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Innovation In Arabic Language Learning Qinā'ah Arabic Through Songs And Repetition To Improve Vocabulary Mastery Of Class V Students at MIN 1 Ende

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Abstract

Arabic language learning at the elementary school level still faces many challenges. One of the challenges faced by students is the difficulty of learning vocabulary. Arabic teachers also often use monotonous media to teach vocabulary. Developing Media for the Arabic Song "Qina'ah" Arabic for Improving Vocabulary Mastery for Students at MIN 1 Ende will help students learn Arabic with enjoyment and achieve their desired learning goals. This Arabic song is not just about explaining the song, but also includes activities to match words and meanings, repeat vocabulary without looking at the text, and use words in simple expressions. This research is a Research and Development study. This research resulted in Qina'ah Arabic through Arabic songs via link YouTube can be used as a medium for learning vocabulary for Class V students of MIN 1 Ende.

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INTRODUCTION

Learning a second language is commonplace in multilingual societies. The second language can be the national language, the official language of the state, the official language in a regional area, or even a foreign language (not the native language) (Iskandarwassid 2011:89). Arabic is one of the foreign languages widely taught both formally and informally in Indonesia. There are elements and skills taught in language learning. Within the elements of language there are sound system (phonology/ ilm al-ashwat), writing system (ortography/ kitabah al-huruf), word system (al-sharf), sentence system (nachwu), and vocabulary (al-mufrodat). Meanwhile, language skills consist of reading (al-qira'ah), writing (al-kitabah), speaking (al-kalam), and listening (al-istima') (Oumaima & Abdelouafi, 2018). In Arabic language learning, the elements of language and language skills cannot be separated from one another (Al-Batineh, 2023).

Wrong One thing that needs to be learned in learning Arabic is vocabulary (mufradat). Like qawa'id, vocabulary (mufradat) is a tool or medium for learning Arabic, not the goal of learning Arabic itself. However, it cannot be denied that vocabulary is very important in learning foreign languages, including Arabic (Rehman et al., 2022). Vocabulary (mufradat) is the collection of words or vocabulary known by a person or group, or is part of a particular language. A person's vocabulary is defined as the collection of all the words that person understands and is likely to use to construct new sentences. The richness of a person's vocabulary is generally considered to be a reflection of their intelligence or level of education (Al-Zoubi, 2022).

According to Horn, vocabulary is a collection of words that form a language. The role of vocabulary in mastering the four language skills is very necessary, as stated by Vallet, that the ability to understand the four language skills is very dependent on one's vocabulary mastery. However, language learning is not synonymous with just learning vocabulary. In the sense that to have language skills it is not enough just to memorize a lot of vocabulary (Haider & Alrousan, 2022).

Arabic language teaching at MIN 1 Ende continues to face several challenges. This is evident in the learning outcomes of some students, which have not yet met the Minimum Completion Criteria (KKM). Furthermore, student interest and motivation in Arabic learning still need to be improved. Some students appear less enthusiastic and are not fully engaged in the learning process. This situation can be influenced by various factors, both internal and external to the students themselves (Yazan & Ali, 2018).

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Some students still find Arabic quite difficult to understand, especially in memorizing vocabulary, understanding meaning, and pronouncing Arabic words. However, Arabic is a crucial subject in madrasas, supporting students' understanding of Islamic sources. Furthermore, Arabic is also a subject tested in the final evaluation of learning in madrasas. Therefore, students need to have a strong interest and motivation to optimally participate in learning. Low interest and motivation in learning can impact student engagement during the learning process and learning outcomes.

Another obstacle still encountered in Arabic language learning is poor mastery of Arabic vocabulary, even though it is a crucial element in Arabic language learning. Students lack mastery of much vocabulary. This weak mastery of vocabulary makes it difficult for them to grasp the main ideas of reading material, to comprehend conversations they hear, and to express their desires in Arabic. This contributes to their poor Arabic language performance (Kissine et al., 2019).

In the process of learning vocabulary mastery, the methods used by teachers are still simplistic and cannot treat students as individuals with diverse characteristics. Teachers still standardize the approach used in treating each student, even though in an ideal plane, teachers should treat each student according to their individual characteristics so that teachers must know each student and their abilities. Because the approach is uniform, what happens is that students who have slow abilities experience boredom and are unable to catch up (Setiyawan et al., 2025).

