

---

---

## Teachers' Efforts to Introduce Arabic Vocabulary Through Singing Methods in Kindergarten

Siti Nur Ajizah<sup>1</sup>, Muhammad Zulkarnaen<sup>2</sup>, Muhammad Yusuf<sup>3</sup>

<sup>1</sup> Universitas Muhammadiyah Banjarmasin, Indonesia; ajizahnur@gmail.com

<sup>2</sup> Universitas Muhammadiyah Banjarmasin, Indonesia; mzulkarnaen@gmail.com

<sup>3</sup> Universitas Muhammadiyah Banjarmasin, Indonesia; muhammadyusuf@gmail.com

\* 081391112121

---

### Article history

Submitted: 2025/07/16; Revised: 2025/08/12; Accepted: 2025/09/17

---

### Abstract

Vocabulary learning of Arabic for early childhood at TK Handayani Awang Bangkal Barat is an important effort to equip the younger generation with foreign language skills and global insights. This study aims to identify the strategies, approaches, and teaching media applied by teachers in introducing Arabic vocabulary as well as analyzing supporting factors and obstacles encountered during the teaching and learning process. The research method used is qualitative, employing observation and interviews with teachers and students. The findings indicate that teachers use interactive approaches such as educational games, singing, and visual media like flashcards and videos to enhance children's interest and understanding of the Arabic language. Internal factors such as student motivation and teacher competence, along with external factors like the availability of learning media, play a significant role in the success of vocabulary acquisition. This study recommends the development of enjoyable, adaptive, and age-appropriate teaching methods to improve the effectiveness of Arabic language learning at TK Handayani and other early childhood education institutions.

---

### Keywords

Arabic; early childhood; vocabulary; singing method



© 2025 by the authors. This is an open-access publication under the terms and conditions of the Creative Commons Attribution 4.0 International (CC BY SA) license, <https://creativecommons.org/licenses/by-sa/4.0/>.

---

## INTRODUCTION

Early childhood education is a crucial phase for the optimal development of children's foundational abilities, including language skills (Kurniadi, 2024). At this stage, children experience a "sensitive period" in language acquisition, enabling them to absorb linguistic stimuli more effectively than at later ages (Aprilia et al., 2024; Munawwarah & Hibana, 2022). Introducing foreign languages during early childhood, especially Arabic, is considered both strategic and beneficial not only for its status as an international language but also for its religious and cultural significance (Kurniadi, 2024; Zakiah et al., 2024). The introduction of Arabic vocabulary to young learners typically utilizes enjoyable and interactive approaches,

such as play, storytelling, and singing (Hakim, 2022; Herniati et al., 2023; Yakin, 2020). These methods align with the characteristics of early childhood, who learn best through direct experience and engaging activities (Wulandari et al., 2023). A fun-based learning strategy is essential to ensure that the learning process is meaningful, fosters positive attitudes toward the language, and supports holistic development (Aprilia et al., 2024; Muzammil, 2022).

Research indicates that interactive methods such as educational games, songs, and visual media can increase children's interest and ability in learning a foreign language, including Arabic (Diana & Rosyadi, 2022; Safitri et al., 2024). Among these, the singing method stands out due to its potential to enhance memory, encourage active participation, and create a joyful atmosphere in the classroom (Hakim, 2022; Herniati et al., 2023). Songs can also serve as mnemonic devices, aiding children in recognizing, remembering, and pronouncing new vocabulary easily (Safitri, L. et al., 2024). Additionally, singing engages multiple senses and supports children's social, emotional, and cognitive growth (Ridhokusumo et al., 2025). Despite these benefits, initial observations at TK Handayani Desa Awang Bangkal Barat, Kabupaten Banjar, show that Arabic vocabulary introduction is still limited to basic materials, such as hijaiyah letters, numbers, and simple word combinations. Teachers have used supporting media, including picture cards, visual aids, and songs, but the variation in teaching methods and children's responses remains significant (Hakim, 2022; Munawwarah & Hibana, 2022). Some children show enthusiasm and active participation, while others need more encouragement and support to engage with Arabic vocabulary learning.

