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Application of Arabic Language Learning through Singing Methods to Improve Arabic Vocabulary in Children 5-6 Years Old

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Abstract

This study aims to describe the implementation of singing methods in improving Arabic vocabulary mastery in early childhood at Kartini Kindergarten. This research was chosen based on observations of the use of singing methods often implemented in 5-6 years old students in group B. However, there was no habit of using Arabic songs in singing, so the researcher took the initiative to implement singing methods associated with the use of vocabulary in order to improve the Arabic vocabulary of 5-6 years old children in group B at Kartini Kindergarten. The approach used in this study was descriptive qualitative with data collection techniques through observation and interviews with teachers. Data analysis was carried out through reduction, presentation, and inductive conclusion drawing. The results of the study show that the application of a structured singing method is effective in enriching children's Arabic vocabulary. The songs used are adapted to the learning theme and supported by song movements, thereby increasing creativity and confidence in students. It can be concluded that in this study, the singing method suggests that it is an effective and relevant strategy for increasing Arabic vocabulary in children aged 5–6 years.

Keywords: Arabic Language Learning, Singing Method, Vocabulary

Introduction

The aspects of language development in early childhood consist of four basic skills, namely listening, reading, speaking, and writing, each of which is related to the child's language development. (Ni'mah, et.al. 2020) In general, the main achievement expected by Arabic language learners is the ability to understand several elements, including syntax, phonology, and vocabulary, then complemented by receptive abilities that include listening, reading, speaking, and writing. Vocabulary mastery is the main foundation for achieving these main objectives. Early childhood is a golden age, a period when children are highly receptive to stimulation, enabling them to develop several aspects of their development that can determine their potential. At this stage, specifically at the age of 5-6 years, children have a very high level of curiosity, so they need to be given special stimulation to increase their intelligence, especially in the area of language development (Karmila, 2019).

Basically, children aged 5-6 years have the ability to master any language, but each child's intelligence is different, so it is necessary to stimulate their development through various activities such as singing, playing with vocabulary, using flash cards, and so on. This is in line with Vygotsky's theory, which states that children's language development will improve through social interaction with the concept of the Zone of Proximal Development (ZPD), namely the interaction of children with those around them, such as peers or teachers, through fun activities (Vygotsky, 2018).

Arabic language learning in Indonesia has been implemented at the early childhood level, up to university. Teaching Arabic to young children is very important for the development of Arabic in Indonesia, both to support education at the appropriate level and for the communication function of Arabic as the language of worship for Muslims (Isbah.at.al.2022)

In early childhood, Arabic language learning is often taught through innovative methods and strategies designed to be enjoyable. One method that is often used is the singing method, with the aim of adding new vocabulary. The singing method is considered not just a lively activity, but through singing, children will express many things and be able to explore the songs they hear (Hayati, et.al. 2019).

Singing is an effective method used for teaching Arabic to young children. Children enjoy this method, and it creates a fun learning process without any pressure from the teacher. The purpose of singing for children includes instilling a sense of rhythm and aesthetics, enriching their vocabulary, training their memory, and providing satisfaction, joy, and happiness, which will encourage children to study harder (Afriliyani & Permatasari, 2024).

Singing is an activity that can hone children's ability to distinguish between letter sounds, pronunciation, and word recall (Rasyid, 2015). Singing also becomes a stimulant for developing creative imagination, indirectly, singing also causes the left brain (language, logic, mathematics, and academics) to process the lyrics of songs that are heard or sung, while the right brain (rhythm, sound similarities, images, emotions, and creativity) processes the music (Fahlevi, 2022). This is in line with Jean Piaget's theory, which states that children are able to learn language actively through direct experience and through the senses, including hearing rhythm, intonation, tone, and pronunciation of words (Badi'ah. 2021). Young children need constructive learning, where they actively build their own knowledge through interaction with objects and their environment (Alfadhilah, 2025).

Singing activities are carried out every day in kindergarten during the learning process, from the opening to the closing. Simple Arabic-based songs are often sung by teachers to students in accordance with the theme of the day. These songs are provided before the learning process, usually at the beginning of the week before implementing a new theme. (Adawiyah, et.al. 2024). Adding Arabic vocabulary to early childhood education can improve students' Arabic language skills (Nursyahadati et al., 2023). The singing method has also been proven to help master Arabic vocabulary because it suits children's interests and characteristics (Siraj et al., 2023).

