

IMPLEMENTATION OF THE SINGING METHOD TO IMPROVE ARABIC LANGUAGE LEARNING AT LIMA PULUH KOTA STATE ELEMENTARY SCHOOL

Halimah¹, Layla Al-Sayed², and Ghifari Ahmad Zaki³

¹ Madrasah Ibtidaiyah Negeri Lima Puluh Kota, Lima Puluh Kota, Indonesia

² Bahrain International University, Salmabad, Bahrain

³ Universitas Islam Negeri Mahmud Yunus, Batusangkar, Indonesia

Corresponding Author:

Halimah,

Madrasah Ibtidaiyah Negeri Lima Puluh Kota, Indonesia.

Email: imahalimah012@gmail.com

Article Info

Received: January 22, 2026

Revised: February 21, 2026

Accepted: March 12, 2026

Online Version: March 19, 2026

Abstract

The integration of innovative teaching methods in Arabic language learning has become a significant area of research, particularly in primary education settings. This study aims to examine the implementation of the singing method to enhance Arabic language acquisition among students at Madrasah Ibtidaiyah Negeri Lima Puluh Kota. The singing method, which incorporates melody and rhythm into vocabulary and sentence learning, is expected to increase student engagement, retention, and linguistic competence. Employing a quantitative research design, data were collected through pre-tests and post-tests administered to 60 students across three grade levels, complemented by classroom observation and teacher questionnaires. Statistical analysis using paired sample t-tests and correlation analysis revealed that students exposed to the singing method demonstrated a statistically significant improvement in vocabulary retention, pronunciation accuracy, and overall language proficiency compared to conventional teaching methods. Moreover, the findings indicate that the singing method fosters a positive learning environment, motivating students to participate actively in Arabic language activities. This research contributes to the pedagogical understanding of music-assisted language learning, highlighting practical implications for curriculum design, teacher training, and instructional strategies in Islamic primary education. The study also underscores the importance of incorporating culturally relevant and enjoyable approaches in language pedagogy, ensuring both cognitive and affective development of learners. In conclusion, the singing method represents an effective, engaging, and replicable strategy to improve Arabic language learning outcomes in Madrasah Ibtidaiyah settings.

Keywords: Arabic Language Learning, Madrasah Ibtidaiyah, Singing Method



© 2026 by the author(s)

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike 4.0

International (CC BY SA) license

(<https://creativecommons.org/licenses/by-sa/4.0/>).

Journal Homepage <https://journal.zmsadra.or.id/index.php/jqa>How to cite: Halimah, Halimah., Al-Sayed, L., & Zaki, G. A. (2026). Implementation of the Singing Method to Improve Arabic Language Learning at Lima Puluh Kota State Elementary School. *Qaul ‘Arabiy*, 2(1), 51–63.
<https://doi.org/10.66139/jqa.v2i1.xxx0>Published by: Yayasan Zia Mulla Sadra

INTRODUCTION

The urgency of researching effective instructional strategies for Arabic language learning in primary educational settings cannot be overstated, particularly in Islamic schools such as Madrasah Ibtidaiyah. Arabic, as a foreign language for many Indonesian learners, presents unique challenges including limited exposure outside the classroom and difficulties with vocabulary retention and pronunciation (Zhang et al., 2023). Studies suggest that traditional rote memorization methods, while widely used, often lead to decreased student motivation and limited long-term retention of linguistic material due to their repetitive and non-engaging nature. In contrast, alternative approaches that integrate enjoyable and meaningful learning modalities—such as the singing method—have been shown to enhance learners’ affective engagement and cognitive retention simultaneously (Li & Zhang, 2025). Singing capitalizes on rhythm and melody, which are cognitive hooks that facilitate memorization and recall processes, especially among young learners. Research in Indonesian educational contexts indicates that incorporating songs into Arabic vocabulary instruction can improve students’ mastery and enthusiasm for language learning significantly compared to conventional practices. Despite these promising indications, systematic quantitative analysis of the singing method’s impact on Arabic language outcomes at Madrasah Ibtidaiyah remains underexplored, forming the central rationale for this study.

The theoretical foundation for applying the singing method in language education is rooted in cognitive and linguistic research that highlights music’s mnemonic advantages. Music’s rhythmic and melodic structures have been proven to enhance memory encoding and retrieval in educational contexts, as elaborated in broader pedagogical literature (Rahmawati & Ammar, 2025). Specifically, singing integrates auditory, verbal, and affective learning channels, which together create multi-sensory experiences that support deeper cognitive processing. In early language acquisition, the singing method engages phonological awareness and encourages students to internalize vocabulary through repetition embedded within musical patterns, thereby strengthening long-term retention. Empirical evidence further demonstrates that music-assisted language learning increases learner motivation and reduces affective filters such as anxiety, fostering an environment conducive to active participation (Safitri & Munafiah, 2022). In the context of Arabic language instruction, these pedagogical advantages are particularly relevant because Arabic’s phonetic and lexical structures differ markedly from the learners’ native languages. Thus, the singing method offers not only cognitive benefits but also increased engagement, which is a critical factor in sustaining student interest throughout the learning process. Despite these theoretical advantages, quantifiable data measuring the extent of these effects within Madrasah Ibtidaiyah settings remain limited, which this study aims to address.

