

DESIGNING CHILDREN'S SONGS AS A MEDIUM FOR MEMORISING ARABIC VOCABULARY IN PRIMARY SCHOOLS

تصميم إعداد أغنية الأطفال كوسيلة لحفظ المفردات العربية في المرحلة الابتدائية

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Abstract

One important aspect of learning Arabic is vocabulary acquisition. This article aims to analyse Arabic language learning in primary schools, examine the effectiveness of using children's songs, and design steps for creating songs as a medium for memorising contextual and innovative vocabulary. Through a qualitative descriptive approach, this article concludes that children's songs are an effective medium for vocabulary learning because they are enjoyable, facilitate memorisation, and increase interest in learning.

Keywords

song; vocabulary; arabic language learning

ملخص البحث

أحد الجوانب المهمة في تعلم اللغة العربية هو اكتساب المفردات. يهدف هذا المقال إلى تحليل تعلم اللغة العربية في المدارس الابتدائية، ودراسة فعالية استخدام أغاني الأطفال، وتصميم خطوات لإنشاء أغاني كوسيلة لحفظ المفردات السياقية والمبتكرة. من خلال نهج وصفي نوعي، يخلص هذا المقال إلى أن أغاني الأطفال هي وسيلة فعالة لتعلم المفردات لأنها ممتعة وتسهل الحفظ وتزيد من الاهتمام بالتعلم.

كلمات أساسية: أغنية؛ مفردات؛ تعلم اللغة العربية

Arabic is one of the most important languages in the world. In various countries, Arabic is used as a medium of daily communication. Approximately 22 countries use Arabic as their language of communication (Afjalurrahmansyah, 2021). Arabic has a special position as a religious language because it is used in daily worship and is the main language in Islamic law, especially in aspects of the personal status of Muslims (Khasanah, 2016). Therefore, Arabic language education is very important to be implemented in Indonesia. This education can start early, especially at the primary school level.

Arabic language education contributes to building children's character. Learning Arabic from an early age brings various benefits to children, such as introducing them to different cultures, deepening their understanding of religious teachings, and improving their language skills, which can support optimal cognitive development (Kurniadi, 2024). Teaching Arabic to children can begin with introducing vocabulary. Vocabulary is a crucial aspect in the process of learning a language. The more vocabulary one masters, the easier it is to understand Arabic texts and follow everyday conversations (Nuzula, 2024). One medium that can be used in teaching vocabulary to children is children's songs.

This article aims to identify the characteristics of Arabic vocabulary learning at primary school level. In addition, this article also aims to explain the role of children's songs as a medium for learning Arabic vocabulary. Finally, this article aims to explain the steps in developing children's songs as a medium for memorising Arabic vocabulary at primary school level that is contextual, educational, and effective for learning. It is hoped that this article will provide a better understanding of effective Arabic vocabulary learning. This article is also expected to serve as a reference in the development of learning media in the form of children's songs. With the use of

this media, it is hoped that the process of vocabulary mastery will become easier and faster, as well as increase students' motivation and interest in learning Arabic.

This article was compiled using a descriptive qualitative approach, with a scope covering three main focuses, namely (1) Arabic vocabulary learning in primary schools, (2) children's songs as a medium for Arabic vocabulary learning, (3) steps in designing children's songs as a medium for memorising Arabic vocabulary in primary schools.

A. ARABIC VOCABULARY LEARNING IN PRIMARY SCHOOLS

Arabic vocabulary learning in primary school is a process of introducing and reinforcing Arabic vocabulary that is tailored to the students' level of development. At this age, students are still in the early stages of cognitive development, so the learning material presented must be tailored to their needs and thinking abilities. At the primary school level, pupils are still in the early stages of learning Arabic, so vocabulary learning must begin with the most basic vocabulary that is frequently encountered in everyday life.

