THE USE OF MUSIC AUDIO MEDIA (SONGS) IN LEARNING ARABIC AT SDS IT AL-AZHAR PLERED

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Abstrak: Penelitian ini dilatarbelakangi oleh banyaknya peserta didik yang beranggapan bahwa pembelajaran Bahasa arab cenderung membosankan. Dengan demikian, peran media pembelajaran sangat diperlukan oleh pendidik dan peserta didik agar suatu proses belajar mengajar dapat dilakukan dengan lebih mudah untuk memahami materi, serta menumbuhkan minat belajar peserta didik. Penggunaan lagu dalam bahasa yang sederhana dalam pembelajaran bahasa Arab akan membantu siswa memahami materi dengan mudah. Penelitian ini bertujuan untuk mengetahui dan mengidentifikasi pengaruh penggunaan media lagu dalam pembelajaran bahasa Arab di SDS IT Al-Azhar Plered. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan cara observasi, wawancara. Data dikumpulkan melalui teknik observasi, wawancara dengan guru mata pelajaran bahasa Arab dan juga dengan siswa. Hasil penelitian menunjukkan bahwa kegiatan pembelajaran bahasa Arab dengan media lagu dalam pembelajaran bahasa Arab di SDS IT Al-Azhar Plered memberikan pengaruh yang besar bagi siswa yaitu memudahkan siswa memahami dengan bernyanyi sambil belajar.

Kata kunci: Bahasa Arab, Media Lagu, Pembelajaran bahasa.

Abstract: *This research is motivated by the large number of students who think that learning Arabic tends to be boring. Thus, the role of learning media is needed by educators and students so that a teaching and learning process can be carried out more easily to understand the material, and foster students' learning interest. The use of songs in simple language in learning Arabic will help students understand the material easily. This study aims to determine and identify the effect of using song media in learning Arabic at SDS IT Al-Azhar Plered. The method used in this research is qualitative by way of observation, interviews. Data was collected through observation techniques, interviews with Arabic subject teachers and also with students. The results showed that Arabic learning activities using songs in Arabic learning at SDS IT Al-Azhar Plered had a big impact on students, namely making it easier for students to understand by singing while learning.*

Keywords: Arabic, Language Learning, Song Media.

INTRODUCTION

For most Indonesians, spoken Arabic is familiar (Muradi, 2014). Arabic is a language that has been known by the Muslim community since they were small, such as being used to listening to, reciting words and sentences, for example the sound of the call to prayer, iqamah, salawat, and daily prayers.

One of the disciplines that holds an important place in the world of education is Arabic (Pane, 2018). Arabic language proficiency is required, especially at certain levels and programs, in Islamic educational institutions, both public and private. to teach their students. Teaching Arabic includes first, linguistic concepts consisting of grammar (qawâ'idu al-lughah), vocabulary (mufradât), pronunciation and spelling (ashwâ'idu 'arabiyyah). Second, language proficiency which includes listening skills (mahâratu al-istimâ'), speaking skills (mahâratu al-kalâm), reading skills (mahâratu al-qirâ`ah) and writing skills (mahâratu al-kitabah). And third, the cultural aspect is the meaning contained in spoken and written texts (Putri, 2017).

As shown above, there are four abilities or skills in language that must be taught (Arsyad, 2019). Students must be taught these four language skills in various and varied methods so that students do not get bored and bored with what the teacher explains. For teachers in language skills, they must have at least the following qualifications: a deep understanding of the subject matter, as well as the ability to communicate it effectively to their students.

Most teachers often use repetitive teaching techniques, which make teaching very uninteresting for both the teacher and students. In addition, only about 25% to 50% of the information that teachers convey to students is actually received. This can be determined by doing tests or exercises after the material is presented(Hasan, 2018).

