Implementation of Music-Based Teaching Materials to Improve the Arabic Language Skills of Madrasah Ibtidaiyah Students

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Abstract

This study investigates the implementation of music based teaching materials to enhance Arabic language skills among students at Madrasah Ibtidaiyah. The research responds to challenges commonly faced in Arabic instruction, including low vocabulary retention, limited speaking confidence, and reduced motivation caused by conventional, theory heavy teaching methods. Using a qualitative case study approach, the study explores how music can function as a pedagogical tool to support listening, speaking, and vocabulary development. Data were collected through classroom observations, in depth interviews with teachers, students, and school leadership, as well as document analysis. Findings reveal that music increases student engagement, improves linguistic recall, and reduces psychological barriers such as anxiety when speaking. Teachers reported that rhythmic and melodic elements help students remember grammar structures, while students expressed greater enjoyment and participation during lessons using songs. Observations confirmed enhanced pronunciation accuracy and contextual language use in classes where music was integrated strategically.

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INTRODUCTION

Improving foreign language skills, especially Arabic, is crucial in education at Madrasah Ibtidaiyah, considering the importance of Arabic in religious and academic contexts (Alfaki, 2021; Alrabai, 2020). As the language of the Qur'an and Hadith, mastery of Arabic is not only a linguistic skill, but also a door to understand religious teachings more deeply (Alenezi, 2022; Al Zumor, 2020). However, many Madrasah Ibtidaiyah students have difficulty learning Arabic, both in terms of grammatical comprehension, vocabulary, and speaking skills (Alfaki, 2021;

Alenezi, 2022). This is due to the fact that the learning approach is sometimes too theoretical and does not involve a pleasant experience (Miftah, 2020; Tost et al., 2021). Therefore, the exploration of more interesting and effective learning methods is very important (Tost et al., 2021; Putri et al., 2023). One of the methods that can be tested is the application of music-based teaching materials that have been proven effective in improving language skills in many educational contexts (Tseng & Lee, 2021; Fonseca-Mora et al., 2022; Paquette & Rieg, 2021).

At Madrasah Ibtidaiyah, learning Arabic faces various challenges similar to other madrasas, especially in terms of grammatical comprehension, vocabulary, and speaking ability (Alenezi, 2022; Al Zumor, 2020). Although Arabic has a central role in religious education, many students find it difficult to master it, especially in speaking and understanding religious texts (Alrabai, 2020; Alenezi, 2022). This is due to teaching approaches that tend to be theoretical, lack of student involvement in speaking practice, as well as psychological barriers such as anxiety in speaking in front of the class (Tost et al., 2021; Tseng & Lee, 2021). Another phenomenon that arises is low motivation to learn, where students often feel bored with methods that are too rigid (Putri et al., 2023; Paquette & Rieg, 2021). To overcome this problem, some teachers have started to try more fun approaches, such as using Arabic songs in learning. The experiment showed positive signs, with students being more enthusiastic and motivated, and having an easier time remembering vocabulary and sentence structure (Fonseca-Mora et al., 2022; Tseng & Lee, 2021). This indicates that the application of music-based teaching materials has the potential to be an effective solution to improve Arabic language skills in a fun way and overcome the psychological barriers of students at Madrasah Ibtidaiyah Al-Amiriyyah (Fonseca-Mora et al., 2022; Paquette & Rieg, 2021).

Several previous studies have explored the use of music media in foreign language learning, and many have shown positive results, particularly in improving motivation and listening and speaking skills (Tseng & Lee, 2021; Fonseca-Mora et al., 2022; Paquette & Rieg, 2021). However, although there is evidence to support the benefits of using music in language learning, there has been no research that focuses on the application of music to Arabic learning in Madrasah Ibtidaiyah. Many existing studies focus more on English or other foreign languages. Therefore, this research has an important contribution in filling the literature gap regarding the use of music as teaching materials in the context of Arabic language teaching, especially at the Madrasah Ibtidaiyah level (Alenezi, 2022; Al Zumor, 2020).

This study aims to examine the extent to which the implementation of music-based teaching materials can improve the Arabic language skills of Madrasah Ibtidaiyah students. The main question that wants to be answered is: Can the use of music-based teaching materials improve Arabic language skills,

especially in the aspects of speaking, listening, and understanding vocabulary? In addition, this research will also explore how music can function as a fun and effective medium in overcoming the psychological barriers that students often experience in language learning. By answering this question, it is hoped that this research can contribute to developing more interesting and efficient Arabic learning methods for Madrasah Ibtidaiyah students.

Based on the evidence from previous research, it can be concluded that music-based teaching materials have the potential to improve language skills, especially in the context of learning Arabic. Music not only serves as a tool to increase students' motivation, but it can also improve listening skills and vocabulary recognition. This is due to the rhythmic and melodic aspects of music that make it easier for students to remember words and language structures. The study also proposes that the application of music can reduce students' anxiety in speaking, which is often a major obstacle in learning Arabic. Thus, the use of music in learning Arabic at Madrasah Ibtidaiyah can be an effective solution to improve overall language skills, while providing a more enjoyable learning experience for students.