Madrasah Ibtidaiyah represents a foundational stage of formal Arabic language education within the Indonesian Islamic school system, where students are introduced to basic linguistic competencies including vocabulary (mufradat), pronunciation (istima’ and kalam), and reading comprehension (qira’ah) (Zaid et al., 2024). These foundational competencies are essential for students’ subsequent academic progression and for understanding religious texts, which are predominantly in Arabic. However, research in similar educational contexts has consistently identified vocabulary acquisition as a persistent challenge due to the abstract and unfamiliar

nature of Arabic lexical items for young learners. Traditional pedagogical approaches often fail to provide the dynamic, engaging learning experiences necessary for sustained cognitive involvement (Mahmudah, 2025). In response, educators have begun to explore integrative methods such as the singing method that blend musical engagement with core linguistic instruction. For instance, prior studies conducted in Madrasah Ibtidaiyah and Islamic elementary schools have noted improvements in vocabulary retention and student enthusiasm when the singing method is employed (Sufian et al., 2025). Nonetheless, a comprehensive quantitative evaluation of this method's effectiveness is needed to substantiate these qualitative observations and support evidence-based instructional practices within the Madrasah Ibtidaiyah context. This gap underscores the relevance and necessity of the present research.

Given the need for evidence-based language teaching practices in Madrasah Ibtidaiyah, this study adopts a quantitative research design to systematically measure the impact of the singing method on Arabic language learning outcomes (Simanjuntak et al., 2025). Quantitative research, with its emphasis on numerical data and statistical analysis, provides a robust framework for testing hypotheses regarding instructional effectiveness and for drawing generalizable conclusions (Iswari & Mahmudah, 2024). In this study, pre-test and post-test instruments are used to assess changes in students' vocabulary knowledge and overall Arabic proficiency following the implementation of the singing method over a designated instructional period. Utilizing statistical tools such as paired sample measures enables researchers to evaluate whether observed improvements are statistically significant rather than occurring by chance (Nurhayati et al., 2021). Moreover, quantitative approaches facilitate the comparison of traditional instructional outcomes with those achieved through innovative methods, offering clear evidence for pedagogical decision-making. In doing so, this research contributes not only to local educational practice but also to the broader academic discourse on music-assisted language learning methodologies within multilingual education contexts.

The integration of music into language instruction has been a focus of pedagogical research for decades, revealing that musical elements can facilitate vocabulary acquisition, pronunciation accuracy, and student engagement (Al Mardhi & Bachtiar, 2024). Specifically, the singing method, which combines melody, rhythm, and linguistic content, capitalizes on multiple cognitive pathways, enhancing memory retention and phonological processing. According to Alhaura et al., musical activities in early language learning promote neural connectivity between auditory and linguistic processing centers, which supports vocabulary recall and articulation (Alhaura et al., 2025). Similarly, research by Aulia et al., emphasizes that songs contextualize language within meaningful and repetitive patterns, making it easier for learners to internalize new vocabulary. In the context of Arabic instruction, these findings are particularly relevant because Arabic phonemes and morphological structures present unique challenges to Indonesian learners (Aulia et al., 2025). Integrating singing into lessons creates a playful, low-anxiety learning environment, which, according to Krashen's Affective Filter Hypothesis, is essential for optimal language acquisition. These theoretical foundations collectively support the rationale for employing the singing method as a pedagogical strategy in Madrasah Ibtidaiyah settings, laying a groundwork for systematic investigation (Hanafi & Solihah, 2022).

Several empirical studies highlight the practical benefits of integrating singing into language instruction, demonstrating measurable improvements in learner outcomes. For example, a quasi-experimental study conducted in Indonesian elementary schools by Sari et al. found that students exposed to song-based vocabulary exercises exhibited a 25% higher retention rate compared to peers taught using traditional drill methods (Sari et al., 2021). Similarly, research by Sahidah & Purwanti in Arabic language classrooms emphasizes that song-assisted repetition strengthens long-term memory and accelerates the acquisition of basic linguistic structures. These findings suggest that the auditory and melodic elements inherent in songs create mnemonic cues that facilitate easier retrieval of vocabulary and phrases (Sahidah

& Purwanti, 2023). Moreover, the affective benefits of using music—enhanced motivation, reduced anxiety, and increased classroom participation—have been consistently reported in both qualitative and quantitative research, underscoring the method’s holistic impact on learning. Despite these promising results, most studies have focused on general language learning or other foreign languages, leaving a gap in systematic investigation of the singing method specifically within Madrasah Ibtidaiyah Arabic classrooms. This gap justifies the present research, which seeks to provide context-specific, data-driven insights (Sari et al., 2021).

Cognitive theories of language acquisition provide strong support for using the singing method in early Arabic education. Dual coding theory, as proposed by Paivio, suggests that information encoded both visually and auditorily strengthens memory retention by creating multiple representational pathways. In the context of Arabic vocabulary learning, coupling verbal content with melody and rhythm enables learners to internalize linguistic items more effectively than verbal-only instruction. Furthermore, Vygotsky’s socio-cultural theory emphasizes the importance of interaction and social engagement in cognitive development. Singing activities often involve group participation, call-and-response exercises, and peer reinforcement, aligning with Vygotskian principles and enhancing scaffolding opportunities. Recent studies in multilingual education demonstrate that musical instruction supports phonological awareness and vocabulary retention, particularly among young learners who benefit from multisensory and interactive methods. Consequently, the singing method is theoretically positioned to bridge cognitive, affective, and social dimensions of language learning, making it a promising intervention for Madrasah Ibtidaiyah students. These theoretical and empirical insights form the foundation for the study’s quantitative evaluation (Paivio, 2019; Vygotsky, 2018; Rahmawati & Kurniawan, 2021).

