

## Methods and Implementation of Arabic Language Learning at Tadika Tunasku Sayang Al Fikh Orchard Port-Klang Selangor Malaysia

Maplee Maekong<sup>1\*</sup>, Saemsu Chehleng<sup>2</sup>, Muhammad Ruslan<sup>3</sup>

Fatoni University, Thailand<sup>\*1, 2</sup>

Universitas Muhammadiyah Sumatera Utara, Indonesia<sup>3</sup>

<sup>\*1</sup>email: [maplee@ftu.ac.th](mailto:maplee@ftu.ac.th)

<sup>2</sup>email: [samsuchehleng@gmail.com](mailto:samsuchehleng@gmail.com)

<sup>3</sup>email: [muhammadruslan@umsu.ac.id](mailto:muhammadruslan@umsu.ac.id)

**Abstract:** Arabic is one of the official languages of the United Nations, crucial for scholars and educators studying traditional knowledge, especially from classical texts. Furthermore, Arabic language learning also facilitates researchers and scholars in delving into Islamic sources or references (the Qur'an and Hadith). This research aims to describe the Arabic language learning skills among young children at Tadika Tunasku Sayang Al Fikh Orchard Port-Klang Selangor Malaysia. The study employs a qualitative approach with a meta-analysis method. The research findings conclude that the Arabic language learning skills among early childhood learners are based on factors like instructional media, teacher creativity, students' innovative capacity, and enrichment of learning strategies.

**Keywords:** Early Childhood, Student Skills, Arabic Language Learning.

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**Abstrak:** Pembelajaran bahasa Arab membutuhkan upaya peningkatan dari berbagai aspek, sebab bahasa Arab adalah salah satu bahasa resmi PBB yang dibutuhkan oleh para ilmunan dan sarjana pendidikan dalam mengkaji ilmu terutama dari kitab *turats*. Lebih lanjut, pembelajaran bahasa Arab juga memudahkan bagi peneliti dan ilmunan dalam mendalami sumber atau *hujjah Islam* (al-Qur'an dan hadis). Penelitian ini bertujuan untuk mendeskripsikan keterampilan pembelajaran bahasa Arab pada anak usia dini di Tadika Tunasku Sayang Al Fikh Orchard Port-Klang Selangor Malaysia. Penelitian ini menggunakan pendekatan kualitatif dengan metode meta-analisis. Hasil

penelitian ini menyimpulkan bahwa keterampilan pembelajaran bahasa Arab pada siswa jenjang usia dini didasarkan pada aspek media pembelajaran, kreativitas guru, daya inovatif siswa, serta pengayaan strategi pembelajaran.

**Kata Kunci:** Anak Usia Dini, Keterampilan Siswa, Pembelajaran Bahasa Arab.

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### **A. Intruduction**

Every child possesses a unique trajectory in language development and divergent cognitive capacities. Gradually, in accordance with their cognitive growth stages, their language and thinking coalesce, rendering language as an expression of their thoughts. Children naturally learn language through interactions with others for communication, which involves articulating their thoughts and desires while comprehending others' thoughts and wishes. Language acquisition during early childhood is directed towards fostering communication skills, encompassing both verbal and written (symbolic) expressions. To grasp symbolic language, children need to engage in learning activities related to reading and writing (Susanto, 2011).

Language learning is often categorized into two domains: communicative language and literacy learning, which encompasses reading and writing. With the language a child possesses, vocabulary development progresses rapidly, as highlighted (Madyawati, 2016), "children's vocabularies grew quite quickly after they begin to speak." Children's vocabulary development accelerates significantly once they commence speaking. This can be comprehended as children attribute meaning to language through the contexts in which they use it.

The aspects related to child language development, according to Jamaris as cited in (Rusman, 2011), can be divided into three facets: first, vocabulary. As children interact with their environment, their vocabulary undergoes rapid development. Second, syntax (grammar). Even though children may not have formally learned grammar, they acquire language structure through the linguistic examples they hear in their environment, enabling them to use oral language with proper sentence arrangements. For instance, "Rita feeds the cat" rather than "cat Rita feeds." Third, semantics.

Semantics refers to the appropriate use of words according to their intended meaning. Kindergarten children are capable of expressing desires, refusals, and opinions through precise words and sentences. For example, using "don't want" to express refusal.