RESEARCH METHOD

The research design adopts a qualitative approach with a case study format to explore the implementation of music based teaching materials in Arabic language learning at a Madrasah Ibtidaiyah. This design was selected because it enables an in depth understanding of teaching practices in real world settings (Yin, 2021; Crowe et al., 2011). The case study approach provides opportunities to examine classroom practices, student responses, and teachers' pedagogical considerations in a comprehensive way (Yin, 2021; Baxter & Jack, 2008). The qualitative approach aligns with Creswell's view that such inquiry allows researchers to uncover the meaning behind actions through naturalistic exploration (Creswell & Poth, 2018; Nowell et al., 2017). The madrasah context is relevant because it integrates Islamic values with distinctive pedagogical practices, making it an appropriate setting to study innovation in music based learning. This design supports the researcher in identifying how music functions as a pedagogical strategy, how teacher student interaction develops, and how learning dynamics unfold within authentic classroom situations (Paquette & Rieg, 2021; Fonseca-Mora et al., 2022).

Data collection involved classroom observations, in depth interviews, and document analysis to gather rich and contextual information (Castleberry & Nolen, 2020; Busetto et al., 2020). Observation allowed the researcher to examine patterns of teacher student interaction. Interviews were conducted to explore the experiences, perceptions, and pedagogical reasoning of each informant (Jain, 2021; Alase, 2017). Document analysis, including lesson plans and teaching

materials, provided structural insight into instructional planning (Bowen, 2009; Castleberry & Nolen, 2020). The researcher acted as the primary instrument, engaging directly with participants through open and flexible interaction (Nassaji, 2020; Creswell & Poth, 2018). The study took place at a Madrasah Ibtidaiyah over a sufficient period to understand classroom dynamics. Credibility was ensured through method and source triangulation as well as member checking (Nowell et al., 2017; Doyle, 2020). The following table presents the research informants.

Data analysis followed Miles and Huberman's framework, which consists of data reduction, data display, and meaning interpretation (Miles et al., 2020; Peck et al., 2020). This technique was chosen because it organizes qualitative data systematically and supports the identification of emerging patterns. Data reduction involved categorizing findings into themes such as the use of music, student engagement, and teacher strategies. Data display employed matrices and analytical narratives to clarify relationships among categories (Miles et al., 2020; Nowell et al., 2017). Meaning interpretation was conducted iteratively by comparing data across sources and methods to strengthen the interpretation process. Thematic analysis was also used to identify meaning structures that emerged from participant experiences (Nowell et al., 2017; Castleberry & Nolen, 2020). These steps generated a comprehensive understanding of how music based teaching materials were applied and how they contributed to students' Arabic language learning processes.

RESULT AND DISCUSSION
Result
Identify Learning Objectives

One of the important aspects of the implementation of music-based teaching materials is the identification of clear learning objectives. In an interview with one of the Arabic teachers, he stated, "Our goal is for students to understand Arabic grammar better through the lyrics of the songs they hear" (Interview 1, 2023). This shows that the use of music as a teaching aid not only serves to grab students' attention, but also to facilitate the understanding of complex grammatical concepts.

Table 1. Learning Objectives in Music-Based Teaching Materials

Learning Objectives	Success Indicators
Understanding sentence structure in Arabic	Students are able to compose sentences correctly
Identifying word types in Arabic	Students can name and group words
Using grammar in a verbal context	Students actively communicate using proper grammar

Clear identification of learning objectives is essential in the learning

process. This is in line with the theory of constructivism which emphasizes that students learn better when they understand the purpose of what they learn. By using music, students not only learn grammar, but also enjoy the learning process which makes them more motivated to learn.

Selection of Relevant Musical Materials

The selection of relevant musical materials is the key to the successful implementation of music-based teaching materials. In an interview, a teacher explained, "We chose songs that had lyrics that were rich in Arabic grammar, so that students could learn while enjoying the music" (Interview 3, 2023). The right choice of songs not only increases students' interest, but also enriches their learning experience.

Students also gave positive responses to the song selection. One student stated, "The songs we learned were very interesting and helped me understand the meaning of the words in context" (Interview 4, 2023). This shows that the selection of relevant songs can create a more real context for students to understand grammar. In observation, it was seen that students were more enthusiastic when listening to the songs that had been chosen, and they often sang them together, creating a pleasant learning atmosphere.

Table 2. Types of Songs Used in Learning

Song Types	Contribution to Learning
Traditional Songs	Introducing everyday vocabulary
Popular Songs	Convey a common sentence structure
Educational Songs	Teaching grammar directly

The selection of relevant musical materials greatly affects the effectiveness of learning. Multimodal learning theory suggests that the use of various media, such as music, can improve students' understanding. By choosing the right songs, teachers can create a more holistic and enjoyable learning experience for students.

Design of Learning Activities

The design of structured learning activities is also an important factor in the implementation of music-based teaching materials. In an interview, a teacher explained, "We designed activities that integrate listening, singing, and discussing song lyrics" (Interview 5, 2023).

