Singing Method: Easily Memorize Arabic Vocabulary and Mahfudzat

Andini Adia Putri MD[1], Mahdalia Zahra[2], Putri Wahyu Octavia Ningrum[3],Imam Tabroni[4*]

STAI Dr. KH. EZ. Muttaqien Purwakarta

Corresponding Author: Imam Tabroni imamtabroni70@gmail.com

A R T I C L E I N F O	A B S T R A C T
	This research is motivated by children who tend to have difficulty memorizing. This study aims to determine the effect of the singing method on the ability to memorize vocabulary and *mahfudzat* at MDTA Al-Maghfirah Subang. This research was carried out in Subang, precisely at MDTA Al-Maghfirah. The sample used was 25 students in the Ibtida class or grade 1 elementary school. In this study, the singing method was used, which taught students using chanted vocabulary. This is evidenced by changes in the memorization rate of Al-Maghfirah MDTA students increasing rapidly and the results are good. Thus it can be concluded that the ability to memorize vocabulary and *mahfudzat* at MDTA Al-Maghfirah through the singing method has an effect on the ease of memorizing. The results of this study are expected to be useful for teachers and others

INTRODUCTION

In memorizing Arabic vocabulary and *mahfudzat* Al-Maghfirah MDTA students are still low. One of the visible factors is caused by learning methods that are less creative and innovative. Meanwhile, in the learning process, the learning method is a way of learning to achieve learning objectives (Siti Maesaroh et al., 2022). So that the teachers look for ways to improve the memory of MDTA Al-Maghfirah students in memorizing *mufradat* and *mahfudzat.*

Of the many learning methods, the singing method is one of the methods chosen to improve students' memory (Nurhadi et al., 2020). Because if you look at the age level of the students, which is around 7-8 years old, how happy they are when they learn while singing (Fratama et al., n.d.). Because music is an important part of the teaching-learning process for early childhood. Therefore, this singing method should be used for every teacher, the singing method itself is a method of memorizing while singing, which is hoped that students will follow the learning series with good enthusiasm (Imam Tabroni et al., 2021).

To be able to apply the singing method well, the teacher must pay attention to the rhythm or tone that will attract the attention of students, usually the tone used is the tone that students are used to hearing (Siti Maesaroh et al., 2023), (Najwa Nurfajriah et al., 2020). Which means that in this singing method the teacher must adjust the situation to the conditions of the students' children. It would be nice to have a beautiful rhythm or tone, easy to follow as well as words that are easy to remember and songs that are not too long (S et al., 2020).

The application of this singing method can help make it easier for students to remember every Arabic and *mahfudzat* vocabulary, so that this either directly or indirectly improves memory and also a cheerful class atmosphere. Not only that, by singing students can train gross motor skills, form children's self-confidence, discover children's talents, train children's cognitive and language development (N. et al., 2020), (Kamilah et al., 2020).

The problems that arise above presumably research on the ability to memorize Arabic vocabulary and mahfudzat through the singing method needs to be carried out at MDTA Al-Maghfirah Subang, with the aim of knowing the role of the singing method whether it can improve students' memory in memorizing, and is expected to be used as a starting point measure and view to determine the right method for students as a whole.

THEORETICAL REVIEW
Singing Method

Method is a path used by educators to provide understanding to students about all kinds of material in various educational processes (Yulianti Witrin & Gamayanti, 2022). Based on the explanation above, it can be concluded that this method is a set of methods or ways and techniques that must be owned and used by teachers in an effort to convey and provide education and teaching to students in order to achieve the goals set in learning activities (Ahmad & Karina Alifiana Karunia, 2022). The singing method is a learning method that uses songs that are sung. Usually the poems are adapted to the material that will be taught by the teacher. According to some experts, singing makes the learning atmosphere cheerful and passionate so that children's development can be stimulated more

optimally (Ahmad & Karina Alifiana Karunia, 2022), (Tabroni, 2019). The singing method is a method that recites a word or sentence that is sung.

