

Arabic Language Learning Through the Singing

Method for Early Childhood

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ABSTRACT

This study investigates the effectiveness of the singing method in teaching Arabic to early childhood learners. Using a descriptive qualitative approach, data were gathered through direct field observations, interviews with practitioners, and literature reviews. The findings highlight that singing is an effective approach to introduce Arabic vocabulary to children, enhancing their ability to recall words and improving their pronunciation. Songs with simple, relatable themes, such as *hijaiyah* letters, numbers, and family names, facilitate language acquisition by making learning enjoyable and engaging. Additionally, the singing method fosters children's motivation and active participation in the learning process while also developing their critical thinking and creativity. However, challenges such as limited Arabic-themed songs and classroom dynamics in large groups were noted. Despite these limitations, the singing method is recommended for early childhood education due to its positive impact on linguistic and cognitive development. Teachers are encouraged to innovate by creating new songs or adapting existing ones to further improve learning outcomes.

Introduction

Children aged 0 to 6 years are considered early childhood; they are a group of growing and developing children with distinctive characteristics. These early years are a golden phase, where children experience rapid growth and development. At this age, children exhibit significant interest and sensitivity. They may even pursue something enthusiastically. Therefore, to support their development and growth and ensure that it aligns with their developmental stages, appropriate actions must be taken (Fauziddin, 2018).

One of the signs that can organize, categorize, and explain our thoughts is language. Society would reject or erase its culture without language. According to Bromley (2022), language is a kind of structured system of images using verbal and visual symbols to convey various types of ideas or information. Verbal symbols, on the other hand, are primarily discourses or spoken words that can be heard (Rachmawati & Husin, 2022).

Arabic needs to be introduced to children as it plays a role in building intellectual, spiritual, and cultural foundations. Apart from being the primary language for understanding Islamic teachings, Arabic, the language of the Qur'an, is also valuable in the fields of science, national cultural formation, and international relations (Jantrika & Marlina, 2021). Learning is a teaching activity carried out by teachers as effectively as possible to help students learn effectively.

In other words, learning is the result of teachers' efforts to develop

specific learning activities that help students achieve learning objectives. Learning Arabic with specific goals and methodologies aimed at achieving effective and targeted learning outcomes is known as Arabic language learning. Children aged 0-6 years can participate in early childhood education (Yakin et al., 2020).

One approach considered successful in language acquisition, especially for children learning Arabic as a second or foreign language, is the singing technique, which integrates music media into its implementation. Singing is an activity of reading and correctly producing musical notes or scores with the human voice. This occurs because early life and singing are closely related. To improve the learning atmosphere and make children excited about studying the material presented, the singing technique is also packaged in the form of an entertaining game. Thus, the learning objectives can be achieved effectively and efficiently (Al Mardhi & Bachtiar, 2024).

In addition to helping students in teaching and learning activities to relieve stress and boredom, the singing approach has a significant impact on children's enthusiasm for learning and is very suitable for improving the absorption of lesson information. For society, language holds important meaning. It can serve as a foundation for conversations about important issues, relationships, and everyday life (Fauziddin, 2018). The purpose of using songs to teach Arabic is to increase children's awareness of the sounds, rhythms, and tones of Arabic, practice pronouncing simple Arabic phrases, and introduce Arabic

vocabulary through songs. Games are created by introducing spelling, new sentences, commands, questions, and memorized songs (Safitli & Munafia, 2024).

This study outlines the quality of the singing method as a successful strategy for teaching Arabic to early childhood and how this method can be further developed and used with high creativity and imagination to promote Arabic. Early childhood education is carried out effectively and efficiently to maximize the achievement of desired learning outcomes.

Developing children's sensitivity to the sounds, rhythms, and tones of Arabic; practicing pronunciation of basic Arabic phrases; practicing the use of Arabic vocabulary in songs; creating games with Arabic sound effects; and making games with song performances are the goals of using songs to teach Arabic. Introducing spelling, declarative sentences, interrogative sentences, commands, and memorization (Safitri & Munafia, 2024).

To support the process of teaching Arabic for early childhood, we will explain the characteristics of the singing method as an effective approach to language learning in this study. This will ensure that the expected learning objectives can be achieved as well as possible, and this method can be further applied and improved with good innovation and creativity.

Methods

This study uses a descriptive qualitative approach by conducting

direct field research. To determine that the singing approach is very successful in teaching Arabic to young children in schools, the researchers used a descriptive method. We then present the views of one professional (B) who has long been involved in the world of children and one teacher practitioner (J) who has knowledge of the singing technique in early childhood education from books and publications. This technique was carried out by studying and observing issues related to the presented problem, in line with the objectives of this scientific inquiry. The information used comes from the results of interviews related to the issue discussed.

Results and Discussions

The singing approach encourages the development of critical thinking skills, the ability to express emotions such as joy or sadness through poetry or songs, and the acquisition of new terms. This research method uses the singing technique to help children master the Arabic language. This is because children of all ages enjoy singing, which makes it easier for them to absorb vocabulary and foster interest in learning Arabic.

