Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan
https://jurnal.stiq-amuntai.ac.id/index.php/al-qalam
P-ISSN: 1907-4174; E-ISSN: 2621-0681
DOI : 10.35931/aq.v20i6.7612

IMPROVING STUDENTS' MASTERY OF ARABIC MUFRADĀT THROUGH CHILDREN'S SONG MEDIA AT SD ABDURRAHMAN BIN AUF MAKASSAR

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Abstract

This study aims to: (1) analyze the initial condition of students' mastery of Arabic mufradāt *(vocabulary) at SD Abdurrahman bin Auf Makassar prior to the implementation of children's song media; (2) examine the process of implementing Arabic* mufradāt *instruction using children's song media at SD Abdurrahman bin Auf Makassar; and (3) analyze the improvement in students' mastery of Arabic* mufradāt *at SD Abdurrahman bin Auf Makassar after the implementation of children's song media in the learning process. The type of research employed in this study is action research, utilizing a mixed-methods approach. The subjects of this study were 20 fourth-grade students at SD Abdurrahman bin Auf Makassar. The data collection techniques used in this study included observation, tests, and documentation. This study was conducted in two cycles, each consisting of two meetings. The findings indicate that prior to the implementation of children's song media, a pre-cycle test was administered to analyze the initial condition of students' mastery of Arabic* mufradāt*, with the mean score reaching only 41. In Cycle I, the mean score increased to 73, and in Cycle II, it further improved to 90. The percentage of students' activity in the first meeting of Cycle I was 54.37%, which increased to 84.37% in the second meeting. In Cycle II, the percentage of students' activity in the first meeting was 61.25%, and it rose to 86.87% in the second meeting. These results indicate that when children's song media are implemented in a planned and continuous manner in Arabic language instruction, particularly in* mufradāt *learning, students' activity, participation, and learning outcomes—specifically their mastery of Arabic* mufradāt*—at SD Abdurrahman bin Auf Makassar show significant improvement compared to the condition prior to the use of children's song media. The implications of this study, based on the findings obtained, suggest that it can serve as a reference for teachers in implementing learning activities using children's song media. The use of children's song media can enhance students' mastery of Arabic* mufradāt*, as it incorporates vocabulary repetition, is easy to remember, and combines rhythm and lyrics that make the learning process enjoyable and engaging. Therefore, this study can be utilized and further developed by teachers to promote students' active participation in the learning process.*
Keywords: *Mufradāt Mastery, Arabic Language, Children's Song Media.*

Abstrak

Penelitian ini bertujuan: (1) menganalisis kondisi awal penguasaan mufradāt *bahasa Arab siswa di SD Abdurrahman bin Auf Kota Makassar sebelum diterapkan media lagu anak; (2) menganalisis proses pelaksanaan pembelajaran* mufradāt *bahasa Arab dengan menggunakan media lagu anak di SD Abdurrahman bin Auf Kota Makassar; dan (3) menganalisis hasil peningkatan penguasaan* mufradāt *bahasa Arab siswa di SD Abdurrahman bin Auf Kota Makassar setelah menerapkan media lagu anak dalam pembelajaran. Jenis penelitian yang digunakan adalah penelitian tindakan (*action research*) dengan pendekatan penelitian campuran (*mixed methods*). Subjek penelitian ini adalah siswa kelas IV SD Abdurrahman bin Auf Kota Makassar yang berjumlah 20 orang. Teknik pengumpulan data yang digunakan*

adalah observasi, tes, dan dokumentasi. Penelitian ini dilakukan sebanyak dua siklus dan masing-masing siklus terdiri dari dua pertemuan. Hasil penelitian menunjukkan bahwa sebelum menerapkan media lagu anak dilakukan tes pra-siklus untuk menganalisis kondisi awal penguasaan mufradāt *bahasa Arab siswa, dengan nilai rata-rata pra-siklus hanya mencapai 41, sedangkan pada siklus I meningkat menjadi 73, dan pada siklus II nilai rata-rata siswa mencapai 90. Persentase aktivitas siswa pada pertemuan pertama siklus I yaitu 54,37% dan pada pertemuan kedua meningkat menjadi 84,37%, sedangkan pada siklus II persentase aktivitas siswa pada pertemuan pertama yaitu 61,25% dan pada pertemuan kedua mencapai 86,87%. Hasil tersebut menunjukkan bahwa pada saat media lagu anak digunakan secara terencana dan berkesinambungan dalam pembelajaran bahasa Arab, utamanya pada pembelajaran* mufradāt*, maka aktivitas, partisipasi, dan hasil belajar atau penguasaan* mufradāt *bahasa Arab siswa SD Abdurrahman bin Auf Kota Makassar meningkat dibandingkan sebelum penggunaan media lagu anak. Implikasi penelitian ini menunjukkan bahwa penelitian ini dapat menjadi masukan bagi guru untuk melaksanakan kegiatan pembelajaran dengan menggunakan media lagu anak. Penggunaan media lagu anak dapat meningkatkan penguasaan* mufradāt *bahasa Arab siswa karena media lagu anak mengandung pengulangan kosakata, mudah diingat, serta memadukan irama dan lirik yang membuat pembelajaran terasa menyenangkan dan tidak membosankan. Oleh karena itu, penelitian ini dapat digunakan dan dikembangkan oleh guru untuk melatih peran aktif peserta didik dalam proses pembelajaran.*

