



Analysis of The Application of The Singing Method in Memorizing Vocabulary in The Arabic Language Book Volume 3 for Grade 3 at SDI Amanah Ummah in The Academic Year 2024/2025

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Abstract

This study aims to determine the effectiveness of the singing method in helping third-grade elementary students memorize mufrodat (Arabic vocabulary). The research employed a descriptive qualitative approach, focusing on an in-depth understanding of the learning process and students' responses. The study was conducted at SDI Amanah Ummah Surakarta in the 2024/2025 academic year. Data were collected through observation, structured interviews, and documentation. The findings indicate that the implementation of the singing method, combined with children's song rhythms, increased students' enthusiasm and memorization ability of mufrodat. As many as 80% (27 students) were able to fluently recite all the vocabulary taught in a single session, while 13.33% still required repetition, and the remaining 6.67% encountered significant difficulties. In conclusion, the singing method is effective in Arabic language learning for improving elementary students' vocabulary memorization, although adjustments are still needed to match students' time management and individual characteristics. This research is expected to serve as a reference for the development of creative learning strategies at the elementary level.

Keywords: singing method, vocabulary (mufrodat), Arabic language, islamic elementary school.

Abstrak

Dalam Penelitian ini bertujuan untuk mengetahui efektivitas metode bernyanyi dalam membantu siswa kelas 3 Tingkat Dasar menghafal mufrodat (kosakata Bahasa Arab). Penelitian ini menggunakan pendekatan kualitatif deskriptif yang berfokus pada pemahaman mendalam terhadap proses pembelajaran dan respon siswa. Lokasi penelitian berada di SDI Amanah Ummah Surakarta pada tahun pelajaran 2024/2025, Pengumpulan data dilakukan melalui observasi, wawancara terstruktur, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan metode bernyanyi, yang dikombinasikan dengan irama lagu anak-anak, dapat meningkatkan semangat dan daya hafal siswa terhadap mufrodat. Sebanyak 80% atau 27 siswa mampu menyetorkan seluruh mufrodat

yang diajarkan dengan lancar dalam sekali pertemuan, sementara 13,33% masih perlu pengulangan, dan 6,67% sisanya masih sangat kesulitan. Kesimpulannya, metode bernyanyi efektif diterapkan dalam pembelajaran Bahasa Arab untuk meningkatkan hafalan mufrodat siswa tingkat dasar, meskipun tetap perlu penyesuaian terhadap waktu dan karakter siswa. Penelitian ini diharapkan menjadi referensi untuk pengembangan strategi pembelajaran kreatif di tingkat dasar.

Kata kunci: metode bernyanyi, mufrodat, bahasa arab, sekolah dasar islam

INTRODUCTION

All Islamic educational institutions, including primary education, inevitably teach Arabic.(Hanif and Amrulloh 2025) The main reason is that the holy book of Islam, the Qur'an, is written in Arabic, as are all the foundational texts of Islamic teachings.(Isnaeni 2023) Therefore, Arabic instruction is introduced as early as possible in Islamic educational institutions. The objective of teaching Arabic at the elementary level is to instill the fundamentals of the Arabic language from an early age, enabling students to gain a deeper understanding of Islamic teachings. One of the most important aspects of learning Arabic is vocabulary mastery (*mufrodat*) (Harfiah 2023). Vocabulary is the key to understanding and constructing sentences. Moreover, the four Arabic language skills *istima'* (listening), *kitabah* (writing), *qiro'ah* (reading), and *kalam* (speaking) cannot be mastered without first acquiring vocabulary. Thus, the more vocabulary students memorize, the easier it becomes for them to master Arabic learning.(Sa'adah 2023) Conversely, the fewer vocabulary words they know, the more limited their comprehension of Arabic will be.

However, as we know, learning a foreign language is not easy without daily practice, especially for elementary students. Primary-level learners are more familiar with their mother tongue, so when asked to memorize unfamiliar foreign words, they often face difficulties. Furthermore, some Arabic letters with distinctive phonetic characteristics, such as 'ع', 'ح', and 'غ', present additional challenges for young learners to memorize Arabic vocabulary.(Minarti 2024)

In addition, third-grade elementary students generally have a short memory span. Limited instructional time often restricted to once a week and the lack of guidance outside school hours make vocabulary memorization reinforcement less effective. As a result, the process of memorizing vocabulary tends to be mechanical. This situation leads some students to feel less confident and anxious when asked to read vocabulary aloud in class, which ultimately hinders both their learning process and

self-confidence. It is not surprising, therefore, that many students' Arabic subject scores are relatively lower compared to other subjects.