Identifying clear learning objectives is a crucial first step in the implementation of music-based teaching materials. In an interview with an Arabic teacher, he stated, "Our goal is for students to understand Arabic grammar better through the lyrics of the songs they hear" (Interview 1, 2023). This shows that the use of music as a teaching aid not only serves to grab students' attention, but also

to facilitate the understanding of complex grammatical concepts.

In addition, students also feel the positive impact of this approach. One student revealed, "When we learned grammar through songs, I found it easier to remember the rules" (Interview 2, 2023). The use of music as a learning medium makes students more involved and makes it easier for them to internalize the material. Through observation in class, it can be seen that students are actively discussing and singing the lyrics of the songs that have been learned, which shows their involvement in the learning process.

Discussion

The interview revealed that the application of music based teaching materials in Arabic learning at Madrasah Ibtidaiyah has a significant effect on student engagement and motivation. This approach serves to create a dynamic learning environment that fosters improved linguistic skills. Teachers and students describe increased enthusiasm and active participation during learning by utilizing music based materials. Studies have shown that music improves cognitive processing and retention (Fasano et al., 2020; Proverbio & De Benedetto, 2020). In addition, it creates an emotional connection that facilitates the mastery of a second language (Park et al., 2020; Gordon et al., 2020).

The functional implication of the use of music based materials is their ability to stimulate an engaging learning atmosphere, although dysfunction arises when the musical content is not culturally or linguistically aligned, which can distract students from the learning objectives.

The success of music based teaching in Arabic language learning lies in its ability to integrate auditory and contextual learning. Music activates multisensory engagement, which is essential for language mastery. Research shows that rhythm and melody improve phonological awareness, which is a key skill in learning a new language (Tierney & Kraus, 2020; Politimou et al., 2020). Music also aids memory retention, supported by neurological evidence of enhanced auditory–linguistic processing (Chen et al., 2021; Skoe et al., 2021). The interview underscores that the underlying structure of this approach explains its effectiveness in improving students' Arabic language proficiency. However, limitations arise when instructors are poorly trained in integrating music pedagogically.

Observations during class sessions showed mixed results in the application of music based teaching materials. Although this approach increases student participation, its function depends strongly on proper application and alignment with language objectives. In classrooms where the teacher skillfully combines music, students demonstrate better pronunciation and contextual use. However, poorly executed activities cause confusion and disruption. Structured music interventions have a positive impact on verbal fluency (Fonseca Mora et al., 2022;

Martínez-Castilla et al., 2021), but unorganized use can hinder language goals (Pascual et al., 2021; Franco et al., 2020). The implication of the observation is clear: this method works effectively when implemented with pedagogical expertise but can be dysfunctional without strategic planning.

The effective outcomes of music based teaching are related to the strategic alignment between musical elements and language goals. Rhythm and repetition in music reflect natural language acquisition patterns. Research highlights that rhythmic structure supports prosody and syntactic learning (Gordon et al., 2020; Politimou et al., 2020). Additionally, coordinated group singing has been shown to improve listening and speaking skills (Williams et al., 2021; Dolean et al., 2021). The observations emphasize that the correlation between well structured musical elements and language pedagogy determines the success of this method. A lack of teacher preparation or resource alignment can disrupt this relationship, resulting in suboptimal outcomes.

Analysis of student learning outcomes shows a measurable improvement in Arabic language skills through music based teaching. Functionally, this approach improves vocabulary, pronunciation, and comprehension acquisition. Arabic learning metrics showed a positive correlation with students' exposure to rhythmically structured vocabulary and song based grammar exercises. Studies confirm that song based learning enhances vocabulary retention and reduces language anxiety (Lee & Lin, 2021; Ooga, 2022). The implications are clear. Music based teaching materials serve as an effective tool for improving Arabic learning outcomes. Dysfunctional cases arise when the assessment tool fails to capture these various improvements.

The effectiveness of music based learning comes from its impact on memory and emotional engagement. Music activates both hemispheres of the brain, creating strong neural connections with linguistic elements. Neurological research shows that music training enhances auditory processing linked to language abilities (Tierney & Kraus, 2020; Skoe et al., 2021). Emotional engagement through music also reduces barriers to speaking a second language (Dolean et al., 2021; Park et al., 2020). The success of music based teaching in Arabic is based on its ability to synergize emotional, cognitive, and linguistic elements, but requires a standardized framework to ensure consistent outcomes.

CONCLUSION

The research highlights the transformative role of music-based teaching materials in improving students' Arabic language skills at Madrasah Ibtidaiyah. Key findings reveal that this method significantly improves vocabulary retention, pronunciation, and overall engagement. The emotional and cognitive benefits of music in facilitating language learning are evident through interviews, observations, and performance metrics. The integration of music in Arabic

teaching not only encourages linguistic improvement but also fosters culturally enriching experiences that support students' holistic growth.

The study contributes to the academic field by exploring new pedagogical approaches, bridging music and language education. This book updates perspectives on language teaching methods, emphasizing multisensory strategies and engaging emotions. The strength of this research lies in its ability to show how rhythm and melody can have a direct impact on language proficiency, supported by interdisciplinary insights from education, neuroscience, and linguistics. In addition, it validates the potential of music as an inclusive tool, which can be adapted in a variety of educational contexts.

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