These conditions underscore the need for further development of effective, age-appropriate methods to introduce Arabic vocabulary. Prior studies highlight that the successful introduction of foreign language vocabulary in early childhood depends not only on the chosen method but also on the frequency of exposure, the teacher's competence, and the availability of engaging resources (Aprilia et al., 2024; Abdurahman et al., 2025; Safitri, A. et al., 2022). Teachers play a pivotal role, acting as facilitators who creatively adapt materials and utilize a variety of strategies to cater to individual children's learning needs (Ismayati, 2023; Zakiah et al., 2024). While there is growing literature on Arabic language instruction and its challenges in Indonesian early childhood education settings (Munawwarah & Hibana, 2022; Abdurahman et al., 2025), few studies have provided an in-depth analysis of how singing specifically supports vocabulary acquisition in kindergarten settings, particularly in rural or non-urban areas such as TK Handayani Desa Awang Bangkal Barat. This research gap is significant, as it highlights the need to document and analyze the strategies teachers employ, the obstacles they face, and the factors that influence the success of Arabic vocabulary learning through singing (Hakim, 2022; Herniati et al., 2023).

Furthermore, the implementation of the Merdeka Belajar curriculum in Indonesian early childhood education, which emphasizes child-centered, flexible, and contextualized learning, provides new momentum for teachers to innovate in language instruction

(Darmayani & Agustina, 2023; Ismayati, 2023). However, the transition to this curriculum also presents challenges, such as the need for teacher upskilling, resource adaptation, and ongoing evaluation of instructional effectiveness (Darmayani & Agustina, 2023). Digitalization also brings both opportunities and obstacles. The use of digital media for Arabic learning can make the process more interactive and accessible, but it also requires digital literacy from both teachers and learners, as well as equitable access to technology (Abdurahman et al., 2025; Febriana, 2023). In many early childhood settings, especially in rural areas, the availability of digital learning resources is still limited, making traditional strategies like singing not only relevant but necessary (Wulandari et al., 2023; Muzammil, 2022). Based on these considerations, this research aims to describe the efforts of teachers in introducing Arabic vocabulary through the singing method at TK Handayani Desa Awang Bangkal Barat, Kabupaten Banjar, and to identify the factors that influence the success of this process. The findings are expected to contribute to the ongoing development of Arabic language teaching methodologies in early childhood education, making them more effective, enjoyable, and suited to the developmental characteristics of young learners (Safitri, L. et al., 2024; Sekar et al., 2025).

## **METHODS**

This study uses Classroom Action Research (CAR), aiming to improve the quality of the learning process and outcomes through concrete actions in the classroom (Mu'Alimin, 2014; Sudaryono, 2014; Utomo et al., 2024). CAR is especially effective for understanding and enhancing instructional practices because it involves systematic, cyclical reflection and intervention by the teacher-researcher (Mu'Alimin, 2014; Utomo et al., 2024). The research was conducted at TK Handayani, located in Desa Awang Bangkal Barat, Kecamatan Karang Intan, Kabupaten Banjar. The subjects were children and teachers of Class B, while the objects of study included the teacher's efforts in introducing Arabic vocabulary specifically through the singing method and the factors affecting its success, such as method frequency, teacher competence, and attitudes toward Arabic learning (Hakim, 2022; Safitri, L. et al., 2024).

The research was implemented in two cycles, with each cycle comprising several sessions aligned with the school's learning schedule. Each cycle included the planning, implementation of actions, observation, and reflection (Mu'Alimin, 2014; Sudaryono, 2014). This iterative process allowed for the continuous improvement of teaching strategies and adaptation to classroom realities. Data in this study were qualitative, consisting of words, actions, and documentation of learning activities. The main data comprised the teacher's efforts in introducing Arabic vocabulary and the influencing factors, while supporting data included the school profile, lesson plans (RPP), children's learning outcomes, and photo/video documentation of classroom activities (Aprilia et al., 2024; Sekar et al., 2025). Data sources included teachers as respondents, children as informants, and learning documents as supporting evidence.

The CAR procedure followed the standard four-step cycle (Mu'Alimin, 2014; Utomo et al., 2024): 1. Planning: The teacher-researcher designed learning plans, prepared media (songs and visual aids), and set success indicators. Attention was given to selecting age-appropriate and culturally relevant Arabic songs (Hakim, 2022). The planning phase also included the preparation of observation instruments and schedules, as well as the identification of baseline vocabulary knowledge among students (Munawwarah & Hibana, 2022). 2. Action: The singing method was implemented to introduce Arabic vocabulary. Teachers actively engaged children in singing, encouraging participation, movement, and repetition of key words. Visual aids supported the singing activities to reinforce meaning and context (Herniati et al., 2023; Muzammil, 2022). 3. Observation: Observations focused on children's engagement, participation, and responses during the learning process. Field notes and video recordings were used to capture qualitative data on children's vocabulary recognition, retention, and pronunciation (Safitri, L. et al., 2024; Aprilia et al., 2024). 4. Reflection: After each cycle, the teacher and researcher reflected on the outcomes, identifying successes, challenges, and areas for improvement. Reflection guided the planning of the next cycle, ensuring that interventions were responsive to observed needs and learning progress (Sudaryono, 2014; Mu'Alimin, 2014).