The method used by teachers in delivering lessons also plays a crucial role in the learning process. Learning Arabic is not as difficult as imagined; it depends largely on how teachers conduct the lessons.(Khotimah 2021) Teaching methods are vital to achieving learning objectives. The use of appropriate teaching methods can foster student interest and make lessons easier to understand.(Sahidah and Purwanti 2023) Therefore, in the teaching and learning process, the selection of suitable and engaging teaching methods is essential. Methods are often more important than the material itself. Any content can be well-received if delivered with the right method, whereas well-prepared material may become ineffective without an effective method, particularly for young learners.(Ulya et al. 2024)

This is also the case in the Arabic learning process of Grade 3 students at SDI Amanah Ummah Surakarta, where initially students struggled to memorize the vocabulary in their textbooks using conventional methods. They complained that the newly introduced vocabulary was difficult to remember because the method was too monotonous. However, the teacher responded creatively and innovatively to this challenge by introducing singing as a method for vocabulary memorization. This transformed what was previously a monotonous and tense activity into a fun and enjoyable one. Singing not only fosters joy and excitement but also builds confidence, improves memory retention, stimulates cognitive skills, and enhances children's motor abilities.

This approach involves presenting learning material in a way that helps students better understand and utilize the content effectively to achieve successful outcomes. Most people, especially children, enjoy singing. Engaging in enjoyable learning activities increases students' information retention. Therefore, incorporating singing into Arabic vocabulary teaching can make learning more engaging and motivating. It is expected that this method will help improve students' Arabic vocabulary mastery.

This study is also supported by several previous research works. One relevant study is a journal article titled "*Learning Vocabulary Through Singing Method at Gubuk Baca Kalpataru, Dusun Bendrong.*" In that study, the researcher introduced vocabulary memorization through singing to children attending tutoring sessions at Gubuk Baca Kalpataru, Dusun Bendrong. This newly implemented method was expected

to serve as an alternative for enhancing Arabic learning in that setting. Unlike the current study, which applies singing to students who have previously memorized vocabulary through conventional methods, the earlier research implemented singing at the initial stage of introducing vocabulary during the COVID-19 pandemic.

Another journal article written by Zahratul Ulya, Nurul Wahdah, and Marsiah, titled *"The Application of Singing Method in Vocabulary Learning among Madrasah Ibtidaiyah Students in Indonesia"*, (Ulya et al. 2024) aimed to provide an in-depth description of song materials, learning stages, and influencing factors. The study concluded that innovative and creative teaching strategies are necessary in language education, (Nisa and Rahmi 2020) as well as the importance of identifying and overcoming inhibiting factors to maximize the effectiveness of teaching methods. Unlike the previous field-based, qualitative study, this research employs passive participatory observation, where the researcher does not engage directly in classroom activities.

In addition, Ummul Karimah, Lukman Hakim, Ahmat Zaini, Ahmat Nizar, and Benny Prasetya, in their article *"The Application of Singing Method in Arabic Vocabulary Learning in Grade IV at MI Tarbiyatul Islamiyah"*, (Karimah et al. 2021) aimed to investigate how singing can be applied to facilitate faster vocabulary comprehension among fourth-grade students at MI Tarbiyatul Islamiyah. This research utilized Classroom Action Research (CAR), which involves four stages: planning, implementation, observation, and reflection. In contrast, the present study adopts a descriptive qualitative approach, focusing on a deeper understanding of the learning process and student responses.

Based on these challenges, the researcher is interested in presenting the implementation of the singing method to enhance the vocabulary learning process among third-grade students of SDI Amanah Ummah Surakarta. This study aims to determine the effectiveness of using the singing method in helping Grade 3 students at SDI Amanah Ummah Surakarta memorize vocabulary, particularly in improving their vocabulary mastery and learning motivation. The singing method is expected to assist students in remembering and understanding Arabic material more easily. Moreover, this study seeks to explore student responses to the application of the singing method, as well as to evaluate the extent to which it fosters an active, interactive, and enjoyable learning environment.

This research is beneficial in describing the effectiveness of the singing method for vocabulary memorization among Grade 3 elementary students. Practically, the findings may enrich teachers' teaching strategies. For students, it can increase motivation and ability in Arabic vocabulary memorization. For schools, the study can provide input for curriculum development. Ultimately, it is hoped that this research will serve as a reference for applying creative approaches in Arabic language instruction at the elementary level.

