Using Singing Method Assisted by Popular Children’s Song Application in Mufrodat Learning

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Abstract
This study aims to determine the mufrodat memorization ability using the singing method assisted by the Popular Children’s Song Application. Fifteen children aged 7-10 years participated in this study to take part in the “I Love Arabic” program in the Sukamulya Village, Palangka Raya, Central Kalimantan. A quantitative approach with a pre-experimental research method was used. Data were collected through tests, observation, and documentation. Descriptive statistical data analysis by presenting the average and N-Gain was used. The results showed that average of the pretest of children’s abilities in memorizing mufrodat before the treatment was 37.88. In comparison, the average of the post-test after using the singing method assisted by Popular Children’s Song’s application was 54.44. The N-Gain value shows that there is a low increase in memorization ability with a value of 0.266. The low increase in children’s abilities is influenced by several factors, such as the children’s ability to read the alphabet and hijaiyyah letters which are still very low, unclear pronunciation, and the lack of ability to distinguish Hijaiyyah letters which have similarities in sound and writing.

Keywords: Singing Method, Popular Songs, Mufrodat

Abstrak
hijaiyyah yang masih sangat rendah, pengucapan yang kurang jelas, dan kurangnya kemampuan membedakan huruf Hijaiyyah yang memiliki kesamaan bunyi dan tulisan.

Kata Kunci: Metode Bernyanyi, Lagu Populer, Mufrodat

INTRODUCTION

Arabic is the language of the holy Qur'an and must be learned by Muslims in the world, so it is undeniably one of the most influential languages in the world. This is evidenced by the statement that Arabic is one of the major languages in the world which consists of many distinctive characteristics and beauty that make it different from the other languages (Arsyad, 2004; BELNAP, 1987; ElHawari, 2020; Husseinali, 2006). The existence of Arabic as one of the oldest languages in the world that is still used today is of particular interest to many people, both Arabs, and non-Arabs, as well as linguists and historians (Zainal, 2017; Rusady, 2018). With the existence of goals, learning will be carried out systematically and planned based on the stages determined according to the needs of each field. Learning Arabic is a learning that will not be separated from Islamic Studies. This is confirmed by research which reveals that of the many branches of Islamic Studies, in the end, all of these sciences come from one main reference for Muslims, namely the Qur'an (Hizbullah & Mardiah, 2015).

Implementing Arabic language learning in various institutions and circles has different methodologies. Formal institutions with Arabic as the main content include Islamic Schools ranging from Madrasah Ibti'da'iyah to Aliyah. Then, formal institutions of higher education include a series of State Islamic Religious Universities such as State Islamic Colleges, State Islamic Universities, and State Islamic Institutes (Akhiruddin, 2015). In addition to this, the National Education System Law No. 20/2003 Articles 27, 28, and 29 explain some important information about informal education (UU No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional [JDIH BPK RI], n.d.). It states that informal education can be conducted independently and flexibly without being bound by the provisions of regulation like other institutions. In addition, it is stated that non-formal education can include early childhood education and religious education.

An institution consists of various groups ranging from children and teenagers to adults. The presentation of learning methods is automatically different. Especially among early children, it is impossible to learn using the grammatical-translation method (Nurlaila, 2020). The method requires students to deal with various linguistic rules and translate a literary work. Children tend to prefer things related to fun activities, such as patterns of playing while learning to divert their attention to learning one of them by singing. Listening to songs and singing them can help learners develop and enrich the skills or potential of learners.

Julaeh stated that learning with singing children will quickly learn, master, and practice teaching materials that have been delivered by educators to students (Julaeh, 2019). Ridwan (2019) explains that children from various backgrounds like to learn while singing and children's mastery of mufrodat increases. According to Fadillah, the steps must be taken one by one in applying the singing method, and she also revealed the inhibiting and supporting factors that occur during learning.
Meanwhile, Imron (2021) confirms that using the singing method significantly affects the ability to memorize *mufrodat*.

Located in Tangkiling Village, Bukit Batu District, Palangka Raya, Central Kalimantan, it is shown that the majority of children are still in the lack of knowledge phase about Arabic because most of them have the general elementary school education background, not madrasah. Therefore, researchers are interested in conducting experimental research on the singing method assisted by applying popular children's songs. This study aims to measure the ability of students who take part in the "I Love Arabic" program to memorize *mufrodat* before and after using the singing method assisted by the application of Popular Children's Songs.

**METHOD**

*Research Design*

The approach used in this research was a quantitative approach with the Pre-Experiment method (Wahidmurni, 2017). The type of design that researchers use was the One Group Pre-test and Post-test design. Fifteen children who participated in the "I Love Arabic" activity in Sukamulya became participants in the study. Participants were previously given an initial test, then given action treatment/application of the method, and finally given a post-test.

*Techniques of Data Collection*

The data were collected by using tests, documentation, and observation. The tests used were pre and post-tests containing 30 items. An expert validated the test. The observation was used to observe the *mufrodat* learning process using the singing method assisted by applying popular children's songs. Document technique was used to obtain data from children’s work in learning *mufrodat*.

*Techniques of Data Analysis*

Descriptive and inferential statistical analysis techniques were used in this study. To determine the level of improvement in children’s ability to memorize *mufrodat*, the normalized Gain Score formula (G-Factor) was used. The category of children’s abilities refers to the following table:

<table>
<thead>
<tr>
<th>Interval Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>88-100</td>
<td>Very Well Developed</td>
</tr>
<tr>
<td>74-87</td>
<td>Developing as Expected</td>
</tr>
<tr>
<td>60-73</td>
<td>Start Developing</td>
</tr>
<tr>
<td>0-59</td>
<td>Undeveloped</td>
</tr>
</tbody>
</table>

**RESULTS AND DISCUSSION**

Before being given action by using the singing method assisted by popular children’s song applications, researchers conducted an initial assessment which can be seen in the following tabulation table:
Table 2
Test Results of Children's Mufrodat Memorization Ability Before Using Singing Method Assisted by Popular Children's Song Application

<table>
<thead>
<tr>
<th>Initial</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Total Score</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>PU</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>43</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>VI</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>47</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>ZAP</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>50</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>LM</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>27</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>S</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>33</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>KN</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>NM</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>30</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>KA</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>36</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>MZ</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>47</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>MI</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>40</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>P</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>36</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>AR</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>36</td>
<td>Undeveloped</td>
</tr>
<tr>
<td>MN</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>60</td>
<td>Start Developing</td>
</tr>
<tr>
<td>A</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>36</td>
<td>Undeveloped</td>
</tr>
</tbody>
</table>

Based on the table above, the highest score is 60, and the lowest is 13. The children who have not developed or lacking in the ability to memorize mufrodat without the method of singing with the help of the application of Popular Songs for Children are 14 children because the score is <59, and only one child is in the category of starting to develop. Overall, the average score of the ability to memorize mufrodat for the accuracy indicator in mentioning mufrodat is at a good level with an average of 3.47. The ability to memorize the mufrodat part of writing mufrodat into song lyrics and choosing mufrodat according to its meaning still needs improvement, with an average of 2.53. The ability to memorize mufrodat in adjusting the song and tone could be better, with an average of 1.93. The ability to memorize in pairing mufrodat with the appropriate picture still needs improvement, with an average of 0.9.

Graphic 1
Pretest Result
After giving the pretest questions, the researchers gave the treatment. The researchers applied the treatment directly to all children participating in this study. Researchers planned treatment actions by applying the singing method assisted by the application of Popular Children's Songs in improving children's ability to memorize \textit{mufrodat}. The implementation of this treatment was carried out for six meetings.

At the first meeting, the researchers immediately gave a pretest sheet. The next meeting, the second to the fifth, was filled with learning material about basic \textit{mufrodat}, prayer recitation or praise in prayer, body and family members, and the school environment. At the sixth meeting, the researchers gave a post-test to determine the improvement in memorizing \textit{mufrodat}. In the end, the performance provided material with a stimulus process with songs and practice closed with a quiz as a brief assessment. The following are the results of students' abilities:

\begin{table}
\centering
\caption{Results of Children's \textit{Mufrodat} Memorization Ability after Using the Singing Method Assisted with Popular Children's Songs Application}
\begin{tabular}{lcccccc}
\hline
Initial & Indicator & Final Score & Category \\
 & 1 & 2 & 3 & 4 & 5 & \\
\hline
PU & 7 & 5 & 6 & 4 & 3 & 83 & Developing as Expected \\
VI & 7 & 5 & 6 & 4 & 3 & 83 & Developing as Expected \\
ZAP & 7 & 5 & 6 & 4 & 3 & 83 & Developing as Expected \\
LM & 3 & 1 & 5 & 3 & 5 & 57 & Undeveloped \\
D & 5 & 2 & 2 & 1 & 1 & 37 & Undeveloped \\
S & 1 & 2 & 0 & 2 & 1 & 20 & Undeveloped \\
KN & 5 & 4 & 5 & 3 & 2 & 63 & Start Developing \\
NM & 3 & 2 & 3 & 2 & 1 & 37 & Undeveloped \\
KA & 3 & 3 & 0 & 1 & 1 & 27 & Undeveloped \\
MZ & 4 & 3 & 4 & 3 & 5 & 63 & Start Developing \\
MI & 4 & 3 & 2 & 2 & 3 & 47 & Undeveloped \\
P & 1 & 3 & 3 & 2 & 3 & 40 & Undeveloped \\
AR & 7 & 4 & 6 & 4 & 3 & 80 & Growing as Expected \\
MN & 7 & 5 & 4 & 3 & 3 & 73 & Start Developing \\
A & 2 & 1 & 2 & 2 & 0 & 23 & Undeveloped \\
\hline
\end{tabular}
\end{table}

Based on the table above, it can be seen that of the 15 children who got the highest score was 83, and the lowest score was 20. The children who have not developed or are lacking in the ability to memorize \textit{mufrodat} with the singing method assisted by the Popular Children's Songs application are eight. As for other children, the ability to remember is quite good. Four children are developing as expected, and three children are starting to develop.
The table above explains that the pretest results get an average value of 37.88. Then the post-test results get an average value of 54.4. Both data results show an average difference even though it is not too high. The N-Gain value in the shows a low increase in memorization ability with a value of 0.266.

**Using Singing Method Assisted by Popular Children's Songs in the Mufrodat Learning**

Singing is part of several alternative methods when learning seems monotonous. It can change the learning atmosphere to be more varied. Not only that, but singing also hones the creativity of the teachers and the students in processing and adopting original lyrics into lyrics that contain a series of learning materials. With the singing method, children can stimulate to think critically and
creatively and have good creativity; children are more confident and independent in developing their imagination and creativity in learning (Hermawati & Suyadi, 2020, p. 37). In that way, the children become easier to remember the materials to be presented. It trains the children’s memorization power or ability.

Children’s ability to memorize before and after being treated by researchers is different. Researchers obtained average data (mean) from the implementation of the pretest when the child had not been given the application of treatment and the posttest when the child had received the application of treatment. From these two tests, different values were obtained, namely a pretest of 37.88 and a posttest of 54.66. Based on these data, the average score obtained during the pretest is still insufficient. Then, in addition to this, a detailed analysis of each individual is also seen in each indicator. In the indicator of mentioning *mufrod* at one by one without seeing the lyrics of the song, the only category is classified as good. While in other indicators, namely writing *mufrod* at becomes song lyrics, being able to choose *mufrod* at becomes song lyrics, and singing songs according to the original song tone, is classified in the unfavourable category. Then the last indicator, namely pairing *mufrod* and pictures that are continuous, is ranked in the poor category.

In contrast to the pretest data, the acquisition of data analysis results at the posttest stage after being given treatment developed. This was stated by the acquisition of values that reached a better value than the results of the pretest data analysis by 20% because the average value on the pretest was 37.88 and then increased to 54.66 on the posttest within a period of 5 face-to-face lessons. From the Gain test classification table, it can also be concluded that the ability of the children to memorize after being given the treatment of singing methods assisted by applications increases with a gain test value of 0.28 in the low category.

The results of this study are slightly different from previous studies, which found that the singing method effectively increased the ability to master *mufrod*. Anisa and Apriyanti found that singing methods can help children's personal growth and development. Singing also stems from the children's abilities; among others, children’s voice tools and singing themes are adjusted to the music, the content of the song, the language used in the song is a simple language, the area of the scales according to the ability of children (Anisa & Apriyanti, 2023). Singing is considered to be able to help remembering the vocabulary that the teacher has taught for various reasons (Sarif & Nurharini, 2022). Lutfi (2021) also explored the effectiveness of the singing method in mastering *mufrod*. Not only that, further similar research was conducted by Noraida, Jasmani, and Wahdah (2020) with the title Sing with Play: Is it Effective to Improve Students’ *Mufrod*? It is declared effective because it can be seen that the singing method assists students in mastering vocabulary and the results of the implementation of the two tests have a significant difference in average scores.

Several factors became obstacles during the activity and caused some children to be underachieved or not fully developed. *Mufrod* test is only given in writing not orally. while the ability of children in reading is different. The children’s lack of ability to read the alphabet and Hijayyah letters, so difficulties in reading *mufrod* in Arabic and Latin. Difficulty reading is an obstacle that causes a person to be constrained in his ability to read (Heny, 2019, p. 192). Thus, the treatment process through the repetition stage could have been more optimal.
because the children only relied on most of his listening and singing abilities without intensive reading on the given module, so the children experienced limitations in recognizing Murfodat. Second, the problem related to unclear pronunciation. The pronunciation needs to be clarified, for example, in reciting mufrodat, which has a tasyid sign which should be pronounced with a bit of emphasis, but no emphasis is placed on reading it Third, the children’s lack of knowledge in distinguishing hijaiyah letters which have similarities in terms of sound and writing like ز،س،ش،ج．

Based on the above, the whole is included in the phonological constraints concerning the sounds in a letter. Phonology, or Al-Ashwat in Arabic, is a branch of linguistics that discusses the sounds of language (Amrulloh, 2016, A. R et al., 2020). This theory shows that children who obtain very low results still experience phonological problems because they are constrained in producing letters into a word or an inaccurate mufrodat, likewise with singing, which still requires appropriate phonology. After all, it is also part of the alignment of the meaning of a word that becomes the lyrics of a song so that the pronounced songs have good singing quality and are regular and rhythmic. As stated by Jamalus in his research, singing is an activity in which sounds are produced in an orderly and rhythmic manner, both with musical.

Therefore, efforts are needed to maintain learning with the singing method to increase the quality and quantity of children to memorize mufrodat. Among some of the efforts include; tutors or teachers must train children continuously in using the singing method during learning; tutors or teachers must continue to set a good example by guiding and providing other knowledge about Arabic to students through various learning innovations; to be able to maintain the quality that children already have, teachers or tutors must continue to process by building good interactions and mutual respect among each other. In addition, the results of this are used as input for prospective teachers. Improving themselves in connection with the learning that has been done and the children’s learning outcomes achieved by paying attention to the right learning methods to improve the children’ memorization skills so that their vocabulary mastery increases over time. Researchers suggest that future researchers to examine other learning methods and models that follow the needs of the children or the students, especially mufrodat in order to help improve children’s memorization skills and study the application of singing methods that are more innovative, creative and with more mixed media.

CONCLUSION

The ability of the children to memorize mufrodat still needs to be developed before the singing method assisted by the Popular Children’s Songs is applied. Based on the average value obtained of 37.88, this is in the less category. In comparison, the ability of the children to memorize mufrodat after applying the singing method assisted by the Popular Children’s Songs is increasing by 46.6% of all students. Based on the average post-test score of 54.66. The N-Gain value indicates a minimal improvement in memory retention, scoring at 0.266 in the low-increasing category. The limited enhancement of the children’s abilities can be attributed to various factors, such as their insufficient familiarity with the alphabet
and Hijaiyyah letters, unclear articulation, and difficulty discerning similar-sounding and similarly written Hijaiyyah letters.

REFERENCES


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HALAMAN INI SENGAJA DIKOSONGKAN