Furthermore, it can be elucidated that the language ability characteristics of 4-year-old children include: (1) rapid language development where children can construct sentences properly; (2) mastery of around 90 percent of the phonemes and syntax of the language they use; (3) active participation in conversations; and (4) the ability to listen to others' speech and respond to it. The early childhood phase is also referred to as the early childhood period, characterized by various traits. For educators, this phase is termed the preschool age. Early childhood is also labeled as the exploratory age or the questioning age. These labels are attributed to their inquisitive nature towards their surroundings (Zaenuddin, 2005)

Furthermore, the characteristics of children aged 5-6 years are as follows: (1) they can articulate more than 250 to 500 words; (2) their vocabulary encompasses colors, sizes, shapes, tastes, smells, beauty, speed, temperature, differences, comparisons, distances, and surfaces (coarse-fine); (3) children in the 5-6 age group exhibit good listening skills; (4) they participate actively in conversations, both as listeners and responders; (5) conversations conducted by 5-6-year-olds include various comments about their own actions, others' actions, and observations. Children at this age can express themselves, write, read, and even engage in poetry (Agustia, 2020)

Based on the aforementioned description, it's understood that the language skills of early childhood follow developmental phases or stages. Therefore, efforts are needed to nurture and optimize the development of early childhood through suitable and active strategies, approaches, techniques, models, and teaching methods. This research is further summarized in the research title, *"Arabic Language Learning Skills Among Early Childhood Children at Tadika Tunasku Sayang Al Fikh Orchard Port-Klang Selangor Malaysia."*

## **B. Method**

This research utilizes the outcomes of previous studies through a meta-analysis method. To fulfill its scientific purpose, the author requires a systematic scientific

approach to integrate research findings. The collection of research outcomes is conducted by searching journals, books, and electronic media such as the internet (Assingkiy, 2021). Selected journals contain content relevant to the utilized keywords. Data acquisition techniques involve observation and interviews with the school community at Tadika Tunasku Sayang Al Fikh Orchard Port-Klang, Selangor, Malaysia. This encompasses students, culminating in the concluding stage, which is the realization that the employed learning skills contribute to enhancing students' comprehension, particularly in Arabic language learning.

### **C. Result And Discussion**

#### **Basic Concepts of Arabic Language Learning**

In the process of learning the Arabic language, teachers need to possess skills so that students can learn effectively and efficiently. Skills serve as teaching strategies in operationalizing methods. Teaching strategies consist of plans, rules, steps, and resources that will be used in the teaching and learning process. The arrangement of organization and learning styles greatly depends on the teacher's classroom management (Musthofa, 2015)

A teacher is also expected to demonstrate creativity in using and designing innovative teaching strategies, which are intended to provide alternative solutions in eliminating boredom and difficulties in Arabic language learning. Through the enrichment of teaching strategies, the teacher, acting as a facilitator, will assist in delivering the content.

#### **Approaches and Teaching Methods**

The term "approach" originates from the English word "approach," which means a way of approaching something. An approach is an assumption in how we view something, a philosophy, or a belief that is not always easy to prove. In a broader sense, it can be understood as a starting point or perspective on the learning process. The term "approach" refers to a viewpoint about the occurrence of a process that is still very general in nature (Arsyad, 2019)

Furthermore, there are two learning approaches: teacher-centered approaches and student-centered approaches. Teacher-centered approaches involve direct instruction strategies, deductive learning, or expository learning. On the other hand, student-centered learning approaches involve inquiry-based strategies and inductive discovery learning. An approach gives rise to methods, which are ways of teaching something using classroom activities or techniques to assist students in learning (Jailani et al., 2021)

In addition to approaches, there is the term "method," which originates from the Greek word "methodos," meaning a way or manner. Therefore, a method is defined as a way of doing something with a specific purpose. In the context of education, a teaching method can be understood as comprehensive ways from beginning to end, following a systematic sequence based on a specific approach to achieve learning objectives. In other words, a method can be seen as a comprehensive plan for presenting a language systematically based on a predetermined approach.

### Teaching Techniques

A technique is a way of performing or implementing something, so teaching techniques refer to the efforts or methods used by a teacher to carry out teaching activities in the classroom during face-to-face interactions in order to present and reinforce lesson content to achieve learning objectives. Teaching techniques can be understood as the specific ways a teacher employs to implement a method. For instance, using the lecture method in a class with a relatively large number of students requires specific techniques that would differ technically from using the lecture method in a class with a limited number of students (Windariyah, 2018).