Fifth-grade students at MIN 1 Ende are generally between the ages of 10 and 11. At this stage, students tend to be more interested in learning activities that are fun, interactive, and involve hands-on activities. One effort that can be made to improve mastery of Arabic vocabulary is through the innovation of Qina'ah Arabic learning using songs and repetition. In this study, Qina'ah Arabic was implemented as a learning approach that combines singing activities with directed repetition of Arabic vocabulary. Through songs whose lyrics are adapted to the vocabulary material, students can listen, imitate pronunciation, and repeat vocabulary repeatedly. This repetition is expected to help students remember, understand, and pronounce Arabic vocabulary better. Thus, the implementation of the innovation of Qina'ah Arabic learning through songs and repetition is expected to create a more interesting learning atmosphere and improve the mastery of fifth-grade students at MIN 1 Ende (Mohamed, 2025).

The problem formulation that will be revealed in this research is: (1) what are the needs of students and teachers for Arabic language song media to improve mastery of Arabic vocabulary at MIN 1 Ende ? and (2) what is the student response to Qina'ah Arabic through Arabic language song media to improve mastery of vocabulary of grade V students ?

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1)Learning methods

According to Pringgawidagda (Nikmah, 2020) learning is the process of acquiring or gaining knowledge about a subject or skill being studied, experience, or instruction. It is a relatively permanent change in behavior that results from repeated practice. Tho'imah (1989:45) defines learning as a type of activity or activity to gain learning experiences delivered through specific materials or knowledge, skills, and guidance to students.

From the several definitions above, it can be concluded that learning is the process of conveying information or knowledge from teachers and lecturers to students and university students about material, skills learned, and experiences with certain methods in a practical way to obtain knowledge and science.

The method in Arabic is called ath-thariqah, which is a comprehensive plan regarding the presentation of Arabic language material in an orderly manner, with no part contradicting another, all of which are based on the chosen approach. Its nature is procedural (Al-Tamari & Bader Eddin, 2022). Djamarah and Zain (Hat et al., 2017) put forward five types of factors that influence the use of learning methods: (1) objectives of various types and functions, (2) students of various levels of maturity, (3) various situations, (4) facilities of various quality and quantity, and (5) teachers' personalities and different professional abilities. Students as subjects who study Arabic should understand the function of the Arabic language they are studying. The function of Arabic for students is as (1) a means to understand Arabic language scientific texts, (2) a source of understanding about various depictions of humans, events, and life in general, (3) a means to understand various forms of events in the past, present, and future, (4) a means to understand the existence of various differences both in terms of human existence as individuals and socially, ethnically and nationally, (5) an introduction to understanding the nature of life and death, suffering and joy, failure and success, and various other forms of emotional turmoil that are familiar to human life, and (6) a means to create dialogue, discussion, and personal responses about issues in social life, society, both through oral and written communication (Wibowo et al., 2021).

According to Hasibuan (Salahuddin et al., 2021) an effective learning method is one in which two-way interaction occurs between teachers and students; the teacher does not always have to be the dominant party. In learning techniques, teachers should not only act as information providers but also have the duty and responsibility of implementing them, creating situations that lead, stimulate, and actively motivate students. Furthermore, teachers must be able to inspire students to express ideas or simply ask questions. Because teaching is not just an activity of

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conveying information to students, but rather a process that demands a change in the role of a teacher as an information provider and a learning manager whose aim is to teach students to be actively involved. Thus, changes in student behavior occur in accordance with the generally established goals.From the sources above, it can be concluded that learning techniques are the operational implementation of a specific method to teach something to someone within the same method corridor.

2)Instructional Media

Dadang Supriatna (2009:3) said that "media" is the plural form of the word "medium" which comes from Latin meaning "between". Media can be interpreted as anything that acts as an intermediary or conveyor of information from the sender of the message to the recipient of the message.

Based on the definition above, it can be concluded that learning media is anything that is planned, programmed, and aimed at conveying messages or lesson content so that it can stimulate students' interests, thoughts, attention, feelings, and behavior in teaching and learning activities in order to achieve predetermined learning objectives. Therefore, Arabic language learning media is learning media that is planned, programmed, and aimed at making Arabic language material messages easy for students to understand and achieve Arabic language learning objectives.

According to John Lannon (1982:261) as quoted by Azhar Arsyad, learning media is important because it can: 1) attract students' interest, 2) increase students' understanding, 3) provide strong/reliable data, 4) condense information, and 5) facilitate data interpretation.Rohmat (2010:16) states that in selecting learning media, we should pay attention to the requirements, namely: a). in accordance with the instructional objectives to be achieved, can the media be used to achieve the instructional objectives? b). in accordance with the children who are learning. Does the chosen media really attract the attention of children? c). availability of media materials (Julaiha et al., 2022). Can the media be obtained easily? Are the materials available to produce the chosen media? d). procurement costs, are they commensurate with the benefits? and e). technical quality. Is the chosen media still of good quality?