Before the cycles began, a pre-research phase included initial observations to determine children's baseline Arabic vocabulary, development of the research schedule, and preparation of instruments and media (Hakim, 2022; Munawwarah & Hibana, 2022). Success was measured by improvements in children's ability to recognize, remember, and pronounce Arabic vocabulary through singing. Additional indicators included increased participation, enthusiasm, and positive attitudes toward Arabic learning (Safitri, L. et al., 2024; Ridhokusumo et al., 2025). The effectiveness of the singing method was evaluated not only by vocabulary mastery but also by the transformation of the classroom into a joyful, supportive, and culturally rich learning environment. Data were analyzed qualitatively, with findings triangulated through the comparison of observation notes, interview transcripts, and supporting documentation (Utomo et al., 2024; Mu'Alimin, 2014). The analysis focused on identifying recurring themes and patterns related to teaching strategies, learning outcomes, and influencing factors.

## **FINDINGS AND DISCUSSION**

The research was conducted at TK Handayani, located in Desa Awang Bangkal Barat, Kecamatan Karang Intan, Kabupaten Banjar. Geographically, the school enjoys a strategic position as it sits on an inter-village connecting route and is close to several local destinations. The surrounding environment is dominated by rice fields, gardens, and rivers, creating a natural and conducive atmosphere for early childhood learning (Aprilia et al., 2024). The local community is also characterized by a strong religious culture, evidenced by regular activities such as religious studies, Yasinan, and Qur'an education, which support the development of children's character as well as value-based learning (Kurniadi, 2024). From an infrastructural

perspective, TK Handayani has adequate facilities for teaching and learning activities, including classroom spaces, offices, bathrooms, terraces, and storage—all in good condition. These facilities support the creation of a safe and comfortable learning environment for young children, while a well-structured organizational system and clear division of duties among staff further enhance the effectiveness of the school's operations (Wulandari et al., 2023).

Initial classroom observations revealed that children's ability to recognize Arabic vocabulary was still relatively low, with most children falling into the "Not Yet Developing" category, and only a few in the "Beginning to Develop" category. None of the children reached the "Developing as Expected" or "Very Well Developed" categories (Munawwarah & Hibana, 2022). This finding suggests that children were struggling with recognizing, pronouncing, memorizing, and understanding basic Arabic vocabulary, particularly in terms of comprehension and oral recall. Most children tended to imitate without grasping the meaning and had difficulty retaining vocabulary over time. These challenges indicate that previously used learning methods had not fully engaged children's interests or matched their preferred learning styles, which typically involve active participation and enjoyable activities (Muzammil, 2022; Aprilia et al., 2024). This is consistent with the theory that early childhood learners are more receptive to language acquisition when teaching is experiential, contextual, and fun-based (Diana & Rosyadi, 2022; Hakim, 2022).

To address these issues, the implementation of the singing method was chosen. This approach is highly compatible with the natural tendencies of young children, who enjoy music, movement, and repetition. At the planning stage, teachers developed lesson plans integrating specific learning objectives, simple vocabulary materials, and activities combining singing and movement ensuring that the songs selected were developmentally appropriate and culturally relevant (Hakim, 2022; Herniati et al., 2023). This aligns with findings that song-based instruction enhances children's motivation, participation, and memory retention (Safitri, L. et al., 2024). During the first action cycle, teaching combined vocabulary recognition using visual media with singing activities. Children were introduced to basic words such as greetings and common expressions reinforced through repetitive songs and simple movements. This multimodal approach supported children's cognitive processes by linking auditory, visual, and kinesthetic experiences (Ridhokusumo et al., 2025; Yakin, 2020).

The results showed a significant increase in children's engagement and enthusiasm. They became more actively involved, were more willing to imitate, and began to memorize new vocabulary more effectively. The learning environment transformed into a more joyful and interactive space, validating the notion that music and movement-based methods can lower anxiety and boost children's willingness to participate in language learning (Aprilia et al., 2024; Safitri, L. et al., 2024). Conceptually, these findings are supported by constructivist learning theory, which emphasizes that children learn languages best through meaningful, enjoyable experiences and direct involvement (Muzammil, 2022; Diana & Rosyadi, 2022).