METHOD

Metode In terms of the type of data, the research approach used in this study is a qualitative approach. Qualitative research refers to research that seeks to understand phenomena experienced by research subjects holistically (Miles and Huberman 1994), and by means of descriptions in the form of words and language, within a specific natural context, while utilizing various scientific methods. (Sugiyono, 2019)

The type of research approach employed is descriptive. Descriptive research is a type of research that attempts to present solutions to existing problems based on available data. (Moleong 2016) The descriptive qualitative research used in this study is intended to obtain information regarding how the Arabic learning process takes place among students at SDI Amanah Ummah Surakarta. In addition, through the qualitative approach, it is expected that the situation and challenges encountered in the teaching and learning activities can be revealed.

The location of this research is SDI Amanah Ummah Surakarta, located at Kentheng Rt.03/07 Mojo, Pasar Kliwon, Surakarta. The research subjects consist of 30 female third-grade students of SDI Amanah Ummah Surakarta and the Arabic language teacher. This study was conducted during the 2024/2025 academic year.

In this study, several data collection techniques were used, including:

1. Interview

An interview is a conversation conducted with a specific purpose. It involves two parties: the interviewer, who poses questions, and the interviewee, who provides answers to those questions. The purpose of the interview, as emphasized by Lincoln, includes constructing information about people,

events, organizations, feelings, motivations, demands, concerns, and so forth.

There are two types of interviews: structured interviews and unstructured interviews. A structured interview is one in which the interviewer determines the problems and questions to be asked beforehand. An unstructured interview, on the other hand, differs from the structured type in that it is less interrupted and more arbitrary. The type of interview used in this study was a structured interview, in which the questions had been determined and prepared by the interviewer before the interview was conducted.

2. Observation

The observation method is a conscious effort to collect data systematically, using standardized procedures. The observation method used in this study was participant observation, which is characterized by social interaction between the researcher and the subjects in their environment.

Specifically, the type of observation conducted in this research was passive participatory observation, in which the researcher did not participate in the teaching and learning activities of Arabic in the 3rd grade at SDI Amanah Ummah Surakarta, but only observed them. The observation focused on activities related to the implementation of the singing method in Arabic language learning at SDI Amanah Ummah Surakarta.

3. Documentation

Documentation was used in this study to record important information and data relevant to the research.

RESULTS AND DISCUSSION

The Process of Implementing the Singing Method

The process of implementing the singing method in the third grade of SDI Amanah Ummah Surakarta is divided into several sessions, namely:

Opening.

In the initial session, the teacher greets the students, instructs the class leader to lead the prayer, and checks the attendance of all students.

Providing Examples.

The teacher introduces new vocabulary by giving examples or by showing objects that correspond to the meaning of the new word.

Explaining the Meaning of *Mufrodat*.

The teacher explains the meaning of new vocabulary items by clarifying their intended sense. In some cases, the meaning of new vocabulary can be explained by providing a short description or several sentences that illustrate the intended concept.

Talaqqi of *Mufrodat*.

The teacher begins to *talaqqi* (recite and have students repeat) the vocabulary several times until the students become familiar with the new words being learned.

Adding Melody.

Once the students are considered capable of mastering the vocabulary, the teacher introduces a melody to help them memorize it. The students then repeat the melody demonstrated by the teacher several times until they are able to recall the *mufrodat* using the suggested tune.

Example:

In the lesson on the topic “الوضوء اعضاء” (Members of Wudu), the melody of the children’s song “Balonku Ada Lima” was used with the following *mufrodat*:

ARTI	MUFRODAT
Tangan	يَدٌ
Dua tangan	يَدَانِ
Wajah	وَجْهٌ
Kepala	رَأْسٌ
Kaki	رِجْلٌ
Dua kaki	رِجْلَانِ
Telinga	أُذُنٌ
Dua telinga	أُذُنَانِ

Wudhu	الْوُضُوءُ
Mata	عَيْنٌ

In another lesson unit, “الدَّرْسُ أَسْمَاءُ” the melody of the children’s song “Ampar-Ampar Pisang” was used with the following *mufrod*at:

ARTI	MUFRODAT
Aqidah	وَالْأَخْلَاقُ الْعَقِيدَةُ
Bahasa Arab	عَرَبِيَّةٌ لُغَةٌ
Fiqih	فِقْهٌ
Qur'an Hadits	وَالْحَدِيثُ الْقُرْآنُ
Sejarah islam	الْإِسْلَامِيُّ التَّارِيخُ
Matematika	الرِّيَاضِيَّاتِ دَرْسُ
IPA	الطَّبِيعِيَّةِ دَرْسُ