In addition, according to (Thorn, 1995) as quoted by Abdul Hamid (2008:179), there are six criteria for selecting interactive media, namely; the first criterion is ease of navigation, where a program must be designed as simply as possible so that language learners do not need to learn computers first. The second criterion is cognitive content. The third criterion is knowledge and information presentation. The fourth criterion is media integration, which must integrate aspects

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and language skills that must be learned. The fifth criterion is an attractive and artistic appearance. The sixth criterion is a comprehensive assessment, meaning that after learning, learners must really feel that they have learned (Izah, 2019).

For students with an auditory or sam'iyyah learning style, learning will be more enjoyable if they listen, whether listening to stories, speeches, explanations, or songs (Bobbi DePorter, 2000:168). Students with this type, when studying independently, usually prefer reading books aloud, or at least listening with their ears, while listening to music or turning the lesson into song lyrics. In Arabic language lessons, this media is suitable for understanding texts in the form of sound (listening), as well as practicing muhadtsah (conversation) and Khitobah (speech).A song is an artistic composition of tones or sounds in sequence, combination and temporal relationships to produce a musical composition that has unity and continuity. With a variety of rhythmic tones or sounds, it is also called a song (Wicaksono et al., 2023).

3)Mastery of Vocabulary

Vocabulary is the collection of words or vocabulary known by a person or group, or is part of a particular language. A person's vocabulary is defined as the set of all the words that person understands and is likely to use to construct new sentences. The richness of a person's vocabulary is generally considered to be a reflection of their intelligence or level of education (Aminatun & Oktaviani, 2019).

According to Horn, vocabulary is a collection of words that form a language. The role of vocabulary in mastering four language skills is very necessary, as stated by Vallet, that the ability to understand these four language skills is very dependent on one's vocabulary mastery (Sidabutar, 2021). However, language learning is not synonymous with just learning vocabulary. In the sense that to have language proficiency it is not enough just to memorize a lot of vocabulary (Mustofa: 2010).

The main objectives of mufradat learning are:Introducing new vocabulary to students, training students to pronounce the vocabulary correctly, understanding the meaning of vocabulary, both denotatively/lexically (standing alone) and when used in the context of certain sentences (connotative and grammatical meaning), and being able to use the vocabulary in expressing themselves, both orally (speaking) and in writing (composing) according to the correct context (Muchtar et al., 2020).

Therefore, the measure/indicator of students' mastery of vocabulary does not lie in their ability to memorize the vocabulary, but in their ability to use the vocabulary appropriately, both as a means to understand the text, and as a means of expressing the interpretation. In other

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words, vocabulary learning functions as a medium to develop students' ability to communicate in Arabic, both actively and passively (Agnes & Srinivasan, 2024).

METHOD

This research is a Research and Development study. The result of this research is the Qina'ah design. Arabic through song media to improve the mastery of Arabic vocabulary of Class V students (Lee, 2021).

RESULTS AND DISCUSSION

The results of this study are:.The total respondents in this study were 100 students. MIN 1 Ende with details of 33 class VA students, 37 class VB students and 30 class VC students.

Regarding students' views on Arabic language learning at the madrasah, the answers can be broken down as follows: 54 students, or 54% of respondents, answered that the Arabic language learning process was satisfactory because the teachers were experts in their fields. 23 students, or 23% of respondents, answered that the learning process was going well and made students motivated to learn. Furthermore, 12 students, or 12% of respondents, answered that the learning process was going quite well, students were learning but still needed improvement. Meanwhile, the remaining 11 students, or 11% of respondents, stated that Arabic language learning was still lacking and needed to be explored further (Agustina et al., 2022).

For the point about the Arabic language teacher's explanation in teaching, the answers of 100 students can be described as follows: 45 students or 45% of respondents answered that the teacher's explanation was very good, because the teacher mastered the material and was able to teach the material in an interesting way (Shu et al., 2019). 26 students, or 26% of respondents, answered that the teacher's explanation was good because the teacher mastered the material and encouraged students to be actively involved in the learning. Furthermore, 20 students, or 20% of respondents, answered that the teacher's explanation was sufficient because the material was conveyed but the teacher was less able to bring the class to life. Meanwhile, the remaining 9 students, or 9% of respondents, stated that the teacher's explanation was inadequate because the teacher did not provide students with the opportunity to ask questions and explore the material more deeply (Sorayyaei Azar & Tanggaraju, 2020).