Vocabulary is a fundamental component in mastering Arabic, because without mastering vocabulary, students will find it difficult to understand the meaning of sentences, as well as develop other language skills such as reading, writing, listening, and speaking. As explained by Nunan (1991), "Vocabulary is very important for successful communication. Without adequate vocabulary, students cannot understand others or express their own ideas." This means that vocabulary mastery is the main foundation for students to be able to communicate effectively in Arabic, both receptively (receiving messages) and productively (producing messages). The following are some important aspects in learning Arabic:

1. Characteristics of Students

The characteristics of students are specific traits possessed by each individual, such as how they learn, how they understand things, and what they like during learning. Each student has their own characteristics in the learning process (Nurhamidah, 2018). These characteristics include physical, psychological, social, and cognitive aspects that influence how a student receives, processes, and remembers information provided by the teacher. At the primary school level, children are usually in a phase of development where their curiosity is very high. However, on the other hand, they tend to get bored easily with monotonous activities and enjoy learning activities that involve play, movement, and direct interaction.

Primary school students have different characteristics from older students. Their characteristics tend to be distinctive and unique. According to Astini & Purwati (2020), children are characterised by their love of playing, moving around, and working in groups. In addition, children also enjoy and find it easier to understand things through direct experience, whether by feeling, doing, or demonstrating. Therefore, abstract learning tends to be difficult to understand if it is not accompanied by real examples or activities that involve their senses and motor skills. Understanding these characteristics is very important so that teachers can design learning strategies that are appropriate to the needs and development of primary school students.

Syihabudin & Ratnasari (2020) also revealed that primary school-aged children have a high enthusiasm for learning, but still need an approach that is appropriate to their world. They tend to learn actively through real experiences, not just by reading or listening. Their world is one of play, movement, and interaction, so learning activities that are too abstract or passive often cause them to lose interest. This situation requires teachers to be creative in designing contextual, enjoyable learning activities that facilitate active student involvement. For example, through game-based learning, songs, stories, or collaborative projects that involve cooperation between students. Thus, the learning process will feel more lively, closer to the children's world, and able to maintain their enthusiasm in participating in learning.

From the above opinions, it can be concluded that effective learning for primary school students is learning that is appropriate to their world. Because their world is one of play,

movement, and working together in groups. Therefore, approaches that are too theoretical, passive, and lack interaction are not the right choice for their age group. It is important for teachers to understand that the developmental characteristics of primary school students require variety in the methods used to deliver material. Learning that prioritises direct experience, the use of engaging media, and activities that combine motor and cognitive aspects will be more easily accepted by students.

2. Teaching Methods Used

Teaching methods are the ways teachers use to deliver learning materials to students in teaching and learning activities (Wirabumi, 2020). In the teaching and learning process, teachers not only deliver material, but also guide, persuade, and engage students actively in the learning process. Teachers need to choose teaching methods that are appropriate to the characteristics of the students, the learning objectives, and the context of the material being taught. This is because effective methods will encourage students not only to receive information passively, but also to be involved cognitively, affectively, and psychomotorically.

Based on the results of research by Amirudin & Rohimah (2023), the teaching methods commonly used in schools are still dominated by traditional or conventional methods such as memorisation and direct translation. These methods are considered ineffective because they do not involve students' active participation in understanding and using vocabulary in real contexts.

Meanwhile, based on the results of research by Aidah & Annisa (2023), the singing method is very effective and can improve Arabic vocabulary mastery in primary school students. With this method, students can more easily remember and connect new vocabulary with familiar ones, thus facilitating the learning process. Therefore, it is recommended to maximise the application of the singing method in Arabic teaching at the primary school level.

From the two research results above, it can be concluded that the singing method can offer a more contextual and interesting approach for students compared to traditional methods. Therefore, it is recommended that vocabulary teaching at the primary school level use methods that are more appropriate for children, or more precisely, using songs as a medium for singing.

3. Challenges in Learning Arabic

Learning Arabic at primary school level faces various challenges. One of these challenges is the low level of interest among students in learning Arabic. Many consider Arabic to be a difficult language because it is not used in everyday life (Mawardi, 2020).

Another challenge in teaching Arabic at the primary school level is the difficulty students have in memorising and understanding vocabulary (Romadhon, et al, 2023). Many students face obstacles in remembering new vocabulary that they rarely encounter in their daily lives. This is also related to students' interest in learning.