The singing method is a learning method that uses songs that are sung. Usually the poems are adapted to the material that will be taught by the teacher (Dian Risky Amalia et al., 2022). According to some experts, singing makes the learning atmosphere cheerful and passionate so that children's development can be stimulated more optimally (Mahyudin & Afifah Alihsan, 2023). Antranurandi who revealed that the singing method is a method that recites a word/sentence that is sung. the benefits of the singing method are that it helps achieve abilities in developing thinking power, helps channel emotions such as joy or sadness through the content of song/singing poetry, and helps add new vocabulary through song/singing poetry. Here are some of the benefits that can be drawn from singing children, among others:

1. Train gross motor skills
2. Form a child's self-confidence
3. find children's talents
4. Cognitive training and child language development.

Besides having important benefits for students, this method of singing also has advantages and disadvantages. The advantage of the singing method is that it is capable help students to develop, increase readiness and mastery skills in cognitive processes or recognition of students. Besides that, the singing method can raise the enthusiasm of students' learning enthusiasm, provide opportunities for students to develop and progress according to their respective abilities, and be able to direct students' learning methods, so that they have more strong motivation to study harder.

Arabic

Language is a system. Language is subject to a certain system or can give birth to a system at the level of sound, phoneme, word form, sentence structure, and meaning. In other words, language is not a sporadic expression, but subject to a certain system. The language system is arbitrary. The system that applies to a language is not based on rational considerations, but based on agreement. This is the basis of the arbitrary nature of language. For example, there are several languages where each sentence usually begins with a noun (ism), as in English. And there are also languages which at the beginning of a sentence are usually started by a verb (fi'il). One cannot say that the first is better and more rational than the second, or vice versa. The problem lies in the fact that language is not subject to logic (Sari & Tabroni, 2022).

The main principle of language is sound. Humans spoke language before they wrote it. For example, a baby can speak before he can write. Likewise in most humans, they can speak without first being able to write. The most important language activity is speaking, while writing is the second form of language. In other words, the essence of language is speaking, while writing is a description of speech. The function of language is to express thoughts and feelings. The function of language is not only as a medium for expressing the contents of one's thoughts, but also for expressing one's feelings (JUNAIDAH, 2023). The function of language as a medium for expressing one's feelings is

reflected in human interaction activities when he respects, is kind, and considers the same to someone. In these situations they don't just exchange ideas; but also exchange feelings (Tabroni & Purnamasari, 2022). So in these conditions language functions as a medium of inner communication.

The language in this case is Arabic, which is one of the world's languages. Which has experienced development in line with the development of social society and science. Arabic is also often called the language of Islam because Arabic is a language that cannot be separated from Islam. Meanwhile mufradat is vocabulary from Arabic which is often studied in Islamic schools to help facilitate the process of understanding Arabic. Memorizing mufradat is also applied to learning at MDTA Al-Maghfirah. *Mufradat* itself is an Arabic vocabulary that is usually studied in Islamic boarding schools. The mufradat memorization method is also used for students in religious schools, because it is considered quite effective in honing students' memory of lessons.

Mahfudzat

Mahfudzot is a word term from Arabic (*Hafidzoh-yahfadzu*) which means in Indonesian that is memorizing, meaning *mahfudzot* includes lessons in which there are sentences of thoyibah or aphorisms which are memorized (Fauziddin & Fikriya, 2020). *Mahfudzot* lessons include components within the scope of Arabic lessons (Muhammad Holimi, 2019). *Mahfudzat* are pearls of wisdom or proverbs in Arabic which are quoted from the advice of the Prophet and his companions. *Mahfudzat* or sayings in Arabic contain wisdom and life advice so that humans stay in His corridors. *Mahfudzot* is usually taught in Islamic boarding schools and is rarely found in lessons in public schools or madrasas. Therefore, sometimes there are those who do not know the term mahfudzot. However, with the development of the present era, many people know about *mahfudzot* from various circles. *Mahfudzot* includes lessons in which there are sentences of thoyibah or aphorisms which are memorized. *Mahfudzot* lessons include components within the scope of Arabic lessons .

Giving *Mufradat* at the beginning of the period of learning Arabic is something that is often done by madrasah diniyah or Islamic boarding schools (JUNAIDAH, 2023). Because knowing vocabulary is the first step to getting to know a language before the next stage, namely assembling these words into a perfect sentence, even though it is simple. Therefore it is important to know Arabic vocabulary for learning, besides that it will also be useful in the future (Yulianti Witrin & Gamayanti, 2022).