The use of simple Arabic songs for children aged 5-6 years is considered to be able to facilitate and accelerate students in adding new vocabulary without coercion. The results of observations in this study show that there are several teachers who are not yet optimal in using the singing method as a medium for developing new vocabulary in teaching simple Arabic to children aged 5-6 years. This is due to the lack of knowledge of Arabic song variations in each theme and special activities at school. In addition, there are several themes that are difficult to combine with the use of Arabic songs. Therefore, the researcher took the initiative to apply a structured singing method to increase new vocabulary in children aged 5-6 years, so that Arabic language learning becomes an attraction for students from an early age.

Method

This study employed a descriptive qualitative research method. Qualitative research methods are holistic, dynamic, and interactive with data sources to obtain meaning in research (Sugiyono, 2022). The research location was at Kartini Kindergarten in Pamekasan. The data sources in this study were obtained from interviews, documentation, and observation, while the research data analysis was obtained from collection, display, condensation, and conclusion, drawing/verifying (Sugiyono, 2022). The conclusions of the research results were drawn with an emphasis on the patterns and themes that emerged in accordance with the learning that was taking place during the learning process on that day.

Result and Discussion

Based on the results of the research that has been conducted, it shows that the singing method has a very significant effect on increasing new Arabic vocabulary for students aged 5-6 years at Kartini Kindergarten. Students aged 5-6 years at Kartini Kindergarten are in Group B, which is the highest class in early childhood education. The homeroom teacher in

Group B applies the singing method in accordance with the current learning theme. The singing method used includes the use of simple Arabic song lyrics, which have the potential to increase new vocabulary in students, then complemented with movements that match the song, aiming to make it easier for students to remember without coercion and pressure in learning Arabic. Movement and song can improve long-term memory retention (Ningrum, 2025).

The songs used in the singing method include songs about the names of letters in Arabic, the names of family members in Arabic, directions in Arabic, and the names of body parts in Arabic. This singing method is carried out every day at school, starting with the students watching the singing video, then the teacher invites the students to practice together. This activity is not only carried out at school, but each song in the form of a video is also applied at home with the help of the students' parents. In this case, the teacher shares Arabic song videos with the students' parents so that they can be applied at home.

Activities that are done repeatedly and become a habit will make it easier for children to remember (Anggraeni, at.al.2021). The results of interviews with teachers in group B revealed that through the singing method, students aged 5-6 years in group B appeared enthusiastic and active in participating in every Arabic language lesson through movement and song. Before the structured singing method was implemented, Group B students appeared passive and uninterested in participating in simple Arabic language lessons for early childhood.

Through the singing method, students find it easier to understand the meaning of each word taught, thereby improving their linguistic abilities in accordance with their age level. This is in line with Vygotsky's theory, which states that children's language development will improve through social interaction with the concept of the Zone of Proximal Development (ZPD), namely the interaction of children with people around them, such as peers or teachers, through fun activities (Vygotsky, 2018).

According to Permendikbud No. 137 of 2014 concerning National Standards for Early Childhood Education, children aged 5-6 years are able to understand receptive language (understanding language) and expressive language (expressing language). Singing activities also strengthen the emotional bond between teachers and students, creating a relaxed atmosphere so that children can absorb the material more optimally (Zr, et al., 2024).

The results of observations at Kartini Kindergarten show that the singing method is implemented every day, starting from the opening activity to the closing activity. Songs are selected based on the theme used on that day, with learning themes usually implemented over

a period of one week. When the researcher conducted the observation, Group B at Kartini Kindergarten was studying the theme of “myself” and the sub-theme of “my family,” so that during the week the students were given lessons related to these themes. The song used during the week was a song titled “Names of Family Members.” The following is the lyrics of the song “Names of Family Members” in Arabic:

Song Title: Family Members

Key: Song about riding a pedicab

أَب	artinya	Ayah
أُم	artinya	Ibu
أَخ	itu	saudara
أُخْت	itu	saudari
عَم	artinya	Paman
عَمَّة	artinya	bibi
نُغَيِّ هَيَّا هَيَّا، هَيَّا،		

During my theme, the sub-theme of my family, the song “Family Members” was sung every day during core activities. The sub-theme of family members was applied for three days in Group B. Then, during the opening activity, the teacher in Group B usually added songs with the names of numbers from one to ten during circle time. song of numbers is known as a simple Arabic song that is usually introduced to children early on as basic knowledge of Arabic vocabulary (Purwanto, 2019). The following are songs with the names of numbers from one to ten:

Song Title: Names of Numbers 1-10 in Arabic

وَاحِدٌ (wāḥidun)	— satu
إِثْنَانِ (ithnān)	— dua
ثَلَاثَةٌ (thalāthatun)	— tiga
أَرْبَعَةٌ (arba‘atun)	— empat
خَمْسَةٌ (khamساتun)	— lima
سِتَّةٌ (sittatun)	— enam
سَبْعَةٌ (sab‘atun)	— tujuh
ثَمَانِيَةٌ (thamāniyatun)	— delapan
تِسْعَةٌ (tis‘atun)	— sembilan