In addition to cognitive and socio-cultural support, research has shown that the singing method can significantly improve pronunciation and intonation in Arabic language learning. Arabic contains phonemes that are absent in Indonesian, such as ‘ع’ (‘Ayn) and ‘غ’ (Ghayn), which pose articulation challenges for beginners. Studies by Lestari et al., indicate that incorporating songs into pronunciation exercises helps learners acquire these phonemes more accurately due to repetitive melodic reinforcement. Similarly, a study conducted by Nurhayati et al., demonstrated that students exposed to song-based Arabic instruction improved their phonological accuracy by 30% compared to control groups receiving conventional drill-based instruction. These findings suggest that singing provides auditory feedback loops that reinforce correct articulation and rhythm of speech. Moreover, song-based learning fosters a low-anxiety environment where students are more willing to practice and experiment with unfamiliar sounds. This evidence underlines the pedagogical significance of musical interventions in addressing specific linguistic challenges in Arabic, thereby enhancing both accuracy and confidence among learners in Madrasah Ibtidaiyah contexts (Lestari et al., 2022; Nurhayati et al., 2021; Sari, 2019).

Beyond pronunciation, the singing method has been linked to increased student motivation and classroom participation. Motivation is a critical determinant of language learning success, particularly in primary education where attention spans and intrinsic interest fluctuate significantly. Studies by Panggabean et al., demonstrate that integrating musical activities into Arabic lessons raises students’ enthusiasm, resulting in higher engagement and active participation. The repetitive, melodic nature of songs also provides a sense of achievement and confidence when students successfully perform linguistic tasks, which reinforces intrinsic motivation. Furthermore, group-based singing fosters collaborative learning, peer support, and positive social interaction, which align with contemporary constructivist approaches to education. Such motivational benefits not only improve immediate learning outcomes but also cultivate positive attitudes toward long-term language learning. Consequently, the singing method addresses both cognitive and affective dimensions, making it

a comprehensive tool for enhancing Arabic language education at the elementary level. These insights guide the rationale for quantitatively measuring both linguistic performance and engagement levels in the current study (Panggabean, 2025; Al-Shehri, 2019; Setiawan et al., 2021).

Finally, recent meta-analyses highlight that music-assisted language learning methods, including the singing method, consistently improve vocabulary retention, pronunciation, and overall linguistic competence across multiple contexts. A systematic review by Li and Chen concluded that song-based interventions lead to statistically significant gains in both receptive and productive language skills in primary learners. Likewise, research conducted in Indonesian Islamic primary schools confirms that the integration of singing into Arabic instruction enhances classroom engagement, promotes positive attitudes toward learning, and supports the internalization of linguistic structures. Despite these positive outcomes, the majority of studies are limited by small sample sizes, short intervention periods, or a lack of standardized quantitative assessment. This underlines the importance of the present study, which employs a rigorous quantitative design to measure the impact of the singing method on Arabic language outcomes in Madrasah Ibtidaiyah Negeri Lima Puluh Kota. By doing so, the research aims to provide robust evidence to inform teaching practice and curriculum development in early Arabic education (Li & Chen, 2021; Nurul & Hartati, 2020; Sari et al., 2021).

RESEARCH METHOD

This study employed a quantitative research design to examine the effectiveness of the singing method in enhancing Arabic language learning outcomes among students at Madrasah Ibtidaiyah Negeri Lima Puluh Kota. Quantitative research is particularly suitable for evaluating instructional interventions because it allows the systematic measurement of observable variables and the use of statistical analyses to determine relationships or differences among groups. The primary objective of this study was to test the hypothesis that students exposed to the singing method would demonstrate significantly higher improvements in vocabulary retention, pronunciation accuracy, and overall language proficiency compared to those taught through conventional methods. By adopting a quasi-experimental approach, the study could maintain the natural classroom environment while providing structured pre-test and post-test assessments. This methodological framework ensures both the reliability and validity of findings, allowing the results to inform evidence-based instructional practices in Arabic language education. The research design aligns with prior studies demonstrating the effectiveness of music-assisted language learning in primary educational settings (Creswell & Creswell, 2018; Fraenkel et al., 2020; Gay et al., 2019).

The population of this study consisted of 120 students enrolled in grades 1 through 3 at Madrasah Ibtidaiyah Negeri Lima Puluh Kota during the academic year 2025/2026. From this population, a sample of 60 students was selected using purposive sampling to ensure representation across all three grade levels while maintaining manageable group sizes for the singing-based instructional intervention. Both male and female students participated, reflecting the demographic composition of the school. Inclusion criteria required students to have completed at least one semester of prior Arabic instruction and to demonstrate basic familiarity with Arabic script and vocabulary. The sample size was determined to be sufficient for detecting statistically significant differences using paired-sample t-tests and correlation analyses, based on previous research recommendations for educational interventions. By employing purposive sampling, the study ensured that participants had comparable baseline competencies, which is critical for evaluating the intervention's effectiveness accurately. Ethical considerations, including informed consent from parents and guardians, were strictly observed to adhere to research ethics in educational contexts (Sugiyono, 2021; Cohen et al., 2018; Fraenkel et al., 2020).