For students to receive standardized grades, this need must require teachers to think about and consider how lessons can be understood 70% to 90%. In fact, not only teachers who experience boredom. Most students also feel the same way, and this is exacerbated by the attitude of the teacher who is always angry when most students do not understand and cannot complete assignments or quizzes with the required grades. If the teacher only uses one strategy in conveying the material, students will naturally feel that school is something to be avoided.

Students may become more confused and unable to understand the lesson in such circumstances. So that students don't get bored and the learning objectives and value requirements can be met according to the time available and the applicable curriculum, it is necessary to adjust the strategy at each meeting. Making the class atmosphere fun and comfortable by playing contemporary music or songs will help students become focused and will force their brains and motors to function without being forced, which is one of the improvements in learning tactics that teachers can do.

One technique to move children's minds so they can absorb lessons well is through music. Because it can balance between the right and left brain, or between intellectual and emotional elements, music is a great learning tool. The balance between the left and right brain is needed when learning so that the learning process runs smoothly, especially for subjects that require high concentration. Plus, music can increase intelligence, which makes it a great learning tool(Hasan, 2018).

Learning media is a tool used by teachers to improve the learning process, clarify concepts, train critical thinking, and train language comprehension skills. Technology carriers of messages or information called learning media can be used for educational purposes. Learning media is a real way to deliver educational content effectively. In the past, a teacher could use chants to help students memorize their lessons(Mufidah, 2020).

According to Roswandi, singing is fun entertainment that can arouse children's interest in learning Arabic. Because singing is proven to have a significant influence on children's personality, through this fun activity children will be interested and used to being involved in the learning process using singing media. The benefits of singing can affect how suitable a learner is in the process of learning Arabic. When teaching mufrodat, using songs can make it easier for students to learn and increase their enjoyment of the material they have learned. To reduce student boredom during the Arabic learning process and make it easier for students to understand the lesson, the use of songs in the classroom is important(Hasan, 2018).

Based on this research, it aims to identify and identify the effect of using song media in learning Arabic at SDS IT Al-Azhar Plered. In observing the Arabic language learning process carried out at SDS IT Al-Azhar Plered, especially grades 1 and 2, it is known that during the learning process one of the media used is audio music (song). By using audio music media (songs) in memorizing and understanding mufrodat students increase because singing fosters students' enjoyment which makes them enthusiastic about learning.

It is very important to conduct research to involve teaching Arabic to children, especially in elementary schools. This research can be used to find substitutes for teaching Arabic to elementary school children, especially when songs or chants are involved.

METHOD

This research was carried out in Arabic lessons for grade 1 and 2 students at SDS IT Al-Azhar Plered Purwakarta in the 2022/2023 academic year using a qualitative descriptive research type which aims to describe the use of audio singing media in learning Arabic in class.

This type of qualitative research, namely research in the form of analyzing a problem or event that is happening in the social environment,(Prananingrum dkk., 2020). Qualitative research is also a useful method for examining the condition of natural objects (environment).

Description is useful for accurately describing the characteristics of the data according to the nature itself. This study describes the use of audio music media in learning Arabic, where there are Arabic lessons as a special subject.

RESULTS AND DISCUSSION
   1. INSTRUCTIONAL MEDIA

Of course, the learning process includes objectives that must be met in the context of further student learning, to fulfill these learning objectives students must follow and carry out learning activities directly. Because the use of very varied teaching materials is needed to encourage the effectiveness of the teaching process(Ilmi dkk., 2021) .

(Sultan & Tirtayasa, 2019)put forward three characteristics of the media which are an indication of why the media is used and what can be done by the media that maybe the teacher is unable (less efficient) to carry out the learning process.

1) Fixative Characteristics (Fixative Property)

The ability of the media to capture, preserve and reconstruct an event or object. With the use of media such as photographs, films, videotapes, audiotapes, diskettes and computers, an event or object can be sequenced and recreated. Items that have been captured (recorded) with a camera or video camera can be easily replicated whenever necessary. The media is able to convey things or records of events that occurred at a certain time regardless of time because of this fixative nature. Because previous events or objects can be recorded or saved in a media format and accessed at any time, this quality is very important to instructors. A single incident (which may have happened a century or more ago) can be preserved and recreated for educational purposes.