In addition, the limited availability of varied and innovative learning media is also an obstacle in teaching vocabulary (Sholihah, 2017). Many still rely on traditional methods, namely monotonous memorisation and direct translation. As a result, the learning process becomes less interesting and has the potential to reduce student motivation.

From the above obstacles, it can be concluded that traditional methods need to be refined or even abandoned and replaced with more innovative and enjoyable approaches. The methods used can be adapted to the conditions and needs of the students. Innovative approaches to vocabulary teaching should take into account the characteristics of primary school children, who tend to be active, enjoy playing, and easily understand things through direct experience. This can make it easier for students to memorise and understand new vocabulary.

B. CHILDREN'S SONG MEDIA FOR LEARNING ARABIC VOCABULARY

The use of songs or singing can be an enjoyable alternative medium for teaching Arabic that suits children's interests (Mufidah, 2019). According to Aidah & Annisa (2023), the use of singing methods has been proven to significantly improve primary school students' vocabulary skills.

Songs not only play a role in strengthening long-term memory, but also create a pleasant emotional connection to the material being studied. Songs with a cheerful tone and appropriate for children can stimulate enthusiasm for learning, even among students who previously had little interest in Arabic lessons.

Songs used in Arabic language learning for primary school students must be appropriate for the age and world of children (Ridwan & Awaluddin, 2019). Usually, these songs are taken from children's songs or regional songs. One of the learning media that will be discussed in this study is children's songs as a medium for memorising Arabic vocabulary. In this study, children's songs were modified by incorporating Arabic vocabulary into the songs. This way, students will be able to absorb and memorise the Arabic vocabulary in the songs more quickly. The songs can be linked to classroom learning themes, such as body parts, colours, numbers, or daily activities, so that they are more contextual and meaningful for children.

One of the recommended innovations is the development of children's songs for learning Arabic vocabulary that are not only entertaining but also useful for learning. The songs used can be innovated and linked to themes in line with learning or everyday themes familiar to children, such as family, school, animals, or daily activities, so that the vocabulary becomes more meaningful and contextual for them.

The use of modified children's songs as a medium for memorising Arabic vocabulary is a form of learning innovation that is relevant to primary school education. This method can be effective in learning to improve Arabic vocabulary memorisation, but it also presents a more meaningful and enjoyable learning process. This approach is highly recommended for implementation in Arabic language learning at the primary school level as a strategy that supports the balanced cognitive and affective development of students.

Based on research at MI Cibanoang, it was concluded that children's songs play a significant role in improving Arabic vocabulary mastery. Learning media in the form of songs not only strengthen memory through rhythm and melody, but also improve phonetic understanding and pronunciation of Arabic vocabulary. Singing activities can also be combined with physical movements and conceptual explanations to create an interesting and meaningful learning experience (Mu'arif, et al, 2025).

In addition, according to Aprilia and colleagues (2024), the use of songs and games in Arabic language learning in early childhood has proven to be very effective in supporting children's language development. Songs help the process of internalising vocabulary and language structure naturally and contribute to children's social, emotional, and cognitive development. Music also plays a role in improving pronunciation skills, expanding vocabulary, and enhancing children's communication skills (Safitri & Munafiah, 2025).

C. STEPS IN DESIGNING CHILDREN'S SONGS AS A MEDIUM FOR MEMORISING ARABIC VOCABULARY IN PRIMARY SCHOOLS

The development of songs as a learning medium requires a systematic approach to suit the needs and development of children. This systematic approach is important so that the song material created is not only enjoyable, but also effective in helping students memorise Arabic vocabulary well. The following are the steps for developing songs as a medium for memorising vocabulary:

- a. Identify and sort vocabulary

The first step is to identify and select the appropriate vocabulary to be included in the song. The vocabulary used in modifying the song are words that are being taught according to the learning theme (Khasanah, et al, 2022). In addition, vocabulary that is relevant to everyday life can also be selected. Choosing the right words will make it easier for students to remember, memorise, and associate the words with their experiences. Choosing the right vocabulary also

avoids the use of words that are too abstract or difficult for children to understand, making the song easier for them to remember and meaningful to them.