Music and singing not only serve as memory aids (mnemonics), but also provide social and emotional benefits helping children feel more connected and motivated (Hakim, 2022).

The effectiveness of the singing method in this context is also corroborated by other studies, which show that integrating songs with movement and visuals can accelerate vocabulary acquisition and pronunciation accuracy in early childhood foreign language education (Herniati et al., 2023; Safitri, L. et al., 2024). Moreover, repetitive singing enables children to deeply internalize the target language, facilitating long-term retention (Safitri, L. et al., 2024; Aprilia et al., 2024). However, the success of vocabulary learning is not determined by the teaching method alone. Other important factors include the teacher's competency and creativity, the availability and quality of supporting media, consistency in the implementation of learning activities, and the degree of parental involvement at home (Ismayati, 2023; Abdurahman et al., 2025; Sekar et al., 2025). The research found that, despite the effectiveness of the singing strategy, some challenges persisted—such as limited teaching resources, the absence of individualized learning programs, and the need for more systematic evaluation tools.

Teacher competence is especially crucial; educators must be able to select appropriate songs, adapt lyrics, and link new vocabulary to children's daily experiences (Ismayati, 2023; Safitri, A. et al., 2022). Training and ongoing professional development are therefore recommended to help teachers continuously update their repertoire of teaching strategies and classroom management skills (Darmayani & Agustina, 2023). The provision of diverse, attractive media—such as flashcards, posters, audio recordings, and interactive digital materials—can further support vocabulary learning and cater to different learning styles (Febriana, 2023; Wulandari et al., 2023). While digitalization offers new opportunities for engaging children in Arabic learning, it also presents challenges related to equitable access, teacher digital literacy, and the suitability of available materials for young learners (Abdurahman et al., 2025).

Parental involvement was identified as a supporting factor for learning success, as children whose parents reinforced vocabulary at home through singing or play showed greater progress (Hakim, 2022; Zakiah et al., 2024). This finding underscores the importance of school-family collaboration in early language education. There are, however, limitations to the current research. The absence of a formal individualized education plan (IEP) made it difficult to systematically track each child's progress and tailor interventions accordingly (Munawwarah & Hibana, 2022). Furthermore, evaluation remained informal, relying primarily on teacher observation and communication with parents, rather than structured assessment tools (Safitri, L. et al., 2024). Despite these constraints, the implementation of the singing method in introducing Arabic vocabulary at TK Handayani led to clear improvements in children's ability to recognize and pronounce Arabic words, supporting the claim that singing is an effective and relevant strategy for foreign language learning in early childhood

education (Safitri, L. et al., 2024; Herniati et al., 2023).

## CONCLUSIONS

The Arabic vocabulary introduction program at TK Handayani Awang Bangkal Barat was implemented collaboratively by the school leadership, teachers, and the supporting foundation. The learning process utilized the singing method, integrated with educational games, aligning well with the active and playful nature of young children (Hakim, 2022; Aprilia et al., 2024). Findings demonstrate that singing enhances children's engagement, motivation, and ability to recognize and pronounce new Arabic words compared to pre-intervention stages. However, several barriers remain, such as limited learning resources, the lack of individualized systematic learning programs, and evaluation practices that are still largely informal. On the other hand, the school's commitment to curriculum development and teacher upskilling serves as a crucial supporting factor (Darmayani & Agustina, 2023; Ismayati, 2023).

It can be concluded that the singing method is an effective strategy for introducing Arabic vocabulary to early childhood learners, but it must be supported by structured instructional management and adequate resources (Safitri, L. et al., 2024; Sekar et al., 2025). Teachers should continue to innovate by varying songs, incorporating educational games, and utilizing visual and audiovisual media to make learning more attractive and effective (Febriana, 2023; Safitri, A. et al., 2022). Schools should invest in facilities and organize ongoing training for teachers, while parents are encouraged to reinforce learning at home through simple activities like singing and playing with vocabulary (Hakim, 2022; Zakiah et al., 2024). Future studies are recommended to explore alternative methods or learning media and to examine their effectiveness more comprehensively in early childhood education settings (Muzammil, 2022; Safitri, A. et al., 2022). Further research might also focus on the development and implementation of formal assessment tools and individualized learning interventions to maximize the benefits of early foreign language instruction.

## REFERENCES

- Abdurahman, dkk. (2025). Peluang dan hambatan digital dalam pembelajaran Bahasa Arab: Perspektif guru dan mahasiswa. *Jurnal Riset Ilmu Pendidikan Islam*, 2(2).
- Aprilia, N. F., et al. (2024). Metode pembelajaran Bahasa Arab untuk anak usia dini berbasis fun-based learning. *Jurnal Pendidikan Islam Anak Usia Dini*, 4(2).
- Baiti, Noor. (2023). Developing Media Leaflet to Increase Parents' Understanding of Stunting in Toddlers. *Journal of Early Childhood Care and Education*. Vol. 6. No. 1. 36-44. 10.26555/jecce.v6i1.685
- Darmayani, E., & Agustina, A. M. (2023). Implementasi kurikulum merdeka belajar terhadap pola belajar di TK Ceria Demangan. *Jurnal Pendidikan Anak Usia Dini*, 7(2).
- Diana, D., & Rosyadi, A. R. (2022). Metode interaktif untuk meningkatkan motivasi belajar

- Bahasa Arab. *Jurnal Pendidikan Islam*, 15(3).
- Febriana, D. (2023). Pengembangan aplikasi pembelajaran Bahasa Arab untuk pemula berbasis web. *Jurnal Teknik Informatika*, 8(2).
- Hakim, R. I. (2022). Pengenalan Bahasa Arab untuk anak usia dini melalui ghina' 'arabiy (lagu Bahasa Arab) di TK Al-Munawwar Panyabungan. *Journal of Community Dedication and Development (JCDD)*, 2(1).
- Herniati, I., et al. (2023). Implementasi metode bernyanyi dalam pengembangan keterampilan berbahasa Arab di TK Kemuning. *Jurnal Ilmiah Perkembangan*, 2(1).
- Ismayati. (2023). Problematika guru PAUD dalam menerapkan kurikulum merdeka belajar. *Jurnal Keguruan dan Ilmu Pendidikan*.
- Kurniadi, M. (2024). Urgensi pendidikan Bahasa Arab untuk anak: Investasi cerdas untuk masa depan. *Journal on Education*, 6(4).
- Munawwarah, H., & Hibana. (2022). Implementasi pengenalan kosakata Bahasa Arab pada anak usia 5–6 tahun. *Jurnal Pendidikan Anak Usia Dini*, 6(6).
- Mu'Alimin. (2014). *Penelitian tindakan kelas: Teori dan praktik*. Gading Pustaka.
- Muzammil. (2022). Strategi pembelajaran kreatif Bahasa Arab untuk anak usia dini di TK Zainul Hasan Genggong. *Jurnal Pendidikan Anak Usia Dini*, 2(2).
- Ridhokusumo, dkk. (2025). Pendekatan pembelajaran yang efektif dalam Bahasa Arab. *Sindoro Cendekia Pendidikan*, 15(7). <https://doi.org/10.9644/sindoro.v3i9.267>
- Safitri, A., et al. (2022). Pembelajaran Bahasa Arab menggunakan buku *Al-Arabiyyatu Bayna Yadai Aulaadinaa* dalam perspektif perkembangan anak. *Jurnal Pendidikan Bahasa Arab*, 5(2).
- Safitri, L., et al. (2024). Peningkatan penguasaan kosakata Bahasa Arab melalui metode bernyanyi pada anak usia 5–6 tahun. *Jurnal Pendidikan Tambusai*, 8(1).
- Sekar, A. L., dkk. (2025). Strategi pembelajaran Bahasa Arab pada anak usia dini di TK Islam Terpadu As-Sayyidi. *Jurnal Pendidikan Tambusai*, 9(1).
- Sudaryono. (2014). *Classroom action research: Teori dan praktik penelitian tindakan kelas*. Lentera Ilmu Cendekia.
- Utomo, P., dkk. (2024). Metode penelitian tindakan kelas (PTK): Panduan praktis untuk guru dan mahasiswa di institusi pendidikan. *Jurnal Penelitian Tindakan Kelas Indonesia*, 1(4).
- Wulandari, A. P., dkk. (2023). Pentingnya media pembelajaran dalam proses belajar mengajar. *Journal on Education*, 5(2).
- Yakin, A. (2020). Metode pembelajaran Bahasa Arab bagi anak usia dini (Studi kasus di PAUD Darul Ulum Pao Prenduan Sumenep). *Journal of Islamic Studies*, 5(2).
- Zakiah, N. U., dkk. (2024). Strategi pembelajaran Bahasa Arab pada anak usia dini. *Jurnal Pasifik Pendidikan*, 3(2).