Factors that can influence the choice of teaching techniques include: 1) classroom situation, 2) environment, 3) student conditions, 4) student characteristics, and other conditions. The difference between teaching methods and techniques can be seen in the table (1) below:

No.	Teaching Method	Teaching Technique
1.	Encompasses all stages in the teaching and learning process.	Focused only on one stage of the teaching and learning process, which is the implementation stage.

2.	Procedural or describes a comprehensive set of steps in the teaching and learning process.	Implementational, describing the implementation of teaching in the classroom.
3.	Not visible, not easily detected by observing a teacher teaching in the classroom.	Visible when observing a teacher teaching in the classroom.
4.	Designed to achieve general teaching objectives.	Designed to achieve specific objectives.
5.	One or a few specific methods for one subject area in a program.	Numerous techniques for each subject area in a program.
6.	One or a few specific methods for one subject area in a program.	A wide variety of techniques for each subject area in a program.
7.	Teaching methods are dictated by the curriculum, and teachers follow them.	Teachers are free to choose techniques as long as they are appropriate and can achieve the teaching goals for the material being taught.

Based on the above table, it's understood that the characteristics of teaching models can be identified as follows: First, they are based on educational theories and learning theories from specific experts. Second, they have specific educational missions and objectives; for example, an inductive thinking model is designed to develop inductive thinking processes. Third, they serve as guidelines for improving classroom teaching activities; for instance, the synetic model is designed to enhance creativity in writing lessons. Fourth, they consist of components such as (1) step-by-step instructional sequence (syntax), (2) principles of response, and (3) support systems. Fifth, they have impacts as a result of their application, including learning impact (measurable learning outcomes) and accompanying impact (long-term learning outcomes). Sixth, they require instructional preparation with the selected teaching model as a guide (Hendri, 2017).

### **Learning Skills for Arabic Language Elements**

The Arabic language shares elements and components similar to those found in other languages. These elements include phonological elements (fonologi or ilm al ashwat), grammatical or structural elements (al tarakib al arabiyah), and vocabulary

elements (mufrodat). First, there's the learning strategy for phonological elements (al ashwat al lughawiyah). Phonology (ilm al ashwat) is a linguistic branch that studies how language sounds are produced and function in the language. These sounds are represented by phonetic symbols known as letters. Broadly, language sounds are divided into consonants (al ashwat al shamitah) and vowel sounds (al ashwat al shamitah) (Muradi, 2014).

So far, learning Arabic language is less popular among communities compared to other languages, largely due to the fact that Arabic is not commonly used in everyday life. Creating an environment that fosters high interest in learning Arabic among students is essential. One way to achieve this is by making the learning process enjoyable and engaging through games. In this context, the use of learning media that attract interest and actively involve all students is crucial. The role of game-based media is as important as having well-equipped teachers in the learning process (Thoha, 2012).

This is because game-based media provides significant opportunities for achieving optimal learning outcomes. This can be contrasted with learning processes that neglect the use of games as a support for successful learning in general. There are two categories of game-based learning for Arabic language: first, educational games related to Arabic language elements or components, such as spelling vocabulary, sentences, and grammar. Second, educational games related to language skills, encompassing listening, speaking, reading, and writing in Arabic. Each type of game has its own description:

First, educational games related to Arabic language elements: There are several games that can be applied to various elements of the Arabic language. These games can be categorized into two types: vocabulary and sentence educational games, and grammatical educational games. The tools required for these games are hearing, sight, thinking, and speaking. In these games, students are required to listen carefully to words spoken by their peers. Then, they respond with their thoughts and continue the last sound of the previous word to form a new word (Fahrurrozi, 2014).



#### **D. Conclusion**

Based on the description and discussion above, it can be understood that there is a need to create an environment that fosters a high interest in learning the Arabic language among students. One effective way to achieve this is by creating a comfortable and enjoyable learning atmosphere through the use of educational games. In this context, the importance of game-based media is on par with the role of capable teachers in the learning process. This is because game-based media offers significant opportunities to achieve maximum learning outcomes, which can be compared to traditional learning methods that often disregard the potential of games as a supportive tool for successful learning.

In conclusion, the development of Arabic language learning skills in early childhood students is influenced by various factors, including the use of effective learning media, the creativity of teachers, the innovative capabilities of students, and the enrichment of teaching strategies. When combined, these elements contribute to creating an environment conducive to fostering enthusiasm and effectiveness in learning the Arabic language among young learners.

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