b. Composing the lyrics

Once the vocabulary has been selected, the next step is to compose the lyrics of the song. The composition of lyrics in modifying songs must use simple, memorable sentences that are adapted to the contextual theme. Simple lyrics can help students memorise vocabulary more easily. The use of lyrics that are appropriate to the learning theme can increase student engagement in the learning process (Lubis et al, 2025). Lyrics that use short, repetitive, and rhythmic sentences help students memorise vocabulary gradually and enjoyably. In addition, adjusting the lyrics to the context of the learning theme makes the song material not just empty memorisation but meaningful and contextual. Thus, students not only memorise words mechanically but also understand their use in a simple way.

c. Selection of appropriate songs

The selection of songs as a medium must consider the age and developmental stage of children. Choosing children's songs that are in line with the developmental stage of students and appropriate for the world of primary school students can help create a more optimal learning process that suits their needs (Gradena, 2023). Songs with memorable melodies and rhythms that suit the characteristics of children can increase the effectiveness of learning. Traditional children's songs or songs that are already popular among children are often modified by incorporating Arabic vocabulary into the lyrics. For example, songs with themes of family or objects in the home that are easily recognisable and familiar to children. The process of selecting the right songs can create an interactive learning atmosphere and increase students' motivation to learn, so that they are more enthusiastic about memorising vocabulary.

d. Implementation in learning

Songs can be used in various learning moments, such as during warm-ups, closing activities, or as a means of reinforcing material. Incorporating songs into these stages has been proven to increase students' enthusiasm for learning and active participation. The use of songs as a medium for learning Arabic is effective in improving students' vocabulary retention (Anastasia, 2021). The following is an example of a children's song quoted from the Darul Araby YouTube channel, 2021. It is used as a medium for learning Arabic vocabulary, modified from the song 'Lihat Kebunku'.

انظر بستاني
أُنظِرْ بُسْتَانِي مِلِّي بِالرُّهُرِ
مِنْهَا أَبْيَضٌ وَمِنْهَا أَحْمَرُ
أَنَا أَسْكِنُهَا فِي كُلِّ يَوْمٍ
وَرَدَّةٌ يَأْسَمِينُ كُلُّهَا جَمِيلٌ

Another example of a children's song that has been modified for Arabic vocabulary learning is the song Potong Bebek Angsa, which has been modified into a song about hobbies in Arabic, which I quoted from Rizki Humairah's YouTube channel, 2023.

هواية
hobi هواية
membaca قراءة
bernyanyi غناء
Berenang سباحة
melukis رسم
olahraga رياضة
itu sepak bola كرة القدم

The design and development of children's songs as a learning medium is expected to have a positive impact on improving students' vocabulary memorisation. Songs, if designed systematically and contextually, will be able to create a pleasant learning atmosphere that makes it easier for students to memorise and understand Arabic vocabulary. Thus, the design and development of vocabulary-based children's songs is not only theoretically relevant but also proven to be effective in classroom learning practices.

CONCLUSION

Vocabulary learning at primary school level requires an approach that is appropriate to the characteristics and world of children. The characteristics of primary school students, who like to play and learn through real experiences, demand learning methods that are appropriate to their world. Traditional methods such as memorisation and direct translation are considered ineffective, so a more creative and enjoyable approach is needed.

The development of children's songs used as a medium for learning Arabic vocabulary can offer a fun and effective approach to the learning process. The use of songs has been proven to make it easier for students to memorise vocabulary because it is more enjoyable, facilitates memory, and increases interest in learning. Songs composed with contextual vocabulary and appropriate to the learning theme will be more meaningful to students.

In the process of developing children's songs, it is necessary to select vocabulary that is appropriate for the level of the students, choose suitable songs, and compose simple and systematic lyrics. Furthermore, the application of these songs in the classroom must be strategic. Children's songs that are designed and arranged systematically and contextually can create a learning experience that makes it easier for students to remember vocabulary and can increase their enthusiasm for learning Arabic. Therefore, songs can be an innovative solution to overcome the obstacles in teaching vocabulary, which has so far relied on traditional methods that are less appealing to students.

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