Kata Kunci: *Penguasaan Mufradāt, Bahasa Arab, Media Lagu Anak.*

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INTRODUCTION

Language is an integral and inseparable part of human life and has become a need for every human being.[1] Language is the distinctive feature that sets humans apart from other creatures. Essentially, language consists of sounds produced by the human speech organs, which are used to convey messages, ideas, wishes, and feelings to others, both orally and in writing. Language has thus become a basic need for every person in communicating and interacting in daily life.

Over time, language skills, especially foreign language skills, have become increasingly important in human life. These skills can help individuals expand their social networks and open up better life opportunities.[2] Foreign languages play an important role in broadening insight and knowledge, especially for Indonesian children, because much information is presented in foreign languages, which makes learning them very important.

Arabic is one of the most widely taught languages, especially in schools where most students are Muslim. Arabic has many features and characteristics that distinguish it from other

[1] Purwanto Burhan Eko, *Struktur Bahasa Indonesia dalam Gaya Berpikir: Kajian Berdasarkan Ancangan Aspek Kebahasaan Karangan* (Purwokerto: CV IRDH, 2020), 3.

[2] Muhlisin Rasuki, "Upaya Meningkatkan Kesadaran Generasi Muda Millenial tentang Pentingnya Belajar Bahasa Asing," *Jurnal Abdi Indonesia* 1, no. 2 (2021): 62.

languages, particularly its status as a *lingua franca* for Muslims.[3] Arabic is considered important because the Qur'an is written in Arabic, so it is a daily need for Muslims in worship and other Islamic activities.

Moreover, in the current era of globalization, Arabic is showing increasing relevance as an important means of communication. According to experts, Arabic is one of the oldest Semitic languages still in use today, and it remains able to meet the needs of its users and to absorb developments in science and technology in various fields.[4] Increasingly rapid international interaction through information technology has raised the demand for individuals able to communicate in Arabic, especially in business, education, and international organizations. Developments in information technology have also made Arabic digital content more accessible and widely available on the internet. Arabic proficiency therefore brings not only spiritual and academic benefits but also opportunities in business, careers, and professional development at the global level.

In the context of modern education, Hasan et al. argue that the uniqueness and richness of Arabic lie not only in its function as the language of religion but also in its role in enriching world literature.[5] Mastery of Arabic as a foreign language can improve the quality of research and open access to a wider body of literature. In the Indonesian education curriculum, Arabic language education has become an integral part, especially in elementary schools (SD). Arabic is rich in moral and spiritual values, so it is very important to develop it from an early age. By learning Arabic, children can broaden their knowledge and understanding of Islamic culture and religion. Arabic can also help children improve their speaking and writing skills.

Arabic language learning involves several aspects that students must learn, namely *mufradāt* (vocabulary), grammar, listening, speaking, reading, and writing. All these aspects must be developed in a balanced way so that students can use Arabic actively and communicatively. Arabic language learning in elementary schools aims to equip students with basic Arabic skills, especially mastery of *mufradāt* (vocabulary). Mastery of Arabic *mufradāt* is very important because it is the basis for understanding and developing Arabic language skills. However, elementary school students often have difficulty memorizing and understanding Arabic *mufradāt*. This difficulty can be caused by various factors, such as ineffective teaching methods, low student motivation, and the lack of appropriate learning media. Innovative and enjoyable learning methods and media are therefore needed to improve elementary school students' mastery of *mufradāt*.

[3] Kasmiati, *Strategi Pembelajaran Bahasa Arab* (Banyumas: CV Rizquna, 2020), 1.

[4] Ubaid Ridlo, "Bahasa Arab dalam Pusaran Arus Globalisasi: Antara Pesimisme dan Optimisme," *Jurnal Ihya' al-'Arabiyyah* 1, no. 2 (2015): 212–14.

