

Arabic Language Learning Activities for Early Childhood Using Habit-Formation and Singing

Methods

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ABSTRACT

This study aims to explore the effectiveness of the habit-formation and singing method in learning Arabic for early childhood at TK IT Bunayya 7. With a descriptive qualitative approach, this study observed the learning activities carried out by teachers and the interactions of children during the learning process. The habit-formation method was applied through repetition of simple vocabulary and phrases in daily activities, while the singing method was used to introduce vocabulary and sentence structures in a fun way. The results showed that the combination of these two methods succeeded in creating an interactive and fun learning atmosphere, increasing children's memory of Arabic vocabulary, and building their confidence in using the language. This study concluded that the application of the habituation and singing method was not only effective in language acquisition, but also supported children's psychological development, making it a learning model that is worthy of being applied in early childhood education.

Introduction

Early childhood refers to the developmental phase spanning from birth to six years old. This period is often described as the "golden age" due to the optimal growth and development experienced by children when provided with appropriate physical, intellectual, social, and emotional stimulation. At this stage, children can quickly absorb information and skills provided by parents or educators, especially when delivered through engaging and enjoyable activities (Sulaiman, 2022).

During early childhood, language learning occurs through subconscious absorption rather than logical and deliberate thinking. This process is facilitated by direct interactions within a linguistically rich environment (Montessori, 2021). Even without formal instruction, children can acquire good language skills if surrounded by an environment that models proper language use. Furthermore, the digital era exposes children to foreign languages through movies or educational content, enhancing their ability to mimic and learn languages such as Arabic, English, and others.

Teaching Arabic at an early age serves as an essential introductory phase, fostering motivation for future learning. Arabic provides access to a wealth of knowledge, particularly in Islamic studies. This underscores the importance of introducing Arabic education in Islamic institutions from an early age. Teaching Arabic to young learners

typically begins with familiarizing them with simple vocabulary and gradually advancing to complete mastery of the alphabet (Aziz, 2019).

The effectiveness of Arabic instruction for young children relies on employing appropriate teaching methods. Educators and parents must adopt strategies that make the learning process effective and enjoyable.

Teaching methods refer to the techniques or systems used by educators to help children understand, internalize, and apply specific learning materials (Khaeriyah et al., 2018). Although children can naturally acquire language from their surroundings', structured methods are crucial for teaching Arabic. Employing well-suited methods ensures that the learning process is both engaging and efficient (Nurul & Hanifa, 2024).

One of the recommended methods is the **habit-formation method** (Solihah & Faizin, 2021). This method involves consistent and continuous practices aimed at fostering specific habits, such as emotional regulation, discipline, character development, independence, and language skills (Paramitha, 2023). Another effective approach is the **singing method**, which is particularly popular among young children. Songs with moral values create a fun and memorable learning experience, making it easier for children to retain information (Marwiyah & Sri, 2023).

This study aims to explore teaching methods, specifically habit formation and singing, for introducing Arabic vocabulary and simple

phrases to early childhood learners at TK IT Bunayya 7. The research will describe the implementation process of these methods and present the outcomes observed among the children. By providing a detailed account of how these strategies are applied, this study contributes to understanding effective Arabic language teaching for young learners in early education settings.

Methods

This study employs a qualitative method with a descriptive approach to illustrate the activities involved in teaching Arabic to early childhood learners at TK IT Bunayya 7, focusing on the habit-formation method and the singing method. Data were collected through direct observation of classroom activities to examine how these two methods are implemented. Additionally, informal interviews were conducted with two class teachers to gain insights into the application of habit formation and singing methods in daily teaching practices. The collected data were analyzed descriptively, with the results presented in a narrative form, providing an accurate and detailed account of the observations (Fadli, 2021).

Results and Discussions

Based on the findings of this study, the teaching of Arabic to early childhood learners at TK IT Bunayya 7 is designed to integrate the **habit-formation method** and the **singing method**, aiming to create a learning process that is enjoyable, effective, and developmentally

appropriate for children. The habit-formation method involves the repetition of simple vocabulary and phrases in daily activities, while the singing method uses educational songs to enhance children's interest in learning the language. The implementation of these methods is intended not only to introduce Arabic vocabulary but also to develop basic communication skills among young learners.

In the habit-formation method, teachers consistently use Arabic during routine activities, such as greetings, giving instructions, and reciting prayers before lessons. Phrases like "*Assalamualaikum*," "*Syukron*," and "*Afwan*" are introduced and used daily to familiarize children with hearing and responding in Arabic. Additionally, teachers integrate Arabic vocabulary into everyday interactions by naming objects like "eyes" (*Ainun*), "hands" (*Yadun*), and "hair" (*Sya'run*), as well as furniture such as "table" (*Maktabun*) and "chair" (*Kursiun*). This approach allows children to associate the vocabulary with tangible objects they encounter daily. Interactive activities, such as pointing to objects mentioned by the teacher, are also employed to reinforce memory. Results indicate that children can easily memorize and recognize basic Arabic vocabulary. They also become more confident in using these words in simple contexts, such as responding to greetings or identifying objects around them.

