

Improving Student Arabic Mufrodat Learning Outcomes through the Use of the Singing Method

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ABSTRACT

This study was motivated by the ineffective methods of learning Arabic, particularly in memorizing mufrodat (vocabulary), as many students find learning Arabic and memorizing mufrodat difficult and boring, leading to a lack of interest. The main objectives were to increase students' learning activities during mufrodat lessons and improve learning outcomes through the application of the singing method. Conducted at MIN 2 Purwakarta, Ciawi Village, Wanayasa District, with 16 first-grade students in the 2022/2023 academic year, this classroom action research employed qualitative and quantitative analysis, using interviews, observations, tests, and documentation for data collection. The results showed that applying the singing method increased student activity from 70% to 93% and improved learning outcomes in memorizing mufrodat baitii, as evidenced by increased learning completeness and average student achievement in each action cycle. In conclusion, the singing method effectively enhances both student engagement and learning outcomes in Arabic vocabulary memorization for first graders at MIN 2 Purwakarta, making the learning process more enjoyable and easier for students.

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INTRODUCTION

Arabic plays an important role in Indonesia, especially among Muslims in understanding the content and meaning of Islamic sources, namely the Koran and Hadith. Indonesia, whose population is dominated by Muslims, makes Arabic one of the subjects that must be taken by students at a number of educational institutions such as RA, MI, DTA, MTs, MA, and PTAl.

Mufrodat(vocabulary) is one of the most important things to master when learning a foreign language, including Arabic. A sufficient Arabic vocabulary can help one to communicate and write well in this language. The more vocabulary one has, the more skilled a person's language skills will be. This is what causes mastery of mufrodat to be the most important and first thing for a student when studying Arabic [1]. Mufrodat is a word found in Arabic sentences [2], [3], [4]. Students will not be able to understand the Arabic sentences they read and hear until they know the meaning of each mufradat contained in them [5], [6], [7], [8], [9]. Class 1 students of MIN 2 Purwakarta for the 2022/2023 academic year think that memorizing mufrodat and learning Arabic is difficult and boring, resulting in poor learning outcomes.

Actually the main factor causing the lack of student interest in learning Arabic lies in the process of learning Arabic itself. Learning Arabic in schools must use effective and varied methods that can stimulate students' enthusiasm [7][10]. The singing method is the right way of learning to apply, bearing in mind that there are still children in their age range who prefer to express themselves through singing. By presenting and designing mufrodat material in the form of songs, it is hoped that students can easily understand the material and learn Arabic in a good and not boring atmosphere according to the needs of their age [11]. The success of using the singing method is reflected in the increase in student learning outcomes. Learning outcomes can later be

measured through student evaluation after receiving the material and applying the method, because learning outcomes can be used as an indicator of student assimilation (intelligence) to a subject matter. Several studies that relate to the topic above are research conducted by. In contrast to previous research, the novelty of this study lies in increasing learning outcomes (vocabulary) by using the singing method in the Baitii material experimental and control groups [12].

Learning outcomes are the results of the learning process which are measured using tests that are arranged systematically in the form of written tests and oral tests. Learning outcomes are the skills that students have after receiving their learning experience. Learning outcomes are reflected in every change from various aspects, including: Knowledge, understanding, habits, skills, appreciation, emotional, social relations, physical, ethics or manners and attitudes. In simple terms, learning outcomes are student skills that are achieved after learning activities. Learning outcomes allow teachers to measure students' level of understanding of the subject matter presented. The teaching and learning process is considered successful if the percentage of learning outcomes from the first, second and third meetings on the same subject matter has increased.

LITERATURE REVIEW

Mufrodat or vocabulary is a fundamental component in mastering foreign languages, especially Arabic. Mufrodat is the basis for understanding the meaning of a sentence, both in oral and written form. Without adequate mastery of mufrodat, students will experience difficulties in understanding the content of Arabic texts and in communicating. Therefore, mastery of mufrodat is often used as the main indicator in assessing a student's Arabic language ability [8], [13], [14]. One of the big challenges in learning Arabic at the elementary school level is the low interest and motivation of students in memorizing mufrodat. Memorization activities are often considered monotonous, boring, and difficult, so it is not uncommon to cause saturation that has an impact on low learning outcomes [15], [16], [17], [18]. In MIN 2 Purwakarta, this condition also occurs, where grade 1 students experience difficulty in remembering vocabulary and showing a low level of learning participation before the application of more interesting learning methods.