[5] Aufan Ni'am and Muhammad Rido'i, "Perkembangan Studi Bahasa Arab di Era Modern: Tantangan dan Peluang," *Journal of Practice Learning and Educational Development* 4, no. 4 (2024): 300.

In recent years, many studies have shown that the use of appropriate media can improve students' mastery of *mufradāt*. One alternative strategy that has proved effective and enjoyable is the use of songs in the learning process.[6] Within this strategy, children's songs can be used as learning media. Children's song media can be effective because they have several advantages, such as increasing students' motivation to learn, helping students remember vocabulary, and making learning more enjoyable. In addition, children's songs can be adjusted to the abilities of elementary school students, so that their mastery of *mufradāt* can improve gradually.

SD Abdurrahman bin Auf Makassar is one of the schools whose students are taught Arabic, especially those in phases B and C. Based on the researcher's observation in grade IV on Wednesday, January 15, 2025, and Thursday, January 16, 2025, it was found that in Arabic lessons the teacher still relied on textbooks as the main source for delivering material and used teaching methods that tended to be monotonous for students, such as lectures and written assignments, without additional learning media. Meanwhile, students tended to be inactive and unenthusiastic about starting and taking part in lessons, as seen in their behavior during the learning process. Of the 20 students, only 5 were active in paying attention to the teacher's explanation and responding to questions, while the other 15 tended to be passive, chatting with their deskmates, walking around, and not yet having their textbooks ready. Moreover, when the lesson began, most students did not appear ready to take part; some did not bring their Arabic textbooks, and some even arrived late at school.

These findings were reinforced by question-and-answer sessions the researcher held with several students on the *mufradāt* learned in the previous chapter. The results showed that most students had difficulty recalling and memorizing Arabic *mufradāt* or vocabulary. This is consistent with the results of the initial test, in which the class mean score reached only 41 out of a maximum of 100, indicating that students' mastery of *mufradāt* was still low. Innovation in learning media was therefore needed to improve students' ability to memorize, or master, *mufradāt*.

One learning medium that can be used to support mastery of *mufradāt* is children's songs. Media in the form of songs or singing can be an alternative for enjoyable Arabic teaching,[7] and singing, especially well-known songs, makes it easier for students to memorize Arabic *mufradāt*, since the lyrics of Indonesian songs are adapted by replacing them with Arabic *mufradāt* according to the theme being studied. In addition, children's songs can make students more interested in and motivated to learn.

[6] Indira Shafa, "Strategi Lagu Bahasa Arab dalam Memahami Kosa Kata Bahasa Arab di Ar Rohman Malang," *Ar-Raid: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2023): 331.

[7] Tri Tami Gunarti and Mubarok Ahmadi, "Lyric Lagu sebagai Alternatif Media dalam Meningkatkan Maharah Kitabah," *Darajat: Jurnal Pendidikan Agama Islam* 6, no. 2 (2023): 131.

Based on the above description and the results of observation at the school, the researcher took the initiative to conduct a study on improving students' mastery of Arabic *mufradāt* through the use of children's song media at SD Abdurrahman bin Auf Makassar. This medium is expected to provide a solution for improving students' mastery of *mufradāt* and to make students more active and enthusiastic in Arabic lessons in class.

Literature Review

The Concept of Children's Songs as Learning Media

The term "media" comes from the Latin word *medius*, meaning intermediary or conveyor. In Arabic, media are called *wasā'il*, meaning intermediaries or conveyors of messages from sender to receiver. The *Association for Educational Communications and Technology* (AECT) defines media as a transmission system consisting of materials or equipment for conveying particular messages. Media thus serve as a means of conveying messages from communicator to recipient.[8]

Mustofa Abi Hamid et al. define media as intermediaries that connect a source of information with its receiver so that messages can be conveyed effectively. When media are used to convey messages or information for the purpose of teaching, they are called learning media.[9] According to Asni Furoidah, media refer to anything that can help send a message from the sender (teacher) to the receiver (student).[10]

Furthermore, according to Ahmad Rohani, learning media are tools that can help the learning process to be more effective and optimal.[11] According to Ani Daniati et al., learning media are anything that can convey messages through various channels, stimulating students' thoughts, feelings, and will so as to foster an effective learning process that adds new information for students and enables learning objectives to be achieved.[12]

From these views, it can be concluded that learning media are any tools or devices used to convey messages or information from teachers (communicators) to students (recipients). Learning media may be things that can be seen, heard, or read, and they serve to increase the effectiveness of teaching and learning. The use of learning media aims to stimulate students' thoughts, feelings,

[8] Sri Harsimi, "Upaya Meningkatkan Kemampuan Bernyanyi Melalui Media Kulkas di Kelompok A TK Mandan Kec. Sukoharjo Tahun Pelajaran 2018/2019," *Jurnal Pendidikan Konvergensi* 9, no. 38 (2021): 148–57.