METHODOLOGY

This study made all students at MDTA Al-Maghfirah as the population, and took class 1 as the research sample. This research was also carried out by conducting learning experiments, by giving pre-tests and post-tests to grade 1 students with individual learning designs. This experiment was carried out by administering a test which would later measure student achievement against the method applied to the experiment in class. The pre-test and post-test were given within the specified time, and ended with the results of the experiment. At the end of the experimental treatment, the results and average considerations will come out between the pre-test and post-test to ascertain whether there are

changes that occur after carrying out the experimental treatment that has been carried out in class.

The method used is experimental. Applying the experimental learning method to students, the teacher in carrying out the teaching and learning process needs to know the following steps: (a). In the experiment each student must conduct an experiment, so the number of tools and materials or experimental material must be sufficient for each student, (b). Allocating sufficient time so that students are careful and concentrated in observing the experimental process, (c). Students in the experiment are learning and practicing, so they need to be given clear instructions, because besides gaining knowledge, experience, and skills, mental maturity and attitude also need to be taken into account by the teacher in choosing experimental objects, (d). Not all problems can be experimented on, let alone every problem regarding psychology. Likewise, understanding and research conclusions will be better if also accompanied by tables, graphs, charts, pictures or other displays.

This study also uses quantitative research methods. This research was at Al-Maghfirah MDTA, conducted in Subang, the study consisted of 25 students. The independent variable in this study is to improve the quality of students' remembering with the singing method.

Data analysis using t-test. The t-statistical analysis technique devoted to differences in two separate populations. The use of this analysis must be balanced with the requirements that must be met, namely the requirements for data normality and data homogeneity in the sample. The data normality test technique is intended to test whether the scores in the changes studied have approached the normal distribution or not. Furthermore, the data that has been processed can be concluded. Because this research is an experimental research. Then the data analysis used is:

$$t = \frac{(X_1 - X_2)}{\sqrt{\frac{(S_1)^2}{n_1} + \frac{(S_2)^2}{n_2}}}$$

RESULTS

To determine the level of influence of the singing method on the memory of Al-Maghfirah Subang students. From the value of the test results distributed to students. The data about student achievement can be seen in the following table:

Table. 1 Pretest and Posttest Data Results

NO	NAME	PRETEST SCORE		INFORMATION	PRETEST SCORE		INFORMATION
		X	X²		Y	Y²	
1.	Adil Pratama	5	25	KM	10	100	SM
2.	Adsila	4	16	KM	9	81	SM
3.	Alvaro Anindita	5	25	KM	12	144	SM
4.	Alvaro Bagas Putra	5	25	KM	9	81	SM
5.	Ardiansyah	6	36	KM	9	81	SM
6.	Azka Abdillah	7	49	M	9	81	SM
7.	Azkia Putri	8	64	M	11	121	SM
8.	Davita Nisa	6	36	KM	10	100	SM
9.	Dea Fitria	5	25	KM	12	144	SM
10.	Farid Adhar	7	49	M	7	49	M
11.	Hamdan Hamadi	5	25	KM	11	121	SM
12.	Jovan	7	49	M	11	121	SM
13.	Kayla Kurnia Lista	7	49	M	9	81	SM
14.	Maharani Putri	5	25	KM	10	100	SM
15.	Mohammad Alik	6	36	KM	12	144	SM
16.	Muhammad Dasep	4	16	TM	10	100	SM
17.	Muhammad Fatih	6	36	KM	9	81	SM
18.	Muhammad Juna Firdaus	6	36	KM	10	100	SM
19.	Rindu	4	16	TM	8	64	M
20.	Septhia Putri	8	64	M	12	144	SM
21.	Septia Putri	6	36	KM	10	100	SM
22.	Shanindya	5	25	KM	9	81	SM
23.	Syakila Samha Maulida	4	16	TM	9	81	SM
24.	Syifa Nuraulia	7	49	M	12	144	SM
25.	Windi Susanti	4	16	TM	9	81	SM
	TOTAL	**142**	**844**		**249**	**2525**	
	RATA RATA	**5, 68**			**9,96**		
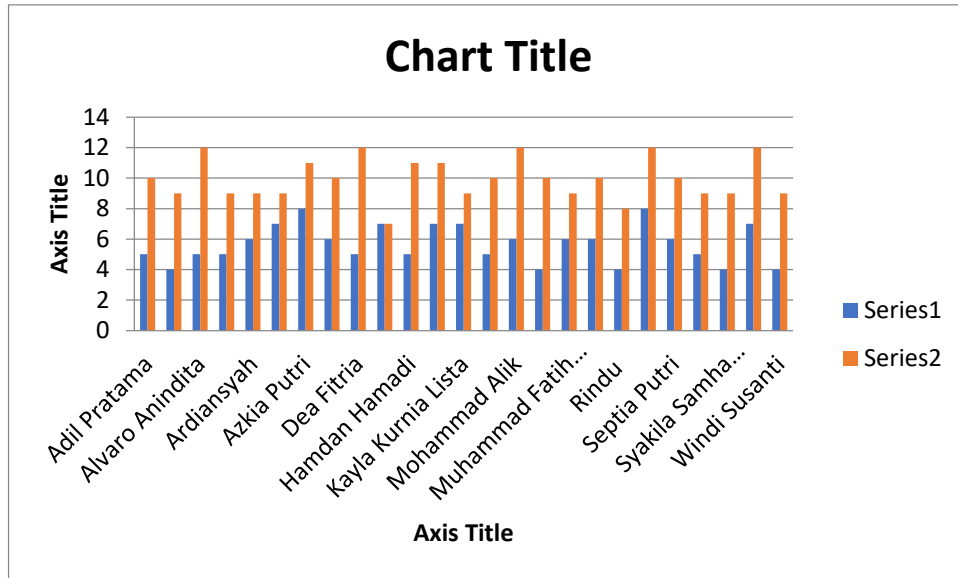
Graphic 1. Graph of Pretest and Post test Scores