Before selecting songs for language learning, teachers should consider the following: the song should be known or liked by the students; it should be natural, interesting, and have a learning purpose; and the song should be selected based on the appropriate difficulty level that matches the students' abilities. Choosing songs that are not suited to the students' abilities may lead to errors.

The following factors should be considered when selecting music for Arabic language learning:

- The lyrics or lyrics of the song should be understandable.
- The language of the song should not be too challenging.
- The theme of the song should be selected based on the children's worldview.
- The song should not be too long. While teachers may need examples, such as body part images, numbers, or animals relevant to the material given in class, the song is an effort to connect material with the senses of sight and hearing. Five tools are necessary for students to use in the learning process (Wulandari et al., 2022).

From the interviews conducted, the researcher obtained several opinions from teachers when teaching Arabic using the singing method. According to teacher J, the use of the singing method in Arabic learning is very influential and highly effective because with this singing method, children can understand and remember Arabic vocabulary more quickly. Below is an excerpt from an interview with teacher J:

"In teaching Arabic through the singing method, using everyday language for the songs, such as Arabic family names, Arabic letters, and Arabic numbers used in this singing technique, which is undeniable. Simple sentences are used to make it easier for children to understand."

Thus, it can be ensured that naturally, this approach is very

beneficial for teaching Arabic to children and helping them retain Arabic vocabulary because it aims to make learning interesting for children, which makes them feel satisfied and increases their motivation to learn new words. The child finds it engaging so they will continue to repeat the song using the new words they have learned, even when at home.

This method is not only for teaching new vocabulary in Arabic but also impacts children's reading and writing skills—not just memorizing Arabic but also aligning with reading and writing because children are more likely to remember, so everything aligns.

Through this singing method, children can acquire new vocabulary from the songs they listen to with correct pronunciation, and naturally, children will become accustomed to it because they often hear it and remember the song, making it easier for them to pronounce or articulate correctly. As explained by source B, the following excerpt is provided:

"In my opinion, the children's response is very enthusiastic because the learning becomes more fun and not boring for the children. Since the children are learning Arabic while singing, the learning is not monotonous because children tend to get bored. So, if the learning isn't fun, they will become lazy to learn."

Like other teaching strategies, the singing technique offers both advantages and disadvantages in its implementation. The singing approach has the following benefits and drawbacks:

Advantages of the Singing Approach:

- Increases or adds educational material for both educators and early childhood students.
- Encourages educators to be more creative in utilizing the surrounding environment as a teaching tool.
- Encourages educators to be more creative in developing attractive and fun teaching strategies for early childhood students.
- Educational content becomes more engaging and tangible.
- Fosters reasoning, creativity, language development, imagination, and creativity in students.
- Helps children develop new knowledge and skills based on what they already know and want to know.
- Singing should introduce ideas that can be explored by each child through hands-on experience with tangible objects they can evaluate and control.
- Subject matter, content, and activities can be incorporated into songs.
- Children actively participate in activities, encouraging them to think critically.
- Creative works are indirectly produced from the use of the singing method.
- Teachers can provide opportunities for students to reflect on what they have learned. This improves independence,

confidence, and self-esteem (Suib et al., 2022).

Disadvantages of the Singing Approach:

- Despite being combined with other techniques, this method can only achieve limited learning objectives, such as fostering musical intelligence.
- It is difficult to apply in large classrooms.
- Quiet children or those who do not like singing may not gain much benefit from it.
- A noisy classroom environment may disrupt other subjects.

However, it is clear that the singing method is still recommended during early childhood development, especially in language aspects, as explained by informant J:

"In teaching Arabic, there are certainly challenges, such as the limited number of songs with Arabic themes. To overcome this, I create my own songs or rearrange existing songs, such as songs for hijaiyah letters and Arabic numbers. I highly recommend this method, and it is very effective because it has a great impact and can increase children's motivation to learn in a more enjoyable way, especially Arabic."

On the other hand, the findings and discussions presented above are in line with previous studies that found that the singing approach is very helpful in Arabic language learning for children of various ages. This can be seen from the song memorization where Arabic vocabulary has replaced song lyrics. If a teacher can use the proper method in the

teaching process, teaching Arabic at each stage will not be too difficult (Wiguna et al., 2023).

Conclusion

The findings of this study reveal that teaching Arabic vocabulary to children through singing can accelerate their understanding of the language. According to the research findings, the singing approach to learning Arabic vocabulary offers several advantages. Besides making it easier for children to understand the language, this approach can also motivate them to participate more actively in the classroom.

This is because children are encouraged to sing and articulate the language they have learned from children's song lyrics translated into Arabic. To create methods for teaching Arabic vocabulary at various educational levels, it is hoped that educators will integrate, implement, and improve this singing method.

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