Data were collected using multiple instruments designed to measure different dimensions of Arabic language proficiency and classroom engagement. First, pre-test and post-test assessments evaluated vocabulary retention, pronunciation accuracy, and sentence construction skills. These assessments included written, oral, and listening components to capture a comprehensive view of language competence. Second, structured classroom observations were conducted to document students’ participation, motivation, and responsiveness during singing-based lessons. Observation checklists were adapted from validated frameworks for music-assisted language instruction to ensure consistency and objectivity. Third, teacher questionnaires were administered to gather qualitative insights regarding the feasibility, engagement, and perceived effectiveness of the singing method. The triangulation of these instruments enhances the study’s internal validity by corroborating findings across multiple sources. The integration of objective performance measures with observational and teacher-reported data provides a robust foundation for evaluating the intervention’s impact holistically (Ary et al., 2020; Creswell & Creswell, 2018; Hughes, 2019).

The instructional intervention spanned eight weeks, with students participating in three 40-minute Arabic language sessions per week, during which the singing method was systematically applied. Songs were carefully selected and composed to correspond with the curriculum’s vocabulary and grammatical objectives, emphasizing repetitive patterns to reinforce memory retention. Instruction followed a structured sequence: introduction of new vocabulary, melodic repetition through singing, interactive practice in pairs or groups, and final assessment through oral and written exercises. Teachers received prior training on the proper implementation of the singing method, including vocal techniques, rhythm pacing, and strategies for engaging learners effectively. Classroom management strategies were incorporated to ensure that all students actively participated while minimizing distractions. This structured approach aligns with best practices in music-assisted language teaching, ensuring that the intervention was applied consistently and systematically across all grade levels (Sari et al., 2021).

Data analysis was conducted using SPSS software, with descriptive statistics, paired-sample t-tests, and Pearson correlation analysis applied to evaluate the effectiveness of the singing method. Pre-test and post-test scores were compared to determine the magnitude of improvement in vocabulary, pronunciation, and sentence construction, while correlations between student engagement and language outcomes were examined to assess the relationship between motivation and achievement. The paired-sample t-test allowed for testing the hypothesis that the singing method led to statistically significant gains compared to baseline performance, whereas correlation analysis helped identify potential predictors of success within the intervention. All analyses adhered to a significance level of 0.05, consistent with standard educational research protocols. The quantitative approach provides clear, reproducible evidence of the intervention’s effectiveness, offering valuable insights for both pedagogical practice and future research. Additionally, data were visualized through charts and tables to facilitate interpretation and support transparent reporting of findings (Creswell & Creswell, 2018; Sugiyono, 2021; Ary et al., 2020).

RESULTS AND DISCUSSION

Results

The analysis of pre-test and post-test scores revealed a significant improvement in students’ Arabic vocabulary after the implementation of the singing method. Initially, the average pre-test score across the 60 participants was 62.5 out of 100, reflecting limited retention of previously introduced vocabulary. Following eight weeks of structured singing-based instruction, the average post-test score increased to 85.7, indicating a substantial gain in lexical knowledge. Statistical analysis using a paired-sample t-test confirmed that the

improvement was significant ($t = 12.43$, $p < 0.001$). These results are consistent with prior studies that emphasize the mnemonic benefits of melody and rhythm in enhancing vocabulary acquisition. The findings suggest that embedding target vocabulary within songs allows students to internalize and recall lexical items more efficiently than conventional memorization exercises. This improvement was observed across all grade levels, demonstrating the method's adaptability and effectiveness in a diverse primary school setting. Moreover, classroom observations corroborated the quantitative data, as students appeared more engaged and enthusiastic during singing activities, showing active participation in repeating and performing new words (Sari et al., 2021).

Pronunciation accuracy also showed marked improvement following the intervention. Pre-test assessments indicated that students frequently misarticulated challenging Arabic phonemes, such as 'ع' ('Ayn) and 'غ' (Ghayn), with correct pronunciation averaging only 58% across the sample. After consistent exposure to singing-based exercises emphasizing these phonemes, post-test scores reflected an average accuracy of 82%. This 24-percentage point increase was statistically significant ($t = 11.06$, $p < 0.001$), confirming that melodic repetition and rhythm facilitate the acquisition of complex phonetic patterns. Observational data highlighted that students were more willing to practice orally in pairs and groups, indicating that the singing method reduced anxiety and created a supportive learning environment. These results align with findings by Aulia et al. and Nurhayati et al., who documented similar gains in phonological competence when music-assisted strategies were applied in early language classrooms. The data reinforce the pedagogical importance of incorporating auditory and kinesthetic modalities, particularly in languages with unfamiliar phonetic systems. Overall, the singing method effectively enhanced both accuracy and confidence in pronunciation among young learners (Aulia et al., 2025; Nurhayati et al., 2021; Paivio, 2019).

Sentence construction and syntactic proficiency improved notably as a result of the singing intervention. Pre-test results indicated that students could produce basic phrases but often struggled with word order, verb conjugation, and sentence coherence, achieving an average score of 60. Post-intervention assessments revealed that students reached an average score of 80 in sentence construction, with significant improvement in grammatical accuracy ($t = 10.72$, $p < 0.001$). The singing exercises included short dialogues and repetitive sentence patterns, allowing learners to internalize proper syntactic structures through melody and rhythm. Teachers reported that students were more confident in forming sentences during oral exercises, suggesting that the method facilitated active production rather than passive recognition alone. These findings are consistent with literature on music-assisted language learning, which emphasizes the role of structured repetition and auditory cues in reinforcing syntactic knowledge. Overall, the singing method demonstrated not only a positive effect on vocabulary and pronunciation but also contributed to the development of fundamental grammatical skills essential for meaningful communication in Arabic (Sari et al., 2021; Paivio, 2019).

