cognitive or recognition process abilities. Children can be inspired to be more active and enthusiastic in learning if they can grow and develop according to their unique abilities and control how they learn (Ratnawati, 2022).

Kindergarten-age children are still in the concrete operations stage (Baroody et al., 2014). Their inability to think abstractly at this stage - they can only think about tangible objects - is one of the main markers of the concrete operations stage. These children can learn if the learning is interesting, fun, and in the form of games. Children at this age want a fun atmosphere and a good mood. Children who are in a stressful learning environment will be reticent to speak. Children should be taught Arabic using various methods to create an interesting and fun

learning environment. One of the activities that children love the most is singing. Most children are happy to hear songs or chants, especially when the songs are sung by children their age and accompanied by easy body movements. (Ni'mah, 2017).

Learning is an endeavor. Through this practice, children learn things quickly and effectively (Grageda et al., 2023). According to experts, learning is a combination of human elements, resources, facilities, equipment, and processes that work together to achieve learning objectives. Another name for learning is the process by which actors take constructive action to avoid political, social, and economic issues that affect individuals, organizations, and society. (Ramadhan, 2021). Learning is how information, skills, values, and behaviors are acquired, developed, and renewed through experience, education, and relationships with the outside world (Rieckmann, 2018). Learning can occur through life experience and observation or formally through education and training.

Developing social communication skills through Arabic and learning Arabic is done for social communication (Almelhes et al., 2014). However, even though Arabic is relatively simple, most students find it difficult to learn. Therefore, appropriate learning techniques are needed to prevent students from experiencing difficulties. One can start learning Arabic at a young age. People at an early age usually remember things more easily. "early childhood" often refers to children under six. Experts and the National Association for the Education of Young Children (NAEYC) usually define early childhood as "Early childhood," which includes children from birth to age eight. Thus, early childhood will be defined as children aged 0-8. Early childhood refers to the period when a child's physical, cognitive, socio-emotional, creative, language, and communicative development follows patterns specific to the phase the child is going through. Early childhood is the period between 0 and 8 years when children grow and develop cognitively and physically (Fatihah, 2023).

CONCLUSION

Based on the results of research conducted at TK IT Bunayya 7, the singing method is proven effective in improving children's understanding of Arabic vocabulary. This method makes learning

more fun and stimulates children's imagination and creativity. Through songs, children more easily remember simple vocabulary, such as numbers, colors, objects, five senses, and position-related terms. In addition, interactive singing activities allow children to interact directly with the teacher, strengthening the teacher-child relationship and increasing children's learning engagement.

The singing method used in Al-Lathif class is adapted to the theme of the material being taught, such as songs related to the five senses when the material is studied. This helps children better understand the context of the vocabulary being learned. Although several other methods are used in Arabic language learning, the observation results show that the singing method is the main choice that effectively improves children's understanding of Arabic vocabulary. Therefore, this method is highly recommended to support Arabic language learning in early childhood.

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