Vocabulary Recitation

The teacher provided time for the students to memorize the *mufrod*at using the previously demonstrated song. After the allotted time ended, the students were instructed to recite their memorization to the teacher. The following table presents the assessment scores of the vocabulary recitation in this unit: الوضوء اعضاء :

NO	NAMA SISWA	NILAI
1	ADINDA ARSYILA SALSABILA	70
2	AFIFAH PUTRI KURNIAWATI	100
3	AFIFAH RIFATUL JANNAH	100
4	AFIFAH SABRIN ZAIZAFUN	100
5	AINAYYA SACHI AMARTASYA	70
6	ALESHA RHAISSA NAZAFARIN	100
7	ALIFA NIDA'UL KARIMAH	100
8	ALINDYA KUSUMA WIJAYA	100
9	ALMEERA AUFA UNTSA AL FARUQ	100
10	ANINDITA KEISHA ZAHRA NAVITA	100
11	AS-SYIFA BALQISH MALAYEKA	100
12	ELSYAFIKA GHAISSAN PUTRI	100

13	FATHIMAH FATAH BARAJA	100
14	HAFSHOH HANI BARAJA	100
15	HURUN'INUN NUHA ISTIYANTI	75
16	KAMILIYA NUSAIBAH DZAKIYA	100
17	KHADIJAH KHOIRUNNISA	100
18	KHANSA LABIBAH	100
19	KHANZA ZHAFIRA AZZAHRA	100
20	MARYAM ASHFANNISA'	100
21	MARYAM HAFIFA	100
22	NAFISAH IZZATUL MUSLIMAH	75
23	NAZIYA ALMAHYRA	100
24	NOVIA AISKA NAJMA	100
25	RAISA PURNINGTYAS YUFA	75
26	SHAFAA MARWAH	100
27	SYAQILLA REYSA ZEVANNYA	100
28	VALYRINE ROSE ANGELINE	75
29	YASMINA QIANA AZ-ZAHRA	100
30	ZEZ ZAHROTA REDITA NARESWARI	100

Based on the results of the vocabulary recitation scores above, it can be concluded that 80% (24 students) were able to recite the memorized *mufrodat* fluently, while 13.33% (4 students) still required improvement, and the remaining 6.67% (2 students) had not yet completed the memorization of the *mufrodat*.

Evaluation

The teacher conducted an evaluation by assigning several tasks to the students in order to determine the extent of their ability in mastering Arabic language learning.



The Learning Evaluation Process

Students' Responses to the Implementation of the Singing Method

In the process of implementing the singing method in the third grade of SDI Amanah Ummah Surakarta, students naturally demonstrated a variety of responses. The majority of students felt enthusiastic and more motivated during the learning process, as the classroom atmosphere became more enjoyable. Several students who usually had difficulties with memorization also felt assisted by this method, as it enabled them to memorize the *mufrodat* more easily.

In addition to these positive responses from most students in the third grade of SDI Amanah Ummah Surakarta, there were also a small number of students who expressed some reluctance toward this method. This reluctance was not due to difficulties with the singing itself, but rather because some students were inherently very shy. As a result, when the teacher instructed them to sing the *mufrodat*, these students felt embarrassed and were unwilling to do so.

Supporting and Inhibiting Factors

In the process of applying the singing method in memorizing *mufrodat*, there are several supporting and inhibiting factors that emerge during the learning process, including:

Supporting Factors

Several supporting factors were identified in the process of learning Arabic through the singing method at SDI Amanah Ummah Surakarta, such as: Teacher Creativity. The role of teacher creativity in the learning process is very important and has a major impact on the success of teaching and learning activities. Teacher

creativity not only makes the lessons more engaging but also enhances students' motivation, involvement, and comprehension. Supporting Media. The use of supporting media in learning that employs the singing method is crucial for increasing effectiveness, attractiveness, and student engagement. The types of supporting media used in the third-grade Arabic learning process at SDI Amanah Ummah Surakarta include audio recordings and textbooks.

A Conducive Classroom Atmosphere. conducive classroom environment plays a vital role in supporting the success of the learning process. A comfortable, orderly, and supportive learning environment increases students' concentration and focus in receiving the material. Students are more likely to understand lessons if they feel safe and comfortable. They also tend to participate more actively and are motivated to learn because they feel supported by their teachers and peers. In addition, a conducive environment fosters good teacher-student relationships and encourages the development of discipline and responsibility. Thus, creating a conducive classroom is not solely the responsibility of the teacher but also requires the active participation of all students to maintain a healthy and productive learning environment.