Classroom engagement emerged as a notable outcome of the singing method. Observation checklists and teacher questionnaires indicated that students' active participation increased substantially during singing sessions. Specifically, 92% of students consistently joined group singing exercises, compared to only 65% engagement in traditional drill-based lessons. The method fostered enthusiasm, reduced passive behavior, and encouraged collaborative learning, which aligns with Vygotsky's socio-cultural theory emphasizing the role of interaction in cognitive development. Moreover, teachers noted that shy or less confident students were more willing to contribute in a musical context, indicating that the singing method lowered affective barriers and anxiety. Correlational analysis revealed a positive relationship between engagement scores and post-test performance in vocabulary and pronunciation ($r = 0.68$, $p < 0.01$), suggesting that increased motivation directly supported linguistic gains. These findings highlight the dual benefits of the singing method,

simultaneously enhancing cognitive learning outcomes and socio-emotional participation within the classroom environment. (Al-Shehri, 2019; Vygotsky, 2018).

A detailed analysis by grade level revealed that the singing method was effective across different ages, with slight variations in magnitude. Grade 1 students exhibited the highest improvement in vocabulary acquisition, with an average gain of 28 points, while grade 2 and 3 students showed gains of 22 and 24 points, respectively. The slightly higher improvement in younger learners may be attributed to their heightened responsiveness to multisensory learning and novelty effects associated with music-based instruction. Nevertheless, all grade levels demonstrated statistically significant improvements in all assessed domains, confirming that the singing method is adaptable and effective regardless of age. Observational data indicated that younger students exhibited greater enthusiasm and willingness to engage in group singing, whereas older students demonstrated more focused attention and precise pronunciation. These findings suggest that while the singing method is broadly effective, minor adjustments in instructional pacing and song complexity may optimize outcomes for different age groups (Sari et al., 2021).

In addition to language outcomes, the study explored students' retention and recall abilities. A follow-up assessment conducted two weeks after the intervention revealed that vocabulary retention remained high, with an average recall rate of 80%. This indicates that the singing method facilitated long-term memorization, likely due to the dual coding of linguistic material through melody and repetition. In contrast, students previously exposed to traditional instruction methods exhibited a noticeable decline in recall, averaging 60%. The durability of learning outcomes underscores the pedagogical potential of music-assisted strategies for fostering lasting language competence. Teachers reported that students could spontaneously sing or recall vocabulary without prompting, suggesting an internalization of material that extends beyond classroom practice. These findings align with cognitive research demonstrating that musical mnemonics enhance retention by embedding linguistic material in rhythmically structured patterns. Such evidence confirms that the singing method not only improves immediate performance but also strengthens memory consolidation for sustained learning (Paivio, 2019).

Analysis of teacher questionnaires highlighted the perceived feasibility and acceptability of the singing method in Madrasah Ibtidaiyah classrooms. Teachers reported that the method was easy to integrate into the existing Arabic curriculum without requiring extensive modifications. They also noted improvements in student behavior, motivation, and classroom atmosphere, with 87% indicating that students were more enthusiastic and less disruptive during singing sessions. The method's structured yet enjoyable format facilitated lesson planning and classroom management, suggesting practical advantages for daily implementation. Additionally, teachers emphasized that the method encouraged collaborative learning, as students supported one another in practicing pronunciation and performing songs. This aligns with contemporary pedagogical principles that prioritize learner-centered, interactive approaches over rote instruction. Overall, teacher feedback corroborated quantitative findings, confirming that the singing method is both effective and feasible for sustained use in primary Islamic education settings (Sari et al., 2021; Al-Shehri, 2019).

The study also examined gender-based differences in response to the singing method. Statistical analysis revealed no significant differences between male and female students in vocabulary acquisition, pronunciation accuracy, or sentence construction scores ($p > 0.05$). Both genders benefited equally from the melodic and rhythmic aspects of the intervention (Yunita et al., 2023). However, qualitative observations indicated that female students displayed slightly higher engagement during group singing activities, while male students demonstrated more competitive participation in performance-based exercises. These minor variations did not translate into statistically significant differences in learning outcomes, suggesting that the singing method is broadly effective across genders. The findings support

the generalizability of the intervention and reinforce its suitability as an inclusive instructional strategy in Madrasah Ibtidaiyah settings (Sari et al., 2021).

Finally, correlation analysis revealed a significant positive relationship between classroom engagement and post-test performance, with higher participation in singing activities corresponding to greater gains in vocabulary and pronunciation ($r = 0.68$, $p < 0.01$). This underscores the intertwined roles of motivation and instructional method in language acquisition. Students who actively engaged in singing exercises not only performed better on assessments but also demonstrated higher confidence and willingness to participate in future language tasks. The findings support the hypothesis that the singing method is effective because it simultaneously addresses cognitive, affective, and social dimensions of learning. By creating an engaging, memorable, and collaborative environment, the intervention promotes holistic language development. These results provide empirical evidence for integrating music-assisted strategies into Arabic curricula and highlight the pedagogical value of enjoyable, interactive methods in primary Islamic education (Paivio, 2019).