Monotonous learning methods, such as lecture methods, are not able to answer the learning needs of early childhood students who tend to be active and like to express themselves. Therefore, a variety of methods are needed that can stimulate students' interest and involvement in the learning process [19], [20], [21], [22], [23]. Learning methods that are in accordance with the characteristics of student development, such as playing, storytelling, and singing methods, are considered more effective in improving student learning outcomes and activities [24], [25], [26], [27], [28]. The singing method is one of the learning approaches that combines elements of sound, rhythm, and repetition, which children naturally like. Through songs, the subject matter can be packaged to be more fun and easy to remember. In learning Arabic, especially the mastery of mufrodat, the singing method can help students in memorizing vocabulary more easily because the rhythm of the song facilitates the recall process. Songs with lyrics adapted to the subject matter can be an effective and enjoyable learning aid [29], [30], [31], [32], [33].

Several previous studies have shown that the singing method is an effective strategy in improving student learning outcomes, especially in vocabulary mastery. This method not only creates a fun and engaging learning atmosphere, but it has also been proven to improve students' academic abilities. For example, research by Hidayah found that the application of the singing method significantly improved early childhood vocabulary mastery, which was demonstrated by an increase in the average score of language proficiency from the low to excellent category after two learning cycles [29]. In addition, Rahmah also reported that early childhood Arabic mufrodat mastery increased from 44.66% in the first cycle to 80.3% in the second cycle after the implementation of the singing method [31]. Another study by Primasari and Winarsih on 1st grade elementary

school students showed an increase in learning completeness from only 57% in the pre-cycle to 85% after learning with educational songs [33].

METHODOLOGY

This research was carried out at MIN 2 Purwakarta which is located in Ciawi Village RT 007 RW 002, Ciawi Village, Wanayasa District, Purwakarta Regency. The research was conducted at the beginning of the even semester, in January 2023 to be precise. The subjects of this study are all 1st grade students of MIN 2 Purwakarta totaling 16 students, consisting of 7 female students and 9 male students. The data sources in this study include 1st grade students of MIN 2 Purwakarta, Arabic subject teachers, and principals of MIN 2 Purwakarta in the 2022/2023 school year [34]. The approach used in this study is a mixed approach between qualitative and quantitative methods. Qualitative methods are used to collect non-numerical descriptive data which is then qualitatively analyzed to describe, interpret, and draw conclusions. Meanwhile, quantitative methods are used to collect data in the form of numbers, which are then statistically analyzed. The type of research used is Classroom Action Research (PTK) is a study of learning activities in the form of actions that are deliberately designed and occur in the classroom [35], [36], [37], [38], [39].

This class action research is carried out in two cycles, where each cycle consists of four stages: planning, implementation, observation, and reflection. In the planning stage, the researcher makes a Learning Implementation Plan (RPP) in accordance with the actions to be taken, prepares learning materials (home-themed mufrodat), makes observation guidelines, prepares evaluation tools, and prepares documentation tools. In the implementation stage, the first cycle is carried out with the lecture method, where the teacher gives an apperception, explains the material "mufrodat baitii", asks students to read the mufrodat together, randomly assigns students to read on their own, and gives evaluation questions at the end of the lesson. Meanwhile, in the second cycle, the singing method was applied, in which the researcher compiled the lyrics of the song "Here happy, there happy" which was adapted to the vocabulary of mufrodat baitii. The teacher sings the song with the students and at the end of the learning gives questions as in the first cycle.

The observation stage is carried out during the learning process using observation sheets that have been prepared in advance to record student activities. The results of this observation are material for reflection to determine the effectiveness of learning and as a basis for improvement for the next cycle if there are still shortcomings. The data collection techniques in this study include: (a) Tests, in the form of mufrodat baitii questions to measure students' vocabulary mastery; (b) Observation, which is carried out during teaching and learning activities to monitor students' attitudes and activities; (c) Interviews, conducted by the researcher to the principal and homeroom teacher to obtain additional information about the condition of the students and the school; and (d) Documentation, in the form of photos and videos during the learning process.

The data analysis techniques used are qualitative and quantitative techniques. Qualitative analysis is used to process descriptive data such as observation and interview results. Meanwhile, quantitative analysis is used to process numerical data from the results of the mufrodat learning test using the formula of the percentage of learning completeness. This technique is used to examine data in the form of numbers obtained from the results of vocabulary learning tests on students using the following formula [40], [41].

$$P = \frac{\sum ni}{\sum n} \times 100\%$$

P = Mastery of students' classical learning

$\sum ni$ = Number of students completing individual learning (≥ 65)