1. Data Analysis and Hypothesis Testing t

The test procedure is carried out with the following steps:

    a. Formulate a Hypothesis

Ho: there is no difference in the average score before and after, meaning that the application of the singing method to memorize Arabic and mahfudzat in grade 1 MDTA Al-Maghfirah has no effect on the memory level of students in grade 1 MDTA Al-Maghfirah.

H1 : there is a difference in the average score before and after, meaning that the application of the singing method to memorize Arabic and mahfudzat in grade 1 MDTA Al-Maghfirah has a significant effect on the memory level of students in grade 1 MDTA Al-Maghfirah.

    b. Create testing criteria

Accept Ho if -t table < t count < t table

    c. Create a helper table to calculate statistics.

Table 2. Calculating X and Y before after

	before	after
Average	5,68	9,96
Standard deviation	1,249	1,368698
Variance	1,56	1,873333
Dk	n1+n2-2	48

Table 3. Calculating t count

The Average Difference is	-4,28
Var1/n1	0,0624
Var2/n2	0,074933
Correlation coefficient	0,26031
2 Correlation Coef	0,520619
Standard deviation / Root n1	0,2498
Standard deviation / Root n2	0,27374

t count = 0.101733
       0.318957
   = -13.4188
t table = -1.67722

From the test results on the memory level of grade 1 students who used the singing method, scores were obtained that were much different from the memory level scores of grade 1 students who did not use the singing method. This is evident from the average value of class 1 who used the singing method was higher than the average value of class 1 who did not use the singing method with comparison levels ranging from 9.96 to 5.68.

From the results of the calculations performed, it can be seen that "t" count = -13.4188 and dk = n1 + n2 - 2 = 25 +25 - 2 = 50-2 = 48 at a significance level of 0.05, the "t" table is - 1.67722. Thus if the "t" count is consulted with the "t" table, it can be said that the "t" count obtained from the results of data analysis is greater than the "t" table. Or in other words, the value (t count > t table) is (13.41 > 1.677) which means the results of this study are "significant".

Based on the results of the analysis above, it shows that the null hypothesis (Ho) is rejected, thus it can be said that the use of the singing method will have a positive effect on students' memory in memorizing Arabic and *mahfudzat*, class 1 students of MDTA Al-Maghfirah Subang. This is consistent with the results of the analysis showing that the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted.

This singing method is suitable for learning Arabic, especially in *mufradat* and also *mahfudzot* at MDTA Al-Maghfirah. This one method has a very good impact on children's learning achievements in understanding and following learning. The students' memory will also be honed in this learning method, because in fact if someone is allowed to choose between reading and singing, then he will definitely choose singing because it will be easy to memorize. Because singing is an activity that children like. By singing, imitating the teacher's voice in front of the class with their friends, children will be more happy about what they are learning, especially in the school environment. Likewise in learning, as we know there are many songs in learning that are still attached and used today. In terms of *mufradat* and *mahfudzot* it is like that. So, the method of singing in memorizing *mahfudzot* and *mufradat* is the most effective way to hone students' memory at school (Muhammad Holimi, 2019).

The results of this study also inform that there is a significant influence on the level of students' memorization (Tabroni et al., 2022). This means that students feel quickly memorized in memorizing Arabic and *mahfudzat*, so the method is successful in making children memorize quickly as it has been examined that the singing method in learning has an effect on improving students' memory in class. The benefits of using songs in learning are as follows:

a. Means of relaxation by neutralizing heart rate and brain waves.
b. Grow interest and strengthen the attractiveness of learning.
c. Creating a more humane and fun learning process.
d. As a bridge in remembering learning material.
e. Build retention and touch students' emotions and sense of ethics.
f. The process of internalizing the values contained in learning materials.
g. Encouraging student learning motivation

DISCUSSION

With the singing method it increases students' enthusiasm for memorizing, with cheerful and light strains it makes it easier for students to remember every word that is sung. In addition to the singing method, there are many other learning methods that will assist teachers in teaching their students. The more creative and innovative a teacher is in teaching Arabic and *mahfudzot*, the more students accept both. This is the main factor for success in teaching. Teachers must also pay attention to the method that is suitable for their students, so that the method used does not contradict the students' abilities.

As a teacher, we really should use the method that is most suitable for students, in terms of understanding, delivery and in achieving the desired learning goals. The singing method is one of the many existing learning methods, so learning methods must be adapted to the needs of educators and students.

REFERENCES

Ahmad, Z., & Karina Alifiana Karunia. (2022). Khidmah Lughawiyah (Pembinaan Bahasa Arab) Dalam Meningkatkan Penguasaan Kosakata Bahasa Arab Di TKA/TPA. *Jurnal Pengabdian Masyarakat Formosa*, *1*(1 SE-Articles), 1–10. https://doi.org/10.55927/jpmf.v1i1.324

Dian Risky Amalia, Vina Anggraini, & Adrian Rodgers. (2022). Implementation of Singing Methode Arabic Vocabulary Mastery in Early Childhood. *Journal of Childhood Development*, *2*(2 SE-Articles), 90–96. https://doi.org/10.25217/jcd.v2i2.2743

Fauziddin, M., & Fikriya, M. (2020). Mengenal Kosakata Bahasa Arab melalui Permainan Kartu Huruf Hijaiyah yang Dilengkapi Kosakata. *Journal of Education Research*, *1*(1 SE-Articles), 46–54. https://doi.org/10.37985/joe.v1i1.6

Fratama, R., Arqam, M. L., & Bustam, B. M. R. (n.d.). *Inovasi Metode Pembelajaran Bahasa Arab - Jejak Pustaka*. Jejak Pustaka.

Imam Tabroni, Alya Siti Nurhasanah, & Vina Maulidina. (2021). BUILD STUDENT CHARACTER THROUGH ISLAMIC RELIGIOUS EDUCATION. *SOKO GURU: Jurnal Ilmiah Kependidikan*, *1*(3 SE-Articles), 23–26. http://ejurnal.politeknikpratama.ac.id/index.php/sokoguru/article/view/58

JUNAIDAH, P. D. (2023). PENGUASAAN MUFRADAT MELALUI MEDIA LAGU UNTUK MENINGKATKAN KETERAMPILAN MENULIS BAHASA ARAB SISWA MTsN 5 JOMBANG. *TEACHER : Jurnal Inovasi Karya Ilmiah Guru*, *2*(4 SE-), 437–445. https://doi.org/10.51878/teacher.v2i4.1919

Kamilah, E. N., Mulyani Yulianingsih, Trizalsabilla, & Imam Tabroni. (2020). Penerapan Kurikulum 2013 Dalam Meningkatkan Prestasi Belajar Siswa Di Yayasan Nurul Fitri Purwakarta. *Lebah*, *14*(1 SE-Articles), 1–4. https://doi.org/10.35335/lebah.v14i1.61