2) Manipulative Property

The transformation of an event or object is possible because the media has manipulative characteristics. Events that take days can be presented to students in two or three minutes with the time-lapse recording technique. For example, how the process of the larva becoming a cocoon and then becoming a butterfly can be accelerated with this photographic recording technique. Besides being able to speed up, an incident can also be slowed down when asking back the results of a video recording.

It is possible to modify the media (video or audio recording) so that the instructor only replays the most important or sequence of events by removing fillers. The skill of media manipulation demands considerable deliberation because if things go wrong, such as rearranging the sequence of events or omitting important details, there will also be misunderstandings that will confuse and even deceive, distorting people's opinions in undesirable ways.

3) Distributive Characteristics (Distributive Property)

A thing or event can be conveyed through space and time as well because of the distributive nature of the media. given to a broad group of students with the same experiential stimuli in the event. As this media develops, dissemination is no longer limited to one class or a small number of classes in one school; instead, these media, such as video recordings, audio, and computer discs, can be distributed to desired locations as needed.

Once information is recorded in any media format, it can be reproduced any number of times and is ready to be used simultaneously in various places or used repeatedly in one place. The consistency of the information that has been recorded will be guaranteed to be the same or almost the same as the original.

2. PURPOSE OF USING LEARNING MEDIA

To improve educational standards, especially in language acquisition, the use of learning resources is very important. The purpose of using learning media is as follows:

a) So that the ongoing teaching and learning process can run properly and efficiently.

b) To make it easier for educators to convey material information to students.

c) To make it easier for students to absorb or receive material presented by students.
d) To encourage the desire of students to know more and more deeply about the material or messages conveyed by educators.
e) To avoid misunderstanding or misunderstanding between students with one another regarding the material presented by the teacher(Kelas & Man, 2020).

The main purpose of using learning media is so that the message or information communicated can be absorbed as much as possible by students as recipients of information. Generally, the use of media can help students in various ways, including being able to remember longer.

3. MEDIA SONG

Song is a variety of rhythmic sounds (in speaking, singing, reading, etc.), according to the Big Indonesian Dictionary. songs with auditory themes. It is listening to sound. receive sound noise, which is associated with hearing. Therefore, songs consist of auditory material, which is used as a technique to convey information and facilitate student understanding. Another understanding of the song is conveyed by Triani in Cita who states that song is the most important form of human communication which is conveyed through harmony, melody, rhythm and lyrics that can evoke feelings, creative memories and all the possibilities that can be done with feelings. According to Jamalus et al, a song is a work of art made of music that is played using sound or with musical instruments. Songs are always closely related to music. In music there are basic elements, namely sound, then sound or sound can function as a medium to express an idea to other people, thus enabling communication to occur.

4. MEDIA AUDIO MUSIC (SONG) IN LEARNING

Since music is an important component of life, it needs to be included in the educational process. Various study findings show that music has been used to inspire people. In Arabic, mathematics, social studies, language arts, science, history, and other related topics. Because music is a global language, it can be integrated into many disciplines to enhance learning. Remembering music can bring kids together and make the classroom a fun environment. Therefore, educators should take advantage of the ability of music to motivate students to learn(Benjamin, 1981) .

To integrate music in learning, it can be done through various strategies. As during learning, the teacher can play music to create relaxation and excitement for students. And music will be a motivational stimulator for students. They are enthusiastic about education and take the stress out of completing assignments. Research has shown that listening to music can help students and the general public by stimulating the mind, increasing focus and memory, and developing emotional intelligence. To balance the development of the right and left brain, as well as the intellectual and emotional parts, music can be used(Benjamin, 1981).

