



## **Implementation of Singing Methode Arabic Vocabulary Mastery in Early Childhood**

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### **Abstract**

In order to improve the quality of learning Arabic which is still considered difficult by students. One thing that can be done is to try to find effective methods in teaching Arabic so that students can more easily understand and understand it. The use of the singing method is so that students who are afraid, lazy and don't like Arabic become interested and happy in participating in learning. The research using qualitative method and instrument used by the researcher was interviews, observations and data collection. The percentage results that can be taken from mastery of Arabic vocabulary are as follows 15.8% for the BB stage, which is not yet developed, 36.8% for the MB stage, which is starting to develop, 42% for the SB stage, which is already developed, and 5.26% for the BSH stage, namely developing according to expectations. Suggestions for researchers to innovate more in methods in learning Arabic.

**Keywords:** Singing Method, Arabic Singing, early childhood



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## **INTRODUCTION**

Arabic has advantages compared to other languages because Arabic also has its own characteristics, one of the advantages is that Arabic is rich in vocabulary so that it is able to express and grow the beauty of language in communication. (Faridah & Fajar, 2022)

Arabic learning institutions in Indonesia generally divided into 2, namely: institutions that provide formal education under the auspices of the Ministry of Religion and the Ministry of National Education, and institutions that provide non-formal education. Formal educational institutions for learning Arabic under the auspices of the Ministry of Religion start from pre-school or Kindergarten, MI, MTs, MA to tertiary institutions, as well as Diniyah Madrasas and Islamic Boarding Schools. Meanwhile, formal institutions that teach Arabic under the auspices of the Ministry of National Education are state and private universities.

Therefore, it is necessary to find the right solution in order to improve the quality of learning Arabic which is still considered difficult by students. One thing that can be done is to try to find effective methods in teaching Arabic so that students can more easily understand and understand it. (Lutfi & Afrona, 2021)

In this information age, a new paradigm emerges in dealing with science. The weight of science lies not in the final result but rather in the process of becoming and the methodology or way of finding it. So the task of educators is not only to produce or print students, but also to develop learning methodologies. An educator must have creativity, innovation, and high dedication to carry out this noble task. (Vernoit, 2018)

There are 2 main factors that cause the phenomenon of domitivization in Arabic learning to occur, namely internal and external factors. Internal factors related to the implementation of the Arabic language learning system. External factors are more macro in nature which are more related to variables outside the learning system which directly or indirectly are the lack of varied methods, so there is a need for something new that can foster enthusiasm and interest in each student so that there is a willingness in students to learn. Arabic. One of the fun ways is by singing. Singing is an activity that is very popular with most people, especially for children. This singing method is used to attract students' interest in learning Arabic.

The singing method can help early childhood learn Arabic more fun. The purpose of using the singing method is so that students who are afraid, lazy and don't like Arabic become interested and happy in participating in learning. This method can give a new color in learning Arabic, through singing students can express all their thoughts and their hearts. Songs can also strengthen memory, because through something interesting and fun, it will be easier to remember in the mind. (Imron & Fajriyah, 2021)

A method of singing is an inseparable part of children's world. Humming a song, especially one with a cheerful rhythm, is really an activity he loves. This is not surprising, because the song is basically a form of tone language. That is a form of harmony from the high and low voice. For these young people whose language vocabulary is still quite limited, tone language is actually easier to understand.