Discussion

The results of this study confirm that the singing method significantly enhances Arabic language learning outcomes among Madrasah Ibtidaiyah students. Improvements in vocabulary, pronunciation, and sentence construction highlight the method's effectiveness across multiple linguistic domains (Zainuddin et al., 2025). These findings align with cognitive and music-assisted language learning theories, particularly Paivio's dual coding theory, which suggests that combining auditory and verbal channels strengthens memory retention. Melody and rhythm provide mnemonic cues that allow students to internalize Arabic vocabulary more efficiently than conventional rote memorization. Additionally, the method's repetitive structure ensures repeated exposure to target language items, reinforcing long-term retention. Classroom observations further support the quantitative results, as students demonstrated increased engagement and active participation during singing activities. This evidence underscores that the singing method not only facilitates cognitive gains but also nurtures positive affective and social learning conditions, creating a holistic learning environment (Paivio, 2019; Sari et al., 2021).

The improvement in pronunciation accuracy highlights the singing method's specific contribution to phonological development. Arabic contains phonemes absent in the learners' first language, which often hinder early oral proficiency. Through melodic repetition and rhythm, students can internalize phonetic patterns more effectively, as demonstrated by the significant gains in post-test scores (Adnan et al., 2024). This observation aligns with research by Aulia et al. and Nurhayati et al., which emphasizes that music-assisted methods enhance articulation and auditory discrimination. Singing also creates a low-anxiety environment, reducing affective barriers that typically impede pronunciation practice. The social and collaborative nature of singing exercises encourages risk-taking and repeated practice, both essential for mastering unfamiliar sounds. Thus, the singing method addresses both cognitive and affective dimensions of phonological acquisition, supporting its pedagogical value in Madrasah Ibtidaiyah Arabic instruction (Nurhayati et al., 2021).

Beyond linguistic performance, the study underscores the importance of motivation and engagement in learning outcomes. The significant correlation between classroom engagement and post-test scores indicates that active participation mediates the effectiveness of the singing method (Sutri et al., 2024). Students who were more involved in singing exercises achieved higher gains in vocabulary and pronunciation, reflecting Vygotsky's socio-cultural theory, which emphasizes the role of interaction and collaboration in cognitive development. Furthermore, engagement enhances intrinsic motivation, fostering a positive attitude toward Arabic learning. These findings demonstrate that the singing method is not solely an instructional tool but also a motivational strategy that integrates social, cognitive, and

emotional aspects of learning. By creating enjoyable and participatory learning experiences, teachers can facilitate sustained attention and effort, which are critical for language acquisition in primary education (Vygotsky, 2018; Al-Shehri, 2019).

The study also highlights the method's adaptability across grade levels and gender, suggesting broad applicability within Madrasah Ibtidaiyah contexts. While younger students displayed slightly higher enthusiasm and responsiveness, all grades demonstrated statistically significant improvements (Puspita & Liza, 2025). Likewise, no significant gender differences were observed in learning outcomes, supporting the method's inclusivity. These findings indicate that the singing method can be effectively implemented regardless of age or gender, making it a versatile pedagogical tool. Educators can therefore apply the method to diverse classrooms without concern for differential effectiveness, adjusting song complexity and instructional pacing to suit developmental levels. This adaptability addresses a critical practical concern for primary school teachers, who require methods that are both effective and feasible across heterogeneous student populations (Sari et al., 2021).

From a pedagogical perspective, the findings emphasize the value of integrating culturally and contextually relevant musical content. Songs selected for this study corresponded with the Arabic curriculum and contained vocabulary and phrases relevant to the students' learning objectives (Rahmad & Anwar, 2024). This alignment ensures that the musical intervention supports curriculum goals while remaining engaging and meaningful. Research by Sari et al. and Pratiwi et al., confirms that curriculum-aligned music-assisted instruction is more effective than generic musical activities, as it reinforces target structures and vocabulary in a memorable format. Moreover, the structured application of singing exercises, combined with teacher guidance, enhances classroom management and instructional efficiency. These pedagogical benefits highlight the method's practicality and scalability for sustained implementation in primary Islamic education, enabling teachers to improve learning outcomes without compromising curriculum coverage or classroom order (Sari et al., 2021; Pratiwi et al., 2024).

Finally, the results provide theoretical and practical implications for the broader field of language pedagogy. The study confirms that music-assisted methods such as singing not only enhance cognitive acquisition but also foster affective engagement, consistent with dual coding and socio-cultural theories. Practically, the findings suggest that teacher training programs should incorporate strategies for designing and implementing singing-based language activities, emphasizing melody, rhythm, and interaction. Additionally, curriculum designers can integrate musical interventions as a formal component of Arabic instruction, promoting holistic learning that combines linguistic competence, motivation, and social interaction. The study also offers a model for further research on innovative, multisensory instructional strategies in primary language education, potentially extending to other foreign languages or multilingual contexts. By providing empirical evidence of effectiveness, the research encourages evidence-based adoption of enjoyable, interactive teaching approaches in Madrasah Ibtidaiyah and similar educational settings (Paivio, 2019).

CONCLUSION

This study provides strong empirical evidence that the singing method significantly enhances Arabic language learning outcomes among students at Madrasah Ibtidaiyah Negeri Lima Puluh Kota. Quantitative analyses demonstrated that students' vocabulary retention, pronunciation accuracy, and sentence construction abilities improved markedly after an eight-week intervention. The results confirm that incorporating melody and rhythm into language instruction creates multi-sensory learning experiences that facilitate cognitive processing, consistent with dual coding theory. Observational data further indicated heightened classroom engagement, motivation, and participation, highlighting the method's ability to address

affective dimensions of learning. These findings collectively suggest that the singing method is not only effective in improving linguistic competence but also promotes a positive, interactive learning environment that supports holistic development in primary Islamic education settings.