[9] Mustofa Abi Hamid, Rahmi Ramadhani, and Masrul Masrul, *Media Pembelajaran* (Medan: Yayasan Kita Menulis, 2020), 4.

[10] Asni Furoidah, "Media Pembelajaran dan Peran Pentingnya dalam Pengajaran dan Pembelajaran Bahasa Arab," *Al-Fusha: Arabic Language Education Journal* 2, no. 2 (2020): 67.

[11] Aisyah Fadilah et al., "Pengertian Media, Tujuan, Fungsi, Manfaat dan Urgensi Media Pembelajaran," *Journal of Student Research (JSR)* 1, no. 2 (2023): 3.

[12] Ani Daniati et al., "Konsep Dasar Media Pembelajaran," *Journal of Student Research (JSR)* 1, no. 1 (2023): 283.

and motivation so as to accelerate their understanding of the material and achieve learning objectives optimally. In general, learning media act as intermediaries connecting teachers and students so that material can be delivered effectively and attractively, and they help create more interactive and efficient learning experiences. In the learning process, learning media are not limited to books and the blackboard but can also include visual media (pictures or photographs, graphs, maps, and materials), audio media (songs, podcasts, and the like), and audiovisual media (films, videos, drama or performances, and television).

According to Miftah, given their position in the context of learning, media are a very important component that deserves teachers' attention; teachers must realize the importance of media in facilitating teaching and learning that will help students learn. The choice of media must therefore be appropriate so that the intended learning objectives can be achieved easily.[13]

In addition, learning media play an important role in the learning process because they can increase interaction between teachers and students and among students. If learning relies only on verbal communication, it tends to be merely verbal, leaves students unprepared, reduces their interest in learning, and makes learning less effective.[14] With media, teaching methods can be more varied, students can be more active in learning, and learning outcomes can be better. Attractive learning media can increase students' motivation, accelerate their understanding, and improve their Arabic language skills.[15] They can also help students engage in more learning activities, such as observing, doing, and demonstrating, so that learning becomes effective and enjoyable.

The use of attractive and enjoyable learning materials or media has several advantages:

1. Attractive learning media can increase students' enthusiasm and interest in learning Arabic.[16] Students become more engaged and interested in learning that uses media such as films, music, graphics, and interactive games.
2. Enjoyable learning materials can enhance students' learning experience.[17] With various media, students can understand and remember the material more easily and enjoyably, and their social and collaborative skills improve.
3. Enjoyable learning media also support students' independent learning.[18]

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[13] Amelia Putri Wulandari et al., "Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar," *Journal on Education* 5, no. 2 (2023): 3929.

[14] Endang Switri, *Metodologi Pembelajaran Bahasa Arab di PTU* (Pasuruan: CV Penerbit Qiara Media, 2020), 136.

[15] Betty Mauli Rosa Bustam et al., *Inovasi Media Pembelajaran Bahasa Arab Berbasis Pemanfaatan Teknologi* (Yogyakarta: UAD Press, 2024), 89.

[16] Dwi Hartati, "Meningkatkan Motivasi Belajar Siswa dengan Media Pembelajaran Interaktif Game Kahoot Berbasis Hypermedia," *Prosiding Seminar Nasional PEP* 1, no. 1 (2019).

[17] Dimas Afif Kurniawan, "Penggunaan Media Belajar Monopoli untuk Meningkatkan Motivasi dan Hasil Belajar Siswa," *Jurnal Review Pendidikan dan Pengajaran (JRPP)* 3, no. 1 (2020).

Songs are works containing music and meaningful lyrics that can express feelings.[19] The use of music in learning is not new, as music is known to stimulate the brain, making it open and receptive to information. A study by Christine Teresa found that the ability to remember and understand new terms is better when listening to music or songs than when learning without them.[20] When children learn a song, they memorize words and sentences one by one. Rhythm therefore contributes to memory because it facilitates memorization, sharpens focus, and strengthens memory formation, and structured rhythm can strengthen the storage of information.