عَشْرَةٌ ('asharatun) — sepuluh

Over the next three days, the theme in Group B remained about myself, but the sub-theme was different from before, namely “my body parts.” For the sub-theme “my body parts,” the teacher continued to use the singing method with different songs tailored to the sub-theme in Group B. The songs for this sub-theme were as follows:

Song Title: Names of Body Parts

Rhythm: Planting Corn

Ayo kawan kita belajar, bahasa arab anggota tubuh

رَأْسٌ	Kepala
شَعْرٌ	Rambut
جَبْهَةٌ	Dahi
عَيْنٌ	Mata
أَنْفٌ	Hidung
خَدٌ	Pipi
فَمٌ	Mulut
أُذُنٌ	Telinga
يَدٌ	Tangan
سِنٌ	Gigi
بَطْنٌ	Perut
قَدَمٌ	Kaki

The song titled “Names Of Body Parts” is sung every day for three days during the sub-theme of body parts, specifically during the core activity. The song has movements that correspond to the lyrics. For example, when children sing the word رَأْسٌ Head, they automatically hold their stomachs. The movements of the song follow the lyrics of the song. During the opening activity, specifically during circle time, the teacher invites the students to sing an Arabic pointing song as the opening song for the day. The following is a song titled “Pointing Directions” in Arabic:

Song Title: Direction Sign

Rhythm: Where is my goat

Dimana → أَيْنَ (ayna)

Di depan → أَمَامَ (amāma)

Di belakang → خَلْفَ (khalfa) / وَرَاءَ (warā'a)

Di samping → بِجَانِبٍ (bijānibi)

Dimana → أَيْنَ (ayna)

Di depan → أَمَامَ (amāma)

Di belakang → خَلْفَ (khalfa) / وَرَاءَ (warā'a)

Di samping → بِجَانِبٍ (bijānibi)

Itu di atas → فَوْقَ (fawqa)

Itu di bawah → تَحْتَ (taḥta)

Di sini dan di sana → هُنَا (hunā) هُنَاكَ (hunāka)

These songs are used as a medium to help students expand their Arabic vocabulary. Simple songs about numbers, Arabic letters, colors, and names of objects are claimed to be able to increase children's Arabic vocabulary because the songs are easy to understand (Lubis.at.al.2025). Other studies also show that creative approaches through simple songs are very important for teaching Arabic to young children (Muzammil.2022).

Through singing, children will feel happy, and singing can improve children's memory skills (Fatmawati,at.al.2020). Singing activities, such as simple children's songs, have a significant effect in helping to improve memory through repetition of lyrics and melodies, and can foster greater motivation to learn (Sadna.at.al.2022).

Based on the researcher's direct observations in the field, students in group B were very enthusiastic when the teacher invited them to sing simple Arabic songs, so that within a week the students were able to acquire a lot of new vocabulary, because through the songs with the above themes, students indirectly remembered, understood, and were able to know the meaning of a word. This is in line with Jean Piaget's theory, which states that children are able to learn language actively through direct experience and through the senses, including hearing rhythm, intonation, tone, and pronunciation of words (Badi'ah. 2021).

Through singing, it is possible to overcome monotonous learning so that students do not get bored, relax, and easily understand the material so that the learning process can be absorbed naturally by students without coercion (Mardhi & Bachtiar, 2024). Singing can also improve children's memory capacity in recording, storing, and reusing information (Nurohmah,at.al.2025). In addition, singing activities have become a hallmark of early childhood education, making it easier to engage students in movements and songs during the process of learning Arabic vocabulary for children 5-6 years old.

Conclusion

Based on research conducted in Group B at Kartini Kindergarten, it can be concluded that singing is an effective method for expanding the Arabic vocabulary of 5-6 years old children, through simple songs tailored to the theme of the day. Students are able to remember and understand the meaning of words, and recognize new vocabulary in Arabic. Several songs were used for the themes of myself, my family, and my body parts, and students were able to sing along to the songs, including songs about my family and my body parts. This enabled students to master many new Arabic vocabulary words within a single theme.

In addition, as an addition to the opening activity, the teacher provides songs with the names of numbers one to ten and directional indicators, so that in addition to vocabulary related to the theme, students can also add new vocabulary outside the theme. The application of the singing method is considered not only to be able to add new vocabulary, but also to increase students' creativity and confidence, as well as make it easier for teachers to deliver material, because the application of the singing method is also accompanied by movements and songs, so that students have the potential to be more active and enjoy themselves..

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