Inhibiting Factors

In addition to supporting factors, there are also several inhibiting factors that occur in the learning process, including:

Limited Time. Time constraints become a significant obstacle to achieving optimal learning outcomes. *Mufrodat* is an essential component in mastering the Arabic language because, without sufficient vocabulary mastery, students will struggle to understand texts, speak, or write in Arabic. However, the limited learning time often does not allow teachers to explain each vocabulary item in depth, including its meaning, contextual usage, pronunciation, and morphological variations. At SDI Amanah Ummah Surakarta, Arabic is taught only once a week for 60 minutes. Although this time allocation technically covers the lesson sessions, it is in fact too short and rushed. The limited time also makes it difficult for teachers to engage students in interactive activities such as vocabulary games, simple conversations, or contextual exercises that could strengthen students' memory. If longer learning time were provided, the process could become more effective, giving students ample opportunity to explore and internalize the material, thereby making the teaching and learning process more optimal.

Variation in Students' Abilities. In Arabic learning, variations in students' abilities are common. Each third-grade student at SDI Amanah Ummah has different backgrounds, experiences, interests, and learning styles, which results in diverse levels of ability in understanding Arabic. This diversity often presents a challenge in achieving uniform mastery of *mufrodat*.

Learning Arabic through the singing method offers several advantages that strongly support the process of memorizing *mufrodat* (vocabulary). These findings align with Holimi's research, which stated that the singing method emphasizes empowering students to learn more quickly, effectively, and enjoyably, thereby strengthening memory retention. This study also corresponds with Zahratul Ulya's opinion, who argued in her research that the singing approach greatly assists students in memorizing Arabic terms. In addition, through the rhythms taught, students are able to memorize vocabulary more quickly because melodies help them recall the *mufrodat* they have learned.

Despite its many advantages, this method also presents certain limitations. One challenge is that some students may feel shy or lack confidence to sing, especially in front of their peers. Such feelings of embarrassment can hinder their enthusiasm during the learning process. Moreover, if not properly managed, an overly relaxed atmosphere might cause students to lose focus on the learning objectives. Therefore, teachers need to create a supportive and enjoyable environment while ensuring that all students feel comfortable and remain focused throughout the learning process.

Considering both the strengths and weaknesses of Arabic language learning through the singing method, there are several implications for classroom practice. Teachers should maximize the advantages of the singing method to foster more active learning. Since this method can enhance enthusiasm, accelerate vocabulary memorization, and create a joyful atmosphere, it is particularly suitable for elementary-level students. Rhythms that are relevant to the vocabulary material can serve as effective tools to facilitate mastery of *mufrodat*.

At the same time, teachers must remain aware of and manage the limitations of this method, particularly with students who feel shy or lack confidence to sing. To address this issue, teachers may first implement group singing activities to make students feel more at ease. Furthermore, teachers should avoid forcing students to

perform individually if they are not ready, but instead provide gradual encouragement and motivation.

Additionally, teachers should combine the singing method with other instructional approaches, such as using visual media, language games, or speaking exercises, to achieve a more balanced learning experience that accommodates diverse student learning styles. In this way, the singing method can yield optimal results in Arabic language learning without neglecting students' needs and comfort.

CONCLUSION

The conclusions of this study are as follows: First, the implementation of the singing method in teaching Arabic vocabulary to third-grade students at SDI Amanah Ummah Surakarta proved effective in improving mastery of *mufradāt*. Second, this method created a joyful and interactive learning atmosphere. In general, students responded positively, although a small number felt less comfortable due to their shy nature. Third, the success of this method was supported by the teacher's creativity and the use of relevant learning media, yet it faced challenges such as limited instructional time and the varying abilities of students. To achieve more optimal results, adjustments in time allocation, enhancement of teacher competence, and the provision of more diverse learning media are necessary.

As a follow-up to these findings, it is recommended that teachers continue to develop variations of the singing method and adapt them to the characteristics of the students, particularly those with introverted tendencies. Schools are also expected to support the implementation of this method by providing adequate learning media and allocating sufficient instructional time. For future researchers, it is suggested to explore the effectiveness of the singing method in different grade levels or subjects, and to consider employing a quantitative approach to strengthen the data obtained.

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