According to Aizid, songs or music can enhance intelligence because rhythmic stimulation improves brain function by activating the nerves of the brain and creating a sense of calm that helps the brain work more optimally. Listening to songs can improve language ability, creativity, concentration, and memory.[21] According to Nurhayati, songs are an authentic source of language with almost no time limits on their use as a teaching medium; songs strengthen students' motivation during learning and make them more sensitive to sounds. Anni et al. likewise affirm that songs are a versatile medium for language learning.[22]

Furthermore, the advantages of song media for improving mastery of *mufradāt* are that they improve memory and focus, make learning more enjoyable and less boring, increase motivation to learn, and help students memorize vocabulary more easily through enjoyable repetition. Songs as learning media can stimulate memory, reinforce the meaning of words in context, and raise students' enthusiasm for learning.[23]

Song media can be applied in learning by turning learning material into song lyrics that students can then sing.[24] Children's song media are applied in *mufradāt* learning by choosing a song and then replacing its lyrics with Arabic *mufradāt* or vocabulary. The use of children's songs as learning media aims to introduce and strengthen children's mastery of *mufradāt*. Existing children's songs can also be adapted to introduce *mufradāt*. This is in line with Nasruddin's view

[18] Ina Magdalena et al., "Pentingnya Media Pembelajaran untuk Meningkatkan Minat Belajar Siswa SDN Meruya Selatan 06 Pagi," *Jurnal Edukasi dan Sains* 3, no. 2 (2021): 312–25.

[19] Nabila Inas Suhailah, Syamsu Rijal, and Burhanuddin, "Media Lagu dalam Meningkatkan Kosa Kata Bahasa Jerman," *Indonesian Journal of Pedagogical and Social Sciences* 1, no. 2 (2022).

[20] Cristine Teresa and Andrijanto, *Analisis Pengaruh Musik Instrumental dan Musik Klasik terhadap Kemampuan Working Memory (Ergonomi Kognitif) Menggunakan Simple Memory Task dan Reading Span Task* (Bandung: Universitas Kristen Maranatha, n.d.).

[21] R. Aizid, *Sehat dan Cerdas dengan Terapi Musik* (Yogyakarta: Laksana, 2011).

[22] Anna Nurul Hidayati and Achmad Mufid Marzuqi, "Pelatihan Penguasaan Kosa Kata Bahasa Asing di Komunitas Griya Studi Boyolali," *Nusantara: Jurnal Pengabdian kepada Masyarakat* 4, no. 1 (2024): 144.

[23] Shafa, "Strategi Lagu Bahasa Arab," 331.

[24] Muhammad Nurul Yaqin, "Lagu sebagai Media Pembelajaran Ilmu Pengetahuan Sosial Tingkat Sekolah Menengah Pertama," *Social Pedagogy: Journal of Social Science Education* 1, no. 2 (2020): 105.

that songs have the power to attract attention, facilitate repetition, and create strong emotional impressions, so that the material delivered sticks more firmly in memory.[25]

Translated songs bring about an acculturation between local culture and the foreign language, which can develop children's language skills because the songs being learned are already familiar to the students.[26]

The Concept of Mufradāt Mastery

According to Moh. Mansyur, *mufradāt* (مفردات) is the plural (*jam'*) of *mufradah* (مفردة), meaning an utterance or word consisting of two or more letters that indicates a meaning.[27] In Indonesian, *mufradāt* is commonly known as vocabulary, namely the words that make up sentences in Arabic. According to Ali al-Khuli, *mufradāt* are the smallest independent units, sometimes in the form of root words and sometimes in the form of affixed words, and each word has its own form, meaning, and function.[28] According to H. M. Abdul Hamid et al., *mufradāt* are the most important part of a language and a basic requirement in learning Arabic.[29] It can therefore be concluded that *mufradāt* are the most basic independent units of Arabic, which form sentences and are a prerequisite for learning Arabic.

Vocabulary mastery is divided into two types: passive-receptive mastery and active-productive mastery.[30] The first type consists of understanding the meaning of words without being able to use them, or knowing the meaning of a word only when it is used by others, without being able to use it spontaneously in one's own discourse. The second type involves not only understanding the meaning of words heard or read but also being able to use them in one's own discourse, spontaneously or in writing, to express one's thoughts.

One challenge in learning *mufradāt* is keeping learned vocabulary from being easily forgotten. Research shows that without consistent repetition and use, people tend to forget new vocabulary within a short time.[31] A strategy of scheduled repetition, or spaced repetition, is therefore needed in learning. According to Susanti, learning experiences supported by strategies such as visual media can strengthen long-term memory and help students reinforce their

[25] Anida Ummu Latifah et al., "Penggunaan Media Lagu dalam Pembelajaran Tajwid untuk Meningkatkan Daya Ingat Peserta Didik," *JPPK: Jurnal Pemikir Pendidikan dan Keguruan* 1, no. 1 (2025): 77.