Mahyudin, E., & Afifah Alihsan, D. (2023). Penerapan Strategi Pembelajaran Elaborasi untuk Peningkatan Penguasaan Mufradāt di Madrasah Tsanawiyah. *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, *4*(1 SE-Articles), 59–77. https://doi.org/10.52593/klm.04.1.04

Muhammad Holimi. (2019). Pembelajaran Mufrodat dengan Menggunakan Media Gambar. *Muhadasah: Jurnal Pendidikan Bahasa Arab*, *1*(1 SE-Articles), 86–102. https://ejournal.iaiskjmalang.ac.id/index.php/muhad/article/view/87

N., A. B. M. D., Ridha Nurjannah, Ghina Agniya S., & Imam Tabroni. (2020).

Upaya guru pendidikan agama islam dalam membentuk sikap religius siswa di dta al-idrus. *Lebah*, *13*(2 SE-Articles), 78–82. https://doi.org/10.35335/lebah.v13i2.69

Najwa Nurfajriah, Nursifa Faujiah, & Imam Tabroni. (2020). Penerapan sikap sopan santun kepada siswa di mda al-idris. *Lebah*, *13*(2 SE-Articles), 60–65. https://doi.org/10.35335/lebah.v13i2.60

Nurhadi, S. N., Suhartinis, & Imam Tabroni. (2020). Implementasi Pendidikan Karakter Di Madrasah Ibtidaiyah. *Lebah*, *14*(1 SE-Articles), 5–10. https://doi.org/10.35335/lebah.v14i1.62

S, I. I., M. Lutfi Yasin Faujan, & Imam Tabroni. (2020). Metode pembelajaran kitab kuning di pesantren al-azhar. *Lebah*, *13*(2 SE-Articles), 70–73. https://doi.org/10.35335/lebah.v13i2.67

Sari, N., & Tabroni, I. (2022). Character Formation in Children through Periodic Counseling during the Covid-19 Period. *Jurnal Pengabdian Masyarakat Bestari*, *1*(8 SE-Articles), 735–746. https://doi.org/10.55927/jpmb.v1i8.1825

Siti Maesaroh, Imam Tabroni, Lala Marlina, & Yeyen Akasah. (2023). Teacher's Role in Developing Students' Characteristics in TPQ Nurul Yaqin Purwakarta, Indonesia. *Indonesian Journal of Applied and Industrial Sciences (ESA)*, *1*(1 SE-Articles), 1–8. https://doi.org/10.55927/esa.v1i1.2566

Siti Maesaroh, N., Tabroni, I., & Syaprudin, D. (2022). The Influence of Google Classroom Learning Media on Student Learning Motivation During Covid-19 (Study of Students of SMK Negeri 2 Purwakarta PAI Subjects). *Paedagogie: Jurnal Pendidikan Dan Studi Islam*, *3*(01 SE-Articles), 35–56. https://doi.org/10.52593/pdg.03.1.03

Tabroni, I. (2019). *Model Pendidikan Islam: Teknik Mendidik Anak dengan Treatment di Era 4.0*. CV Cendekia Press.

Tabroni, I., Dinar, D., Khoerunisa, I. M., & Ratih Nuraeni. (2022). Strategy For Developing The Young Generation Of Intelectually Smart And Character. *L'Geneus : The Journal Language Generations of Intellectual Society*, *11*(3 SE-), 63–70. https://doi.org/10.35335/geneus.v11i3.3458

Tabroni, I., & Purnamasari, R. (2022). Kajian Yasinan Mingguan dalam Membina Karakter Masyarakat Pada Masa Covid-19 di Perumahan Lebak Kinasih Purwakarta. *Sivitas : Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, *2*(1), 9–18. https://doi.org/10.52593/svs.02.1.02

Yulianti Witrin, N., & Gamayanti, G. (2022). Meningkatkan Minat Belajar Bahasa Arab Dengan Penerapan Metode Bernyanyi dalam Pembelajaran Kosakata

di Masa Pandemi Covid 19. *PROCEEDINGS UIN SUNAN GUNUNG DJATI BANDUNG, 1*(60 SE-Articles), 31–43. https://proceedings.uinsgd.ac.id/index.php/proceedings/article/view/1003