Regarding respondents' answers to questions about the use of learning media in Arabic lessons, 24 of 100 students, or 24% of respondents, answered that their teachers always utilize learning media when teaching the material. Twenty students, or 20% of respondents, answered

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that learning media were utilized when teachers asked students to practice learning materials. Furthermore, 42 students, or 42% of respondents, answered that the learning media used was not optimal and lacked variety, making it boring. The remaining 14 students, or 14% of teacher respondents, sometimes did not utilize learning media and focused solely on textbooks (Izquierdo et al., 2021).

The next question was about students' need for Arabic song media. It can be described that there are 75 students, or 75% of respondents, who stated that students need Arabic song media to master vocabulary in all materials. Furthermore, there are 20 students, or 20% of respondents who answered that students need Arabic song media to master vocabulary in certain materials (Lie et al., 2020). And the remaining 5 students, or 5% of respondents answered that students do not need Arabic song media to master vocabulary (Bus et al., 2021).

Students' responses to questions regarding the development of Arabic song media. Twenty-six students, or 26% of respondents, strongly agreed that using Arabic song media would help students master Arabic vocabulary. Furthermore, 72 students, or 72% of respondents, strongly agreed that using Arabic song media would help students master Arabic vocabulary in a fun way. One student, or 1% of respondents, disagreed, as Arabic songs had no effect on vocabulary mastery (Avila, 2019). The remaining one student, or 1% of respondents, disagreed, as songs would actually make it more difficult for students to master vocabulary (Muzdalifah, 2021).

The following is an Arabic song developed for Arabic language learning at MIN 1 Ende via the link YouTube :

https://youtu.be/AUnol_PYfIc?si=b2nmxQ6nhDLDYV6Q

Lyrics:

هَـٰذَا هَـٰذِهِ ×٢

This means

ذَٰلِكَ تِلْكَ ×٢

That's what it means

CONCLUSION

Conclusion of this article: 1). The total respondents in this study were 100 students. MIN 1 Ende with details of 33 students of class VA, 37 students of class VB and 30 students of class VC. 2). For students' views on Arabic language learning in madrasah so far, the students' answers can be detailed as follows: 54 students or 54% of respondents answered that the Arabic language learning process was satisfactory because the teachers were experts in their fields. 23 students or

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23% of respondents answered that the learning had gone well and made students motivated to learn. Furthermore, 12 students or 12% of respondents answered that the learning was going quite well, students were learning but still needed improvement. While the remaining 11 students or 11% of respondents stated that Arabic language learning was still not good and needed to be explored more deeply. 3). For the point about the explanation of Arabic language teachers in teaching, the answers of 100 students can be described as follows: 45 students or 45% of respondents answered that the teacher's explanation was very good, because the teacher mastered the material and was able to teach the material in an interesting way. 26 students or 26% of respondents answered that the teacher's explanation was good, because the teacher mastered the material and asked students to be actively involved in learning. Furthermore, 20 students or 20% of respondents answered that the teacher's explanation was sufficient, because the material was conveyed but the teacher was less able to enliven the class. While the remaining 9 students or 9% of respondents stated that the teacher's explanation was insufficient, because the teacher did not give students the opportunity to ask questions and explore the material more deeply. 4). For questions regarding the use of learning media in Arabic lessons from 100 students, there were 24 students or 24% of respondents who answered that the teacher when teaching the material always used learning media. 20 students or 20% of respondents answered that learning media was used when the teacher asked students to practice the learning material. Furthermore, there were 42 students or 42% of respondents answered that the learning media used was not optimal and lacked variety so it was boring. And the remaining 14 students or 14% of respondents teachers sometimes did not use learning media and only focused on books. 5). Regarding the need for Arabic language song media for mastering vocabulary, respondents' answers can be explained as follows: 75 students or 75% of respondents stated that students need Arabic song media to master vocabulary in all materials. Furthermore, there are 20 students or 20% of respondents who answered that students need Arabic song media to master vocabulary in certain materials. And the remaining 5 students or 5% of respondents answered that students do not need Arabic song media to master vocabulary. 6). Respondents' answers to questions regarding the development of Arabic song media are as follows: 26 students or 26% of respondents gave answers that strongly agree, because the use of Arabic song media will help students in mastering Arabic vocabulary. Furthermore, 72 students or 72% of respondents stated that they strongly agree, because it helps students master vocabulary in a fun way. 1 student or 1% of respondents stated that they disagreed, because Arabic song media did not affect vocabulary mastery. The remaining 1 student or 1% of respondents answered that they disagreed, because song media would actually make it

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more difficult for students to master vocabulary. 7). The songs developed by the research team included the main vocabulary taught in grades IV, V, and VI of MIN 1 Ende.

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