[26] H. R. Taufiqurrohman, "Belajar Bahasa Arab Melalui Lagu Model Program Arabiyah Lil Athfal (ALA)" (research report, Universitas Islam Negeri Malang, 2007), 65.

[27] Moh. Mansyur, *Dalil al-Katib wa al-Mutarajim* (Jakarta: PT Moyo Segoro Agung, 2002), 135.

[28] Muhammad Ali al-Khuli, *Strategi Pembelajaran Bahasa Arab* (Yogyakarta: Basan Publishing, 2010), 79.

[29] M. Abdul Hamid et al., *Pembelajaran Bahasa Arab (Pendekatan, Metode, Strategi, Materi, dan Media)* (Malang: UIN Malang Press, 2002), 60.

[30] Soenardi Djiwandono, *Tes Bahasa: Pegangan bagi Pengajar Bahasa* (Jakarta: PT Indeks, 2011), 126.

[31] Ranida Zakia Qomariah et al., "Problematika Pembelajaran Bahasa Arab di MI Bahrul Ulum Kota Batu," *Ar-Raid: Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2024): 176.

understanding and recall of the material.[32] The more often vocabulary is used in various activities, the more firmly it is embedded in students' memory. This is also in line with Dio's finding that the context-based approach used in learning makes the material feel more relevant and closer to students' daily lives, so that they understand and remember new vocabulary more easily.[33]

According to Vygotsky's theory of language development, children's language learning is strongly influenced by social interaction and the environment. This indicates that Arabic language learning in early childhood should use approaches appropriate to the children's age.[34]

According to Muhib Abdul Wahab, the main objectives of *mufradāt* learning are as follows:

1. To introduce new vocabulary to students, whether through reading materials or listening comprehension (*fahm al-masmū'*).
2. To train students to pronounce vocabulary well and correctly, because good and correct pronunciation leads to good and correct speaking and reading skills.
3. To understand the meaning of vocabulary, both denotatively or lexically (on its own) and when used in particular sentence contexts (connotative and grammatical meaning).
4. To be able to appreciate and use *mufradāt* in oral expression (speaking) and written expression (composition) in the appropriate context.[35]

RESEARCH METHODS

This study is action research using a participatory action research approach. According to Kemmis and McTaggart, action research is a systematic process consisting of planning, action, observation, and reflection, carried out in a continuous spiral to improve practice and understand situations.[36] The study was conducted in the odd semester of the 2025/2026 academic year in grade IV of SD Abdurrahman bin Auf, Jl. Nur Aqsha, Paccerakkang, Daya, Biringkanaya District, Makassar, South Sulawesi Province, postal code 90241. The school was chosen as the research site because the researcher had teaching experience there and because, as described above, initial observation showed that students' mastery of the *mufradāt* they had learned was poor because they had difficulty memorizing it. The choice of site aimed to determine the improvement in

[32] Susanti and Alfurqan, "Implementasi Penggunaan Media Visual pada Mata Pelajaran Pendidikan Agama Islam," *Jurnal An-Nuha* 1, no. 3 (2021).

[33] Dio Resta Permana, "Pelatihan Kosakata Bahasa Inggris dengan Metode CLT bagi Siswa SD Mataram Palembang," *AKM: Jurnal Pengabdian kepada Masyarakat* 6, no. 1 (2025): 179.

[34] Putri Salsabila et al., "Strategi dan Pengembangan Pembelajaran Bahasa Arab di RA Hajjah Zahara," *Jurnal Pendidikan Tambusai* 9, no. 1 (2025): 5224.

[35] Maswan Ahmadi, "Teknik Pembelajaran Mufradāt dalam Perspektif Teori Belajar Edward Lee Thorndike," *Al-Waraqah: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2023).

[36] Rudy C. Tarumingkeng, *Penelitian Tindakan (Action Research): Pendekatan Berbasis Tindakan dan Refleksi* (Bogor: Rudyct e-Press, 2024), 2.

students' mastery of *mufradāt* through the use of children's song media. Data were obtained through face-to-face activities at the school.

The study used a mixed-methods approach, combining qualitative and quantitative research approaches. According to Faisal Hakim Nasution, mixed-methods research seeks to integrate various elements of qualitative and quantitative research in a single study.[37] The study also followed the principles of Kemmis and McTaggart's spiral model of action research, which consists of four stages: planning, implementation, observation, and reflection. Each action cycle was designed systematically to solve the learning problems faced by the teacher and students.

Data collection aimed to obtain data on the actions carried out during the learning process in Cycle I, Cycle II, or any subsequent cycle. The data collection techniques were observation, tests, and documentation, and the research instruments were observation sheets (for the teacher and students), tests, and field notes.

To ensure the validity and reliability of the data, the study used three techniques. The first was member checking, in which the findings were confirmed with the collaborating teacher and the students directly involved by showing them the observation notes and asking them to confirm the findings, especially regarding the behaviors, activities, and situations observed during the research. The second was peer debriefing, in which the collaborating teacher assessed and discussed the data collected. The third was comparing data across learning cycles to check the consistency of the results. If the data showed a consistent pattern, such as an increase in students' mastery of *mufradāt* from one cycle to the next, they were considered valid. This consistency was assessed not only from test results but also from observations of students' engagement, their attitudes toward the material, and their responses to the learning media used. Consistency across cycles thus helps ensure that the changes observed resulted from the actions taken rather than from chance.

RESULTS AND DISCUSSION

The research on the use of children's song media, carried out through participatory action in Arabic *mufradāt* learning in grade IV of SD Abdurrahman bin Auf Makassar, yielded three important aspects: (1) the initial condition of students' mastery of Arabic *mufradāt*; (2) the process of implementing Arabic *mufradāt* learning using children's song media; and (3) the improvement in students' mastery of Arabic *mufradāt* after children's song media were applied in learning. The results and data analysis were obtained from tests given at the end of each cycle, from observation of the teacher's and students' activities in each meeting using the observation sheets provided, and from field notes on other activities not recorded in the observation sheets.

[37] Faisal Hakim Nasution et al., "Kombinasi (Mixed-Methods) dalam Praktis Penelitian Ilmiah," *Jurnal Genta Mulia* 15, no. 2 (2024).

Children's song media were used in Arabic *mufradāt* learning to improve students' mastery of *mufradāt* in two cycles, with the stages consisting of a pre-cycle, Cycle I, and Cycle II. Each cycle consisted of two meetings and included four stages based on Kemmis and McTaggart's action research model: (1) planning, (2) implementation, (3) observation, and (4) reflection.

The pre-cycle was conducted to collect initial data and determine the level of students' mastery of Arabic *mufradāt*. Initial observation of the classroom found that the class was often not conducive to learning because of students' lack of attention and interest. This was evident when lessons were about to begin: many students had not prepared themselves and were still walking around even though the teacher had given instructions. During lessons, many students did not pay attention to the teacher's explanation. When the teacher gave instructions and explained the lesson, only 5 of the 20 students were active in paying attention and responding to questions, while the other 15 tended to be passive, chatting with their deskmates, walking around, and not yet having their textbooks ready. Moreover, when the lesson began, most students did not appear ready to take part; some did not bring their Arabic textbooks, and some even arrived late at school.

These findings were reinforced by the initial test, which included several types of *mufradāt* mastery items: 4 definition/meaning items (Arabic–Indonesian and Indonesian–Arabic), 3 picture items with options, and 3 matching items. Each item was worth 10 points, giving a maximum total score of 100. The class mean score reached only 41 out of 100, indicating that students' mastery of *mufradāt* was still low.

During the lesson, the researcher asked questions about the *mufradāt* memorized in the previous meeting and found that most students could not answer correctly because they had difficulty memorizing Arabic *mufradāt* or vocabulary. This was also shown by the mean *pre-test* score for *mufradāt* mastery, which reached only 41. Innovation in learning media was therefore needed to improve students' ability to memorize, or master, *mufradāt*. With media, teaching methods can be more varied, students can be more active in learning, and learning outcomes can be better. Attractive learning media can increase students' motivation, accelerate their understanding, and improve their Arabic language skills.[38] The obstacles and conditions found were thus the researcher's reason for seeking to improve students' mastery of *mufradāt* through children's song media. Christine Teresa's study shows that the ability to remember and understand new terms is better when listening to music or songs than when learning without them.[39]

[38] Bustam et al., *Inovasi Media Pembelajaran Bahasa Arab*, 89.
[39] Teresa and Andrijanto, *Analisis Pengaruh Musik Instrumental dan Musik Klasik*.

Lesson planning by the researcher and the collaborating teacher, from drawing up the steps of the learning process and preparing tools and materials for the children's song media and the observation sheets to implementing *mufradāt* learning with children's song media, was carried out well overall. In the learning activities using children's song media, the researcher acted as the main teacher, while a collaborating teacher acted as observer. In Cycle I, the core activities were: (1) the teacher prepared the equipment and materials for the lesson; (2) the teacher distributed sheets containing *mufradāt* in the form of song lyrics; (3) the teacher repeatedly played audio of children's songs containing *mufradāt*; (4) students listened to and repeated the songs; (5) students came forward one by one to sing the songs they had heard; and (6) the teacher gave stimuli to the students. In Cycle II, the core activities were: (1) the teacher prepared the equipment and materials for the lesson; (2) the teacher divided students into groups; (3) the teacher distributed sheets containing *mufradāt* in the form of song lyrics; (4) the teacher repeatedly played audio of children's songs containing *mufradāt*; (5) students listened to and repeated the songs; (6) students sang the songs in groups; and (7) the teacher gave stimuli to the students. The study was conducted in grade IV with 20 students.

The study was conducted in two cycles, Cycle I and Cycle II, each consisting of two meetings, for a total of four meetings. Students' mastery of Arabic *mufradāt* improved after *mufradāt* learning with children's song media, as shown by the final evaluation results of each cycle and the observation of students' activities. In the pre-cycle test, taken by 20 students before the cycles began, the total score was 820, with a mean of only 41, indicating that students' mastery of Arabic *mufradāt* was still low. After children's song media were used in Arabic *mufradāt* learning, the final evaluation of Cycle I, taken by 20 students, produced a total score of 1,460 with a mean of 73. After corrective actions and the implementation of Cycle II, the final evaluation of Cycle II, taken by all 20 students, produced a total score of 1,800 with a mean of 90.

The data thus show that the use of children's song media can improve students' mastery of Arabic *mufradāt* and is effective in Arabic *mufradāt* learning in grade IV of SD Abdurrahman bin Auf Makassar. This is because children's song media were used continuously, with the researcher as the main teacher and the collaborating teacher as observer, so that students' interest in learning and attention increased.

Observation of students' activities during Arabic *mufradāt* learning with children's song media showed a positive effect on students. In the first meeting of Cycle I, the overall percentage was 54.37 percent, and in the second meeting students' activity increased to 84.37 percent. Likewise, in the first meeting of Cycle II the overall percentage was 61.25 percent, and in the second meeting it reached 86.87 percent. These figures show that students' average learning activity increased consistently.

Observation of the teacher's activities also showed improvement, although in each cycle the teacher, as the main implementer of learning activities, still had some shortcomings, and some activities were not carried out perfectly, such as forgetting to provide motivation and apperception; in the second meeting of Cycle I, the teacher did not replay the audio repeatedly and did not give students the opportunity to ask questions. In the following meetings, the teacher and observer corrected these shortcomings. The results show that when children's song media are used in a planned and continuous way in Arabic learning, especially *mufradāt* learning, the activity, participation, and learning outcomes of students at SD Abdurrahman bin Auf Makassar improve compared with before the use of children's song media. Children's song media can foster students' awareness of and enthusiasm for learning, especially in Arabic *mufradāt* learning.

These results are also consistent with the 2023 study by Taufik Siraj et al. on the use of children's song media to improve students' ability to memorize Arabic vocabulary in a madrasah ibtidaiyah, which showed that song media can be an effective method for improving the ability to memorize Arabic vocabulary. Listening to songs repeatedly also makes it easier to remember and understand Arabic vocabulary.[40]

CONCLUSION

Based on the results and discussion, it can be concluded that learning with children's song media was implemented well, from the planning stage to the application of the media. Children's song media were used in Arabic *mufradāt* learning with the researcher acting as the main teacher and a collaborating teacher acting as observer.

The results of using children's song media in Arabic *mufradāt* learning are as follows:

1. In the initial condition, the teacher still relied on textbooks as the main source for delivering material in Arabic lessons and used teaching methods that tended to be monotonous for students, such as lectures and written assignments, without additional learning media, while students tended to be inactive and unenthusiastic about starting and taking part in lessons.
2. The study was conducted in two cycles, Cycle I and Cycle II, each consisting of two meetings, for a total of four meetings. Arabic *mufradāt* learning was carried out using children's song media, with the researcher acting as the main teacher.
3. The improvement in students' mastery of Arabic *mufradāt* is shown by the consistent improvement in learning outcomes: the mean score was only 41 in the pre-cycle, increased to 73 in Cycle I, and reached 90 in Cycle II.

[40] Taufik Siraj et al., "Penggunaan Media Lagu Anak-Anak dalam Meningkatkan Kemampuan Menghafal Kosa Kata Bahasa Arab pada Siswa MI," *Ihtimam: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2023): 54.

These results show that when children's song media are used in a planned and continuous way in Arabic learning, especially *mufradāt* learning, the activity, participation, and learning outcomes of students at SD Abdurrahman bin Auf Makassar improve compared with before the use of children's song media. Children's song media not only improve students' mastery of Arabic *mufradāt* but also have a positive effect on their enthusiasm for learning.

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