As children get older, they will become more familiar with songs or songs. As long as the melody isn't too complicated, they'll be happy to sing it. They asked to be taught to sing, to memorize the poems, to learn to pronounce the words contained in the lyrics of the song, to be busy singing styles and so on. It's all part of the wonderful world of childhood fun. The characteristics of a good song include containing Islamic values, the language is beautiful and easy to understand, not too long, the rhythm is easy to digest, the poetry and lyrics can involve emotions. (Dr. Hanik Mahliatussikah, 2018) Implementation

Strategies in using the singing method go through the process planning, implementing, and evaluating so that children get their benefits. The usefulness of the learning process through singing is the same as delivering messages in the form of material packaged with classical rhythmic behavior in building a sense of pleasure, joy or sadness, singing is very motivating for children's learning. In the beginning, classical music generally came from the rhythm of the pulse of a human being and music played a major role in the development of the brain, the formation of the soul, character, and even the human body. Meanwhile, classical music contains many variations that emphasize fluctuating tones, such as high and low notes that stimulate the C quadrant of brain growth. The singing method can help restore children's memory in learning materials at school. (Dahlia Amalia & Afifatu Rohmawati, 2020)

The results of research and discussion by Luthfi and Afroni regarding the effectiveness of the singing method in mastering Arabic mufrodat in grade VII MTs Mambaul Ulum Tegal Academic year 2020 /2021 concluded that the use of the singing method in mastering Arabic mufrodat can be said to be more effective and enjoyable. (Lutfi & Afrona, 2021)

In a journal entitled the application of the singing method in improving Arabic vocabulary mastery at MTs Ma'arif NU 07 Purbolinggo concluded that teachers are good at using learning methods and media in the teaching and learning process and learning outcomes through the singing method in increasing vocabulary, making students more enthusiastic, communication becomes more active and interactive both between fellow students and students and teachers. (Nisa et al., 2020)

Karimah et al, conducted research on the application of the singing method in Arabic mufrodat learning in class IV at MI Tarbiyatul Islamiyah resulted that singing learning clearly improved student learning outcomes in Arabic subjects, the analysis was carried out using the discussion method which can be used to compare the value of learning outcomes and the comparison of learning outcomes between cycles. (Sing et al., 2021)

## METHODOLOGY

Research is an activity of collecting, processing, analyzing and presenting data in a systematic and objective manner to solve a problem. The research approach that the author uses is a qualitative approach, because through a qualitative approach the researcher can convey descriptively in the form of written words, as the meaning of qualitative research itself is research that aims to collect data in the form of words and pictures in the field with observation, interviews and documentation.

This research took place at Atlantic Kindergarten, South Lampung. This location was chosen because it has supporting aspects so that this research can run well. The research was conducted approximately 3 months August, September and October 2022.

Based on the expert opinion above, this research is used to provide results in the form of describing the implementation of the singing method in learning Arabic in Atlantic Kindergarten. The research instrument used by the researcher was interviews, observations and data collection.

Data analysis involves data processing, data organization, selection into certain units, data synthesis, pattern tracking, finding important and learned things

and determining what to share with others (Rahmawati, 2011) While qualitative data analysis has the following steps: "reducing data, *displaying* data, concluding verification data". (Lutfi & Afrona, 2021)

#### 1.Data reduction (focused on the main things)

In the data reduction (summary) process, notes are made in the field and summarized by looking for important things that can reveal the theme of the problem. Notes obtained in the field are descriptive, the results of the construction are arranged in the form of reflection. Or the data obtained in the field is written or typed in the form of a detailed description or report. The reports need to be reduced, summarized, sorted out the main things, focused on the important things, looking for themes or patterns.

#### 2.Display (categorization)

*Display* data means categorizing the units of analysis based on the focus and aspects of the problem being studied, or data that is piled up, thick field reports, by itself it will be difficult to see the whole to draw the right conclusions. For these things, efforts should be made to make various kinds of matrices, graphs, networks, and charts. Thus, researchers can master and not drown in a pile of details, because making a "*display*" is also an analysis.

#### 3.Drawing conclusions and verification

The final step is to conclude and verify (proven) with new data that allows the validity of the research results to be obtained. From the beginning, the researcher must try to find the meaning of the data he collects. From the data obtained, the researcher tries to draw conclusions that are still very vague and doubtful, but with increasing data, the conclusions are more *grounded*. So conclusions must always be verified during the research.