This was corroborated in an interview with Teacher 1, Mrs. ZA, who stated:

"Yes, here we instill habits like saying greetings, thank you, and 'Afwan.' Before starting lessons, we always sing to help the children focus and get excited about learning. The teachers here sing Arabic songs, such as those introducing body parts, counting in Arabic, and even Sholawat in Arabic."

Similarly, Teacher 2, Mrs. NW, shared a comparable experience:

"We use habit-formation and singing methods to teach Arabic to young children. I personally focus on creating and introducing simple songs containing basic vocabulary, such as the days of the week, numbers, and body parts. These songs significantly help the children retain the material. Moreover, habit-formation involves engaging children in daily activities, such as saying 'Assalamualaikum' when entering class or reciting prayers before meals. I also instruct children to fetch objects like books by naming them in Arabic, such as 'Kitaabun.' We make this a daily routine to maintain consistency in the learning process."

These interviews highlight that the singing method can be effectively applied to introduce Arabic vocabulary and sentence structures in a more engaging and enjoyable manner. Teachers use short songs accompanied by hand movements or simple dances. These songs cover themes such as numbers, days of the week, body parts, and greetings in Arabic. For example, a counting song might use lyrics like *"Wahid, itsnain, tsalatsah,"* sung in a cheerful rhythm, making it easier

for children to memorize. The songs are often paired with physical activities, such as jumping or pointing at numbers, which not only enhance comprehension but also support children's motor skill development. Through this method, children demonstrate high enthusiasm during lessons. They become more focused and motivated to repeat the vocabulary learned through songs, making the material easier to remember and more enjoyable to learn.

The combination of the habit-formation and singing methods yields highly positive results. The habit-formation method helps children become accustomed to hearing and using Arabic in daily contexts, laying a strong foundation for language acquisition. On the other hand, the singing method enhances children's memory and creativity in a more interactive and enjoyable way. Children not only memorize vocabulary but also learn to use it in simple sentences. Additionally, singing activities create a relaxed learning atmosphere that helps children more easily absorb and understand the material.

Overall, the implementation of the habit-formation and singing methods at TK IT Bunayya 7 has successfully created an effective and enjoyable Arabic learning process. Children not only perceive Arabic as a foreign language but also integrate it as part of their daily activities. The cheerful and interactive learning environment motivates children to delve deeper into the language. This success demonstrates that teaching approaches aligned with the characteristics of early childhood

learners can positively impact their language development and social skills. For young learners, singing serves as a motivator that fosters enthusiasm and active participation in learning (Kurniati & Watini, 2022).

The Arabic learning process at TK IT Bunayya 7, employing these two methods, not only emphasizes linguistic aspects but also nurtures children's social and emotional skills. Through daily interactions in Arabic, children learn to communicate more politely and respectfully with peers and teachers. The songs taught often carry moral messages, such as the importance of gratitude and sharing, helping to instill positive character traits from an early age.

Singing, defined as the act of producing rhythmic and melodious sounds, has been shown to provide satisfaction and enjoyment, particularly in academic activities, whether at school or at home with parents (Khadijah & Zahriani, 2022). This makes singing an ideal method for introducing educational material to children.

Ridwan & Awaludin (2019) found in their research that singing songs can improve young learners' mastery of Arabic vocabulary, particularly among students in Islamic preschools. Similarly, Ni'mah (2017) noted that children of various ages generally enjoy listening to, singing, and learning through songs, making music an essential element of the learning process for early childhood students. Observations have shown that children more easily remember vocabulary taught through

songs, confirming that singing can effectively enhance Arabic vocabulary acquisition in young learners.

Wiyani (2016) emphasized that habit-formation is highly feasible for young children due to their strong memory retention and malleable character, which are significantly influenced by daily routines. Early habits become integral to their personality over time, shaping positive traits such as discipline, responsibility, honesty, and mutual respect (Purwanti & Haerudin, 2019).

By embedding positive values into daily habits, schools can foster character development in children. Routine activities, such as saying prayers before meals, washing hands, being polite, greeting others, and expressing gratitude, are practices modeled by adults that children can imitate in their education. As children are in an imitative stage of development, their behavior is shaped by consistent exposure to these habits (Solihah & Faizin, 2021).

Conclusion

Based on the research findings, Arabic language instruction for early childhood learners at TK IT Bunayya 7 is designed integratively by utilizing the habit-formation and singing methods. The habit-formation method helps children recognize and use Arabic in their daily routines, making learning more natural and effective. Meanwhile, the singing method creates a fun and interactive learning atmosphere, catering to the psychological development of young children, who tend

to enjoy play-based learning activities.

The combined use of these methods provides an engaging learning experience while enhancing children's memory retention of the material. This approach not only focuses on vocabulary acquisition or grammar but also fosters children's enthusiasm for the language. As a result, children can better understand and confidently use Arabic with enthusiasm, making the learning experience at TK IT Bunayya 7 a model of instruction worth applying on a broader scale.

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