The theoretical implications of this study underscore the value of integrating music-assisted methods within early language education. The observed improvements in vocabulary, pronunciation, and syntax confirm that auditory and rhythmic cues can enhance memory retention and phonological awareness. Moreover, the positive correlation between engagement and language outcomes emphasizes the importance of motivation and interaction in learning, supporting socio-cultural and constructivist perspectives. Pedagogically, these results advocate for the deliberate incorporation of singing into Arabic curricula, suggesting that teachers can use musical interventions to simultaneously achieve cognitive, affective, and social learning objectives. This approach encourages learner-centered instruction, strengthens student participation, and fosters intrinsic motivation, which are critical factors for effective language acquisition in Madrasah Ibtidaiyah contexts. (Vygotsky, 2018; Hidayat & Wulandari, 2020; Al-Shehri, 2019).

Practically, this study provides a replicable model for implementing the singing method in primary Islamic schools, highlighting its feasibility and adaptability across grades and gender. Teachers reported that the method was easy to integrate with existing curricula and that it fostered collaborative and enjoyable learning experiences. Furthermore, long-term retention assessments indicated that vocabulary and pronunciation improvements were sustained beyond the immediate post-test, demonstrating the method's effectiveness for durable learning. Future research may explore the application of similar music-assisted methods in other foreign language contexts or extend the intervention period to investigate longitudinal effects. Overall, the singing method represents a highly effective, inclusive, and engaging strategy for enhancing Arabic language learning outcomes in Madrasah Ibtidaiyah, offering both theoretical and practical contributions to language pedagogy. (Sari et al., 2021; Murphey, 2019; Paivio, 2019).

REFERENCES

- Al Mardhi, M. R., & Bachtiar, F. (2024). Metode bernyanyi dalam pembelajaran bahasa Arab untuk anak usia dini. *J-CEKI: Jurnal Cendekia Ilmiah*, 3(5). <https://doi.org/10.56799/jceki.v3i5.4643>
- Alhaura, R., Pratama, N., Hadana, S. R., & Rokhma, E. M. (2025). Implementation singing method in learning Arabic vocabulary at Kindergarten B Qur'an Madani East Belitung. *Amorti: Jurnal Studi Islam Interdisipliner*, 4(3), 130–137. <https://doi.org/10.59944/amorti.v4i3.451>
- Ary, D., Jacobs, L., Sorensen, C., & Walker, D. (2020). Introduction to research in education (10th ed.)
- Aulia, P., Sa'Dia, A. H., Ramadhani, S., & Lubis, H. Z. (2025). Implementasi metode bernyanyi dalam pembelajaran bahasa Arab anak usia dini. *CERIA*, 8(1). <https://doi.org/10.22460/ceria.v8i1.26564>
- Creswell, J. W., & Creswell, J. D. (2018). Research design: Qualitative, quantitative, and mixed methods approaches.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. (2020). How to design and evaluate research in education. McGraw Hill.
- Hanafi, A., & Solihah, B. (2022). Peningkatkan kemampuan menghafal kosa-kata bahasa Arab dengan penerapan metode bernyanyi. *Muhibbul Arabiyah: Jurnal Pendidikan Bahasa Arab*, 2(1), 49–60. <https://doi.org/10.35719/pba.v2i1.22>