## RESULTS AND DISCUSSION

The learning process in this study uses singing techniques because singing is a favorite activity for children of all ages, so that by learning Arabic it becomes easier for children to master vocabulary, and foster children's enthusiasm to learn Arabic. Children of all ages basically like to listen, sing, and learn by singing. Therefore, music in general is an important part of the child's teaching and learning process. (Rachmawati, 2022)

The researcher chose short Arabic songs so that they are not too difficult, the lyrics used are clear, the language is easy to understand, the theme of the song is in accordance with the child's world, and the song is related to the material to be taught.

In the theme of limbs, the researcher will introduce 5 fingers using Arabic, with easy-to-understand and easy-to-memorize rhymes. Here are the lyrics of the song:

لِي يَدَانِي يُمْنَى وَيُسْرَى

فِي كُلِّ يَدٍ خَمْسُ أَصَابِعَ

هِيَ إِبْهَامٌ وَسَبَابَةُ وَوُسْطَى وَبَنْصَرٌ وَجَنْصَرٌ

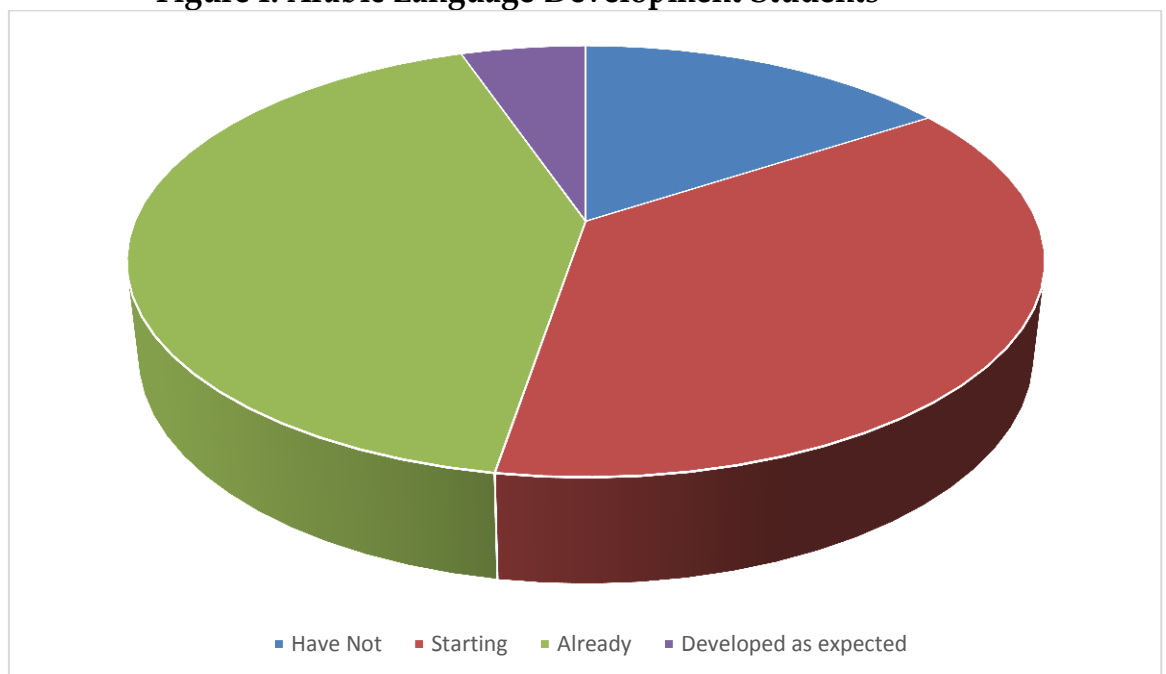
I have hands, right and left,

each hand has 5 fingers  
, namely thumb, index finger, middle finger, ring finger and little finger

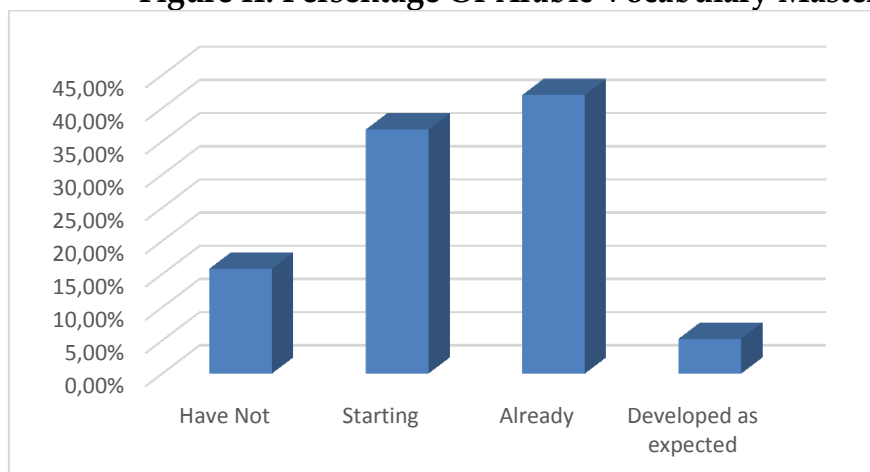
Permata Atlantic Kindergarten students are very enthusiastic and enthusiastic when singing this Arabic song, because the teacher who teaches also invites them to demonstrate their hands and fingers. So that students can understand the meaning of the Arabic song.

From the research conducted, the researchers classified the ability of students in mastering Arabic vocabulary into 4 levels of ability, namely BB (not yet developed), MB (started to develop), SB (already developed), and BSH (developed as expected). The number of students is 19 students, and have different abilities. Namely, 3 students are in the undeveloped category, 7 students are in the developing category, 8 students are in the developed category and 1 student is in the developing category as expected.

**Figure I. Arabic Language Development Students**



While the percentages that can be taken from mastering Arabic vocabulary are as follows 15.8% for the BB stage, which is not yet developed, 36.8% for the MB stage, which is starting to develop, 42% for the SB stage, which is already developed, and 5.26% for the BSH stage, namely developing according to expectations.

**Figure II. Percentage Of Arabic Vocabulary Mastery**

As for students who have not yet developed, they are only able to listen to listening skills, while in the developing stage they are only able to follow Arabic songs with imperfect pronunciation of the song, but they have begun to understand the meaning even though only a little, as if they know one of the meanings of 3 vocabulary words. these are *يُمْنَى*, *يُسْرَى*, and *خَمْسُ*, which are the first 3 words that they often catch first in their first song. additional vocabulary that they master one meaning in these 4 vocabularies are *يُمْنَى*, *يُسْرَى*, *خَمْسُ*, *إِنهَامَ*. At the developed stage there is an additional mastery of 1 to 2 meanings in this vocabulary 7, namely *يُسْرَى*, *خَمْسُ*, *سَبَابَةَ*, *حَنْصَرَ*, *وُسْطَى*, *يُمْنَى*, *إِنهَامَ*, and does not stutter in pronunciation. The top stage is developing according to expectations which masters 3 meanings vocabulary these are *يُمْنَى*, *يُسْرَى*, *خَمْسُ*.

Based on the observations and reflections made by the teacher, in the implementation of learning Arabic content using the singing method, it is expected that students are not only able to pronounce Arabic well, but also understand the meaning of the vocabulary. The class atmosphere is more conducive and fun, compared to the previous class atmosphere, which did not use the singing method. Each method has its own advantages and disadvantages.

## CONCLUSION

Based on the results of the data above, researchers can find out about the implementation of the singing method in mastering Arabic vocabulary. The use of the singing method is able to encourage the cognitive development of early childhood quickly, providing a strong enough stimulus for memory and comprehension of meaning in mastering Arabic.

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