$\sum n$ = Number of students

$$\bar{x} = \frac{\sum x}{\sum n}$$

\bar{x} = Average student score

$\sum x$ = Total number of student grades

$\sum n$ = Number of students

RESULTS

Pedagogic competence of teachers at SMP Muhammadiyah PK Kottabarat

Table 1. Table Label

No	Indicators/Aspects Observed	Score			
		1	2	3	4
1	Tidy up yourself and chairs to follow the lesson			✓	
2	Answer every teacher's question				✓
3	Asking question			✓	
4	Pay attention when the teacher explains				✓
5	Sing mufrodat together				✓
6	Active participation of students in learning				✓

Based on classroom action research regarding the application of the singing method to improve the learning outcomes of class 1 MIN 2 Purwakarta students which was carried out on January 9 to 11 2023 using observation sheet instruments to determine student activities during the teaching and learning process and test instruments to determine the increase in learning outcomes students, the following results are obtained.

Table 2. Observation sheet of students' activity cycle I

No	Indicators/Aspects Observed	Score			
		1	2	3	4
1	Tidy up yourself and chairs to follow the lesson				✓
2	Answer every teacher's question			✓	
3	Asking question		✓		
4	Read mufrodat together			✓	
5	Write mufrodat in a notebook			✓	
6	Active participation of students in learning			✓	
7	Students' joy and enthusiasm for learning in learning		✓		

8	Summing up the material	✓		
9	Complete the questions seriously		✓	
10	Student courtesy during learning		✓	
Amount		6	18	4
Value = Total score/40 X 100%		70%		

No	Name	Pre-Cycle	Cycle I	Cycle II
1	ASO	40	50	70
2	ASR	20	30	100
3	ED	40	80	90
4	H.K	40	90	100
5	H	0	40	100
6	KTR	20	50	80
7	KRS	0	50	90
8	MA	0	10	70
9	MRF	0	90	100
10	Mr	0	40	60
11	N	20	40	70
12	R.A	0	70	100
13	SIDA	20	80	100
14	sl	40	90	100
15	sl	40	80	100
16	WA	40	70	100
Total Student Value		320	960	1430
Completion Presentage		0%	50%	94%
Presentation Is Not Complete		100%	50%	6%
Average Value Of Students		20	60	89
Learning Outcomes Criteria		Not Enough	Not Enough	Very Good

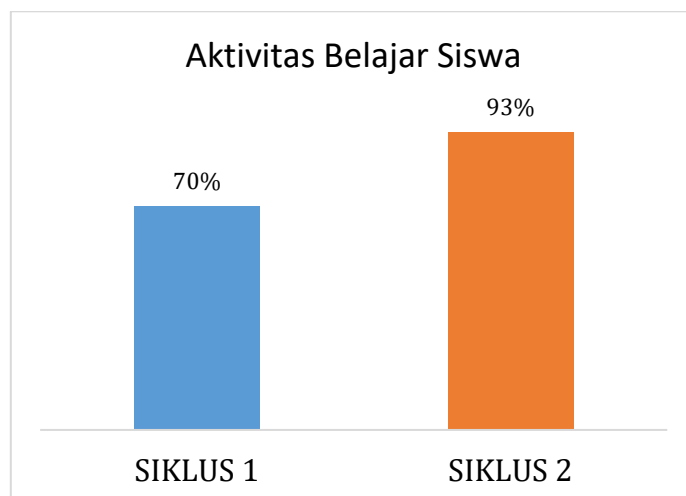
DISCUSSION

Learning activity

Based on the results of observations or observations of student learning activities in cycle 1 students can already be categorized as active, it can be seen from the table above that the score is dominated by number 3. In this cycle there are still some students who lack concentration when asked by the teacher. Some are indifferent when asked by the teacher to write and most students are not enthusiastic and cheerful during the learning process. This is the basis for carrying out learning improvement actions in cycle II. Corrective actions taken by the teacher (researcher) by applying the singing method in learning Arabic mufrodats succeeded in increasing student learning activities. This is shown by the increasing percentage of student learning activities. In the second cycle table, the score is dominated by the number 4, which means that student activity is categorized as very good. In this cycle, students quickly and accurately answered the teacher's questions and were enthusiastic and cheerful when singing songs like here, happy

there, happy, the lyrics of which have been changed to mufrodat about the house in Arabic. For more details regarding the increase in student learning activities during the research process, it can be seen from the following bar chart:

Diagram 1. Increased student learning activities during the research process

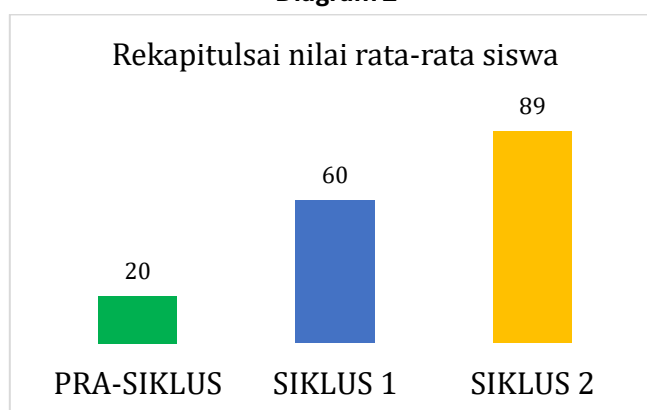


Based on the diagram above, it can be concluded that student learning activities in cycles I and II, namely in cycle I, student learning activities only get a percentage of 70% and in stage II student activity increases and gets a percentage of 93%.

Learning outcomes

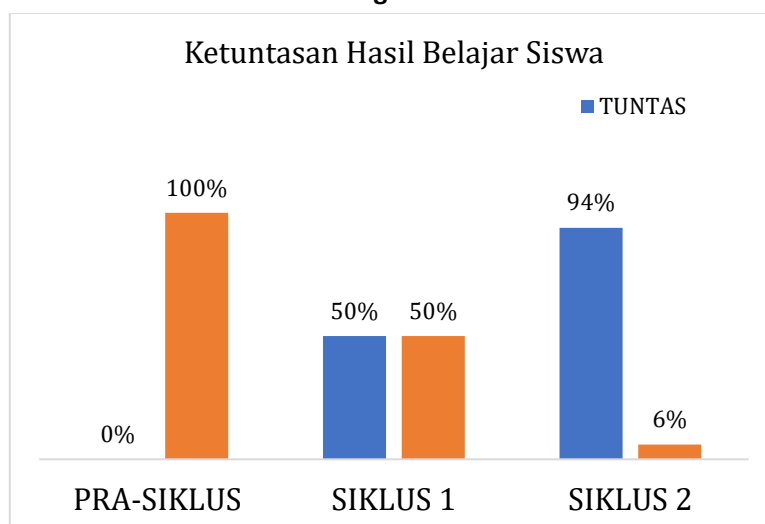
From the results of observations of the implementation of pre-cycle actions, cycle I and cycle II. Judging from the Minimum Completeness Criteria (KKM) set by MIN 2 Purwakarta, namely ≥ 65 , the pre-cycle student learning outcomes have not yet reached the KKM, the average student learning score is 20 with the highest score being 40. This is because some students have not ever learned about mufrodat baitii and some of the others who had studied mufrodat baitii admitted that they had forgotten. In the implementation of class action cycle I with the lecture method the average student learning score was 60 and the highest student score was 90. This happened because all students already knew mufrodat baiti because it was taught and students who had studied said it was easy when filling out questions because it was like muroja'ah. In the implementation of class action cycle II by applying the singing method the average student learning outcomes were 89 and the highest score was 100. In this cycle most students said it was easy when filling out the questions. For more details regarding the increase in the average value of student learning during the research process, it can be seen from the following diagram:

Diagram 2



As for the completeness recapitulation of student learning outcomes, it can be seen from this one diagram:

Diagram 3



From the diagram above we can conclude that the students' learning completeness from the pre-cycle test, cycle I and cycle II, namely: in the pre-cycle before using any method the percentage of students who passed was 0% meaning that none of the 16 students completed which exists. In cycle I using the lecture method, the percentage of students who complete the national exam increased to 50%, meaning that half of the students or 8 people completed and the remaining 8 did not complete: In cycle II, using the singing method, the percentage of students who completed was 94% or as many as 16 students completed and only 1 student did not complete.

CONCLUSION

Based on the results and analysis conducted through two cycles of classroom action research, it can be concluded that the singing method has proven effective in improving both the learning activity and outcomes of grade 1 students at MIN 2 Purwakarta in Arabic vocabulary learning, particularly on the topic baitii (my house). In the first cycle, where the lecture method was applied, the average student score only reached 60, with a learning mastery level of 50%, and student learning activity categorized as fair (70%). However, in the second cycle, after implementing the singing method, the average score increased significantly to 89, with a learning mastery level of 94%, and student learning activity rose to 93%. These findings demonstrate that the singing method not only creates a fun and engaging learning environment but also significantly enhances students' memory in vocabulary acquisition and their active participation during the learning process. Therefore, this method is recommended as an effective alternative for Arabic language instruction, especially for early grade learners.

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Author Contribution

All authors contributed equally to the main contributor to this paper, some are as chairman, member, financier, article translator, and final editor. All authors read and approved the final paper.

Conflicts of Interest

All authors declare no conflict of interest.

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