As explained above, there are many benefits of music (songs) when used in learning Arabic at SDS IT Al-Azhar Plered school. Lots of songs that are often taught at SDS IT Al-Azhar Plered with simple lyrics. Then the simple lyrics are replaced with simple Arabic sentences as well and according to their logic. As the following example, music media (songs) is taught at SDS IT Al-Azhar Plered in learning Arabic.

لِى يَدَانِ يُمْنَى وَ يُسْرَى فِيْ كُلِّ يَدٍ خَمْسُ أَصَابِعَ، هِيَ الإبْهَامُ ،السَبَابَةُ، اَلْوُسْطَى، اَلْبِنْصَرُ, اَلْخِنْصَرُ

Latin lyrics:

Lii yadani yumna wa yusra

Fi kulli yaddin khomsu ashobi'a

Hiya al-ibhamu, as-sabaabatu,

al-wustho, al-binshiru, al-hinshiru

Lyrics meaning: I have hands, right and left Each hand, has five fingers, namely the thumb, also the index finger, the middle finger, the ring finger and the little finger

لَوْ اَنْتَ سَعِيْدٌ صَفِّقْ يَدَيْكْ

لَوْ اَنْتَ سَعِيْدٌ صَفِّقْ يَدَيْكْ

لَوْ اَنْتَ سَعِيْدٌ وَ قَلْبُكَ مَسْرُوْرٌ

لَوْ اَنْتَ سَعِيْدٌ صَفِّقْ يَدَيْكْ

لَوْ اَنْتَ سَعِيْدٌ طَأْطِيْ رَأْسَكْ

لَوْ اَنْتَ سَعِيْدٌ طَأْطِيْ رَأْسَكْ

لَوْ اَنْتَ سَعِيْدٌ وَ قَلْبُكَ مَسْرُوْرٌ

لَوْ اَنْتَ سَعِيْدٌ طَأْطِيْ رَأْسَكْ

لَوْ اَنْتَ سَعِيْدٌ دُسْ بِرِجْلَيْكْ

لَوْ اَنْتَ سَعِيْدٌ دُسْ بِرِجْلَيْكْ

لَوْ اَنْتَ سَعِيْدٌ وَ قَلْبُكَ مَسْرُوْرٌ

لَوْ اَنْتَ سَعِيْدٌ دُسْ بِرِجْلَيْكْ

Latin lyrics

Lau anta sa'iidun shoffiq yadaik

Lau anta sa'iidun shoffiq yadaik

Lau anta sa'iidun wa qolbuka masruurun

Lau anta sa'iidun shoffiq yadaik

Lau anta sa'iidun tho'thii ro'sak

Lau anta sa'iidun tho'thii ro'sak

Lau anta sa'iidun wa qolbuka masruurun

Lau anta sa'iidun tho'thii ro'sak

Lau anta sa'iidun dus bi rijlaik

Lau anta sa'iidun dus bi rijlaik

Lau anta sa'iidun wa qolbuka masruurun

Lau anta sa'iidun dus bi rijlaik

Lyrics Meaning

If you like heart clap

If you like heart clap

If you like it, and you are

If you like heart clap

If you like the heart step on the earth

If you like the heart step on the earth

If you like it, let's do it
If you like the heart step on the earth
If you like heart say horray
If you like heart say horray
If you like it, let's do it
If you like heart say horray
If you like the heart, everything moves
If you like the heart everything moves
If you like it, let's do it
If you like the heart, everything moves

And there are many more songs used in learning Arabic at SDS IT Al-Azhar Plered, such as those that have been spread on the internet or in students' Arabic textbooks. This is also heavily influenced by the creativity and innovation of a teacher in creating lyrics in Arabic and combined with the tones of songs that children often hear.

CONCLUSION

Songs can be used by teachers as media in learning Arabic. In terms of using songs in learning Arabic, creativity and extensive knowledge of a teacher are needed in creating lyrics for learning Arabic that are appropriate to the level of education of students. With songs students can easily understand the lessons given by the teacher. So that when students understand and understand the learning given by the teacher so that it can improve student learning outcomes and learning objectives are achieved.

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