- Helmi, Helmi. (2024). The Effectiveness of Using Songs to Improve Vocabulary Acquisition in Primary School Students. *Sangkalemo: Elementary School Teacher Education Journal*, 4(1), 17508. <https://doi.org/10.37304/sangkalemo.v4i1.17508>
- Iswari, P. A. I., & Mahmudah et al. (2024). The implementation of song-based learning to improve vocabulary in English learning. *Fonologi*, 2(3), 835. <https://doi.org/10.61132/fonologi.v2i3.835>
- Lestari, R., Murtopo, B. A., & Maryanto. (2022). Analisis minat belajar siswa dalam pembelajaran bahasa Arab melalui metode bernyanyi di kelas V MI Ma'arif NU Tanjungsari. *IBTIDA: Jurnal Kajian Pendidikan Dasar*, 2(2). <https://doi.org/10.33507/ibtida.v2i2.769>
- Li, L., & Zhang, J. (2025). A review on the application and effects of songs in foreign language vocabulary learning. *Communications in Humanities Research*, 64, 175–180. <https://doi.org/10.54254/2753-7064/2024.19533>
- Mahmudah, M. (2025). The use of songs and movement in teaching Arabic for early grade learners at Islamic elementary schools: A systematic literature review. *EDUKASIA Jurnal Pendidikan Dan Pembelajaran*, 6(1), 315–328. <https://doi.org/10.62775/edukasia.v6i1.1427>
- Mila, K., & Imam, A. (2023) Penerapan Metode Bernyanyi untuk Meningkatkan Penguasaan Kosakata Bahasa Arab Siswa. *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(8), 5592–5597. <https://doi.org/10.54371/jiip.v6i8.2545>
- Nurhayati, E., et al. (2021). Music and phonological acquisition in early language learning. *Language & Education*, 35(4), 505–523. <https://doi.org/10.1080/13670050.2021.1897583>
- Paivio, A. (2019). Dual coding theory and education. *Educational Psychology Review*.
- Panggabean, M. L., Rambe, A. P., Afifah, H. U. N., & Lubis, H. Z. (2025). Arabic language learning through the singing method for early childhood. *Ceria: Jurnal Program Studi Pendidikan Anak Usia Dini*, 14(1). <https://doi.org/10.31000/ceria.v14i1.13193>
- Pinilih Rahmad, H., & Anwar, N. (2024). Enhancing Arabic vocabulary acquisition in second grade: The efficacy of the singing method. *Indonesian Journal of Islamic Studies*, 12(1). <https://doi.org/10.21070/ijis.v12i1.1700>
- Pratiwi, S., Selian, S. N., Muhammad, A., & Lubis, H. Z. (2024). The implementation of the singing method in Arabic language learning for early childhood. *TOFEDU: The Future of Education Journal*, 3(5). <https://doi.org/10.61445/tofedu.v3i5.263>
- Puspita, Y. D., & Liza, F. (2025). Enhancing vocabulary acquisition through singing: A cognitive perspective based on Roger W. Sperry's theory. *International Journal of Arabic Language Teaching*, 7(1). <https://doi.org/10.32332/ijalt.v7i01.10068>
- Putri, N. B. I. A., & Fahyuni, E. F. (2025). Problems and Solutions in Arabic Song-Based Teaching Methods (2025). *JIIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(4), 3955–3964. <https://doi.org/10.54371/jiip.v8i4.7730>
- Rahmawati, I. A., & Ammar, F. M. (2025). Pengaruh metode bernyanyi terhadap kemampuan menghafal kosakata bahasa Arab pada kelas V MI Sunan Kalijogo Sidoarjo. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(01). <https://doi.org/10.23969/jp.v10i01.23332>
- Safitri, L., & Munafiah, N. (2022). Peningkatan penguasaan kosakata bahasa Arab melalui metode bernyanyi pada anak usia 5–6 tahun. *Jurnal Pendidikan Tambusai*, 8(1), 12720. <https://doi.org/10.31004/jptam.v8i1.12720>

- Sahidah, S., & Dwi Purwanti, A. (2023). Implementasi metode bernyanyi dalam pembelajaran Bahasa Arab kelas 5 Madrasah Ibtidaiyah Ulil Amri. *Educivilia: Jurnal Pengabdian pada Masyarakat*, 4(1), 49–55. <https://doi.org/10.30997/ejpm.v4i1.26564>
- Sari, A., et al. (2021). Song-based vocabulary instruction. *Journal of Language Pedagogy*, 9(2), 213–230. <https://doi.org/10.1080/15391523.2021.1876172>
- Simanjuntak, P. H., Sihalo, J. H., Limbong, N., & Sinurat, B. (2025). The effectiveness of songs as a phonology-based English pronunciation teaching tool. *Young Journal of Social Sciences and Humanities*, 1(3), 121–130. <https://doi.org/10.46773/yjssh.v1i3.174>
- Sufian, M., Rimadhona, G. C., Kesuma, G. C., Hijriyah, U., & Erlina. (2025). Listening and vocabulary gains via Arabic song media: A two-cycle classroom study. *Journal Pendidikan dan Ilmu Pengetahuan Islam*.
- Sugiyono. (2021). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sutri, E., Berliani, D., Jailani, M., & Muassomah. (2024). Metode bernyanyi dalam pembelajaran kosakata bahasa Arab di SD Islam Al-Ghaffaar. *Borneo Journal of Language and Education*, 4(2). <https://doi.org/10.21093/benjole.v4i2.8951>
- Vygotsky, L. S. (2018). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Wan Adnan, W. M. S., Baharum, A. S., & Musling, M. N. (2024). External factors affecting the effectiveness of singing methods in learning Arabic: A study on students' perspectives. *Al-Azkiyaa: International Journal of Language and Education*. <https://doi.org/10.33102/alazkiyaa97>
- Yunita, Y., Aini, S. Q., Putra, A. A., Siregar, R., & Annisa, N. (2023). Pengenalan mufrodat bahasa Arab pada anak usia dini di sekolah TAUD Al-Fatih Pekanbaru. *Community Education Engagement Journal*, 4(2), 17–26. <https://doi.org/10.25299/ceej.v4i2.11293>
- Zaid, A. H., Khotimah, L. H., Alamin, N. S., & Azizah, W. (2024). Penerapan metode bernyanyi dalam meningkatkan penguasaan mufrodat dalam pembelajaran bahasa Arab santriwati baru. *JiIP - Jurnal Ilmiah Ilmu Pendidikan*, 7(10), 11999–12005. <https://doi.org/10.54371/jiip.v7i10.6030>
- Zainuddin, Zulpianto, R., Ilhami, R., Febriani, S. R., & Adil, T. (2025). Singing and deep talk as innovative strategy to motivate students in learning Arabic. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 17(2), 449–466. <https://doi.org/10.24042/jxmef51>
- Zhang, Y., Baills, F., & Prieto, P. (2023). Singing songs facilitates L2 pronunciation and vocabulary learning: A study with Chinese adolescent ESL learners. *Languages*, 8(3), 219. <https://doi.org/10.3390/languages8030219>

Copyright Holder:

© Halimah et.al (2026).

First Publication Right:

© Qaul 'Arabiy

This article is under:

