DEVELOPMENT OF SONG REMAKE TEACHING MATERIALS BASED ON THE SAM'IYAH SYAFAWIYAH METHOD AS AN EFFORT TO INCREASE MUFRODAT IN RAUDLATUL ATHFAL

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ABSTRACT

This research aims to increase the vocabulary (mufrodat) of children at Raudlatul Athfal through the development of innovative teaching materials that integrate song remakes with the application of the sam'iyah syafawiyah method. The approach used in this research is Research and Development (R&D), oriented through the ADDIE model, which includes the Analysis, Design, Development (Development), Implementation and Evaluation stages. In the data collection process, this research used various techniques such as in-depth interviews, participant observation, documentation analysis, and questionnaire distribution to obtain comprehensive feedback. The evaluation results show that the teaching materials developed received a very positive assessment, with an acceptance score of 98% from media expert validators, 94% from educational material expert validators, and 85% from learning design expert validators. The use of these teaching materials has proven to be significant in improving students' abilities at Raudlatul Athfal which is located in Central Lampung. This is proven by an increase in the average score of students from 42.44 on the pretest to 88.09 on the posttest. This study makes an important contribution to teaching practices at Raudlatul Athfal, especially in teaching vocabulary through fun and interactive methods. It is hoped that these findings can become a reference for curriculum developers and educational practitioners to create effective and attractive learning media for young children.

Keywords: Teaching Materials, Mufrodat, Songs, Sam'iyah Syafawiyah

A. Introduction

In the modern educational landscape, innovation in teaching methodology is key to overcoming various learning challenges, especially in the context of language teaching at the early childhood level. Raudlatul Athfal (RA), as an early education institution that focuses on the development of early childhood, requires a unique and effective approach to language learning to improve students' linguistic competence from an early age. One language that is often the focus in Islamic educational circles is Arabic, considering its significant role in Islamic science and culture. However, the main challenge in teaching Arabic to children at RA lies in how to build a

strong foundation of mufrodat (vocabulary) in a way that is interesting and entertaining for them (Hijriyah et al. 2022; Koderi, Aridan, and Muslim 2020; Mizan et al. 2022). In response to this challenge, the development of innovative teaching materials, especially through the use of music and songs, has emerged as a strategy that has great potential in enriching the learning process.

The Sam'iyah Syafawiyah method, which emphasizes listening and speaking before reading and writing, offers a strong theoretical basis for this approach (Furoidah 2020). This method recognizes the importance of direct interaction and listening experiences in language learning, which is very in line with the learning characteristics of children in RA who tend to be more responsive to audiovisual stimuli. Based on this premise, this article aims to dig deeper into how the development of song remake-based teaching materials in Arabic language learning can be integrated into the Sam'iyah Syafawiyah method to increase the mufrodat of children in RA. This includes the use of music and songs as learning media to address gaps in language learning and provide creative solutions that facilitate more

effective and enjoyable language learning.

Learning through songs is not a new concept in education (Nurdyansyah and Fahyuni 2016; Sri Sulihingtyas Drihartati and Endah Dwi Hayati 2022). Music has long been recognized for its ability to improve memory, enhance learning, and improve mood. In the context of language teaching, songs can serve as mnemonic tools that help students remember new vocabulary more easily, integrate language structures, and improve their pronunciation through rhythm and melody. Additionally, songs created specifically for Arabic language learning can cover aspects of the culture, history, and values contained in the language, giving students a deeper understanding of its context and use.

However, the challenge in implementing a song-based approach lies in designing effective teaching materials that are not only entertaining but also educational (Assyifaa, Fauziah, and Qubaiyah 2023; Fitria et al. 2023; Muaad et al. 2022). The development of teaching materials must consider factors such as the relevance of the lyrics to the learning material, the suitability of the melodies

to the age and abilities of students, as well as the integration of supportive learning activities to strengthen mastery of vocabulary and language concepts. Therefore, this research also focuses on the methodology for developing teaching materials that involve song remakes in the context of Arabic language learning, with the aim of creating teaching materials that not only meet mufrodat learning needs but also stimulate students' interest and motivation to learn.

This article will discuss in depth the theoretical basis of the *Sam'iyah Syafawiyah* method and its application in the development of song-based teaching materials for Arabic language learning in RA. Apart from that, it will also explain the process of developing teaching materials, including song selection, lyric adaptation, and design of accompanying learning activities. It is hoped that this research will provide new insights into the potential of music in language education and inspire educational practitioners to adopt more creative and innovative approaches in teaching Arabic at the early childhood level.

B. Research Methods

This research is development research or usually called R&D

research or Research and Development. This research method is a method used to produce certain products, and test the effectiveness of these products.

The subjects of this research were 30 Raudlatul Athfal Central Lampung students. The object of the research is the feasibility and effectiveness of developing song remake teaching materials based on the *Syam'iyah Syafawiyah* method for Raudlatul Athfal students in Central Lampung.

The model used in this research is a model. The reason for using this model is because it is simple and consists of five phases, namely analysis, design, development, implementation and evaluation. This model also aims to create a product in the form of Arabic songs for learning Mufrodat. This research will produce teaching materials for remakes of Sam'iyah Safawiyah-based Arabic language learning songs material for the mufrodat of Raudlatul Athfal Students in Central Lampung.
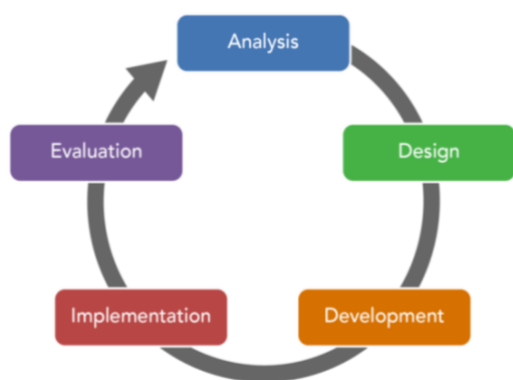
Figure 1.ADDIE development steps

The data collection techniques used in developing teaching materials for song remakes based on the *Syam'iyah Syafawiyah* method for Raudlatul Athfal students in Lampung Tengaha are interviews, documentation, observation and questionnaires.

After the data obtained in the field is collected according to the desired amount, the next process is analyzing the data. Data analysis carried out in this research was by using quantitative analysis techniques and using a Likert scale and quantitative analysis.

Table 1. Likert Scale Interval

No	Information	Score
1	Very Worth It	5
2	Good	4
3	Decent Enough	3
4	Not Worth It	2
5	Very Inadequate	1

The data analysis used to see the effectiveness of the product is by calculating the results of the pre-test and post-test scores using the t-test statistical data analysis. However, before carrying out the t-test analysis, a normality test and homogeneity test are carried out as a prerequisite for carrying out the t-test analysis. The normality test in this study used the Liliefors test and the homogeneity test used the F-test.

C. Research Results and Discussion

The result of this research is a product in the form of Song Remake Teaching Materials Based on the Sam'iyah Syafawiyah Method as an Effort to Increase Mufrodat at Raudlatul Athfal. The resulting learning media is used to improve Raudlatul Athfal students' mastery of Arabic language. This research is a type of Research and Development (R&D) research with the ADDIE development model which has 5 stages. These stages consist of analysis, design, development, implementation and evaluation stages.

Media Development Process

The development of learning media is an important aspect in the modern education process which aims to increase effectiveness and interactivity in learning. The ADDIE

(Analysis, Design, Development, Implementation, Evaluation) development model is a systematic approach that is often used in designing effective learning media. The first stage of the ADDIE model is analysis, where the researcher or developer conducts a thorough evaluation of the specific learning needs and learning environment.

In the context of Arabic language learning in Raudhatul Alawiyah, Central Lampung, initial analysis shows several main challenges faced, including the use of learning media which is still dominated by printed books, the low level of students' Arabic language skills, and the lack of activities that can activate students during the learning process. Low mufrodat skills are the main focus because they are an important foundation in understanding and communicating in Arabic.

Based on these findings, the researchers decided to develop a product in the form of song-based learning media using the sam'iyah syafawiyah method. This method was chosen after conducting an in-depth needs analysis, where it was found that the use of songs as a learning medium could be an effective solution in improving students' understanding

and memory of Arabic language texts (Bramantyo and Tjaroko 2022).

The sam'iyah syafawiyah method offers a unique approach to learning Arabic, where through songs, students can more easily understand and remember the vocabulary and structure of the language being taught (Furoidah 2020). Songs have a strong appeal and are able to create a pleasant learning environment, so that they can increase student motivation and involvement in the learning process (Dalida, Malto, and Lagunzad 2018). Eka Melati in her research in 2023, stated that songs have great potential to increase student learning motivation, involvement, creativity and personalized learning (Melati et al. 2023).

In addition, the use of songs also allows students to engage in intensive auditive activities, which can help improve their ability to hear and understand Arabic better. This is in accordance with the principles of language learning which emphasize the importance of direct experience in using the language being studied. The use of songs as a learning medium also receives support from several empirical studies which show its benefits in improving language understanding and student

involvement in learning. Research by Kudsiyah, Lailatul Mauludiyah, and Murdiono in 2021 found that learning Arabic through songs was effective in improving understanding of Arabic vocabulary and sentence structure in elementary school students. The results of this study show that songs not only increase students' learning motivation, but also strengthen their language skills significantly (Kudsiyah, Mauludiyah, and Murdiono 2021). Furthermore, Ika Khoirun Nisa in her research in 2020 with the title Application of the Singing Method in Improving Mastery of Arabic Vocabulary at Mts Ma'arif NU 07 Purbolinggo, stated that learning Arabic through songs is effective in improving understanding of Arabic vocabulary and sentence structures in Tsanawiyah Madrasah students. The results of this study show that songs not only increase students' learning motivation, but also strengthen their language skills significantly (Nisa, Rahmi, and Fajri 2020).

The process of developing song learning media based on the Sam'iyah Syafawiyah method involves several steps, starting from determining song titles that are relevant to the mufrodat being taught to arranging song lyrics according to appropriate structure and vocabulary. Apart from that, media development also involves selecting appropriate musical instruments to support a conducive learning atmosphere. This stage is the main stage in creating or compiling a product that is developed to become a complete unit and is reviewed by experts. The purpose of conducting expert reviews is to obtain input, criticism and suggestions for improvement and perfection of the product being developed. Input from experts is used as a reference in revisions, apart from that, filling out a validation questionnaire will determine the suitability of the song media being developed to be tested on class VIII junior high school students.

Revisions are made to create a product that is suitable for testing. The product developed by the researcher experienced not many revisions to several components in the media. For example, words of appreciation for students' results in working on a game that previously used English were replaced with Arabic words, the name of the term for the second game was changed to another sentence, and improvements were made to terms and vocabulary that are not commonly used by Arabs. The things that were

entered by the experts have been corrected by the researchers.

After development is complete, the next step is to implement learning media in the daily learning process in the classroom. In this stage, the teacher plays a key role in guiding students in using learning media effectively. In addition, continuous evaluation is carried out to ensure that learning media has a positive impact on student learning. Initially, the researchers conducted a small group trial in the Raudhatul Alawiyah class with 10 students. Based on the results of student responses in small group product trials, very good results were obtained. After the small group trial, the researchers continued the large group trial, namely 20 Raudhatul Alawiyah students as respondents. In accordance with the results presented in the research results, students' responses after using song learning media products based on the Sam'iyah Syafawiyah method were very good/very satisfying.

The development of song learning media based on the *Sam'iyah Syafawiyah* method is an innovative step in increasing the effectiveness of Arabic language learning in *Raudhatul Alawiyah,* Central Lampung. Through an interesting and interactive

approach, it is hoped that this learning media can help students to significantly improve their understanding and mastery of the Arabic language. Apart from that, the use of songs can also help create a pleasant learning environment and trigger high learning motivation among students.


**Figure 1.** Display of song learning media based on the Sam'iyah Syafawiyah Method

Media Eligibility

The media developed is suitable for use with a score of 98% or very suitable by expert media validators. 94% by material expert validators, and 85% by design expert validators. From the assessment aspect in product trials, an average presentation of 95.6% was obtained in small group trials and an average percentage of 91.4% in large group trials which was included in the very good / very feasible category. Based on these results, it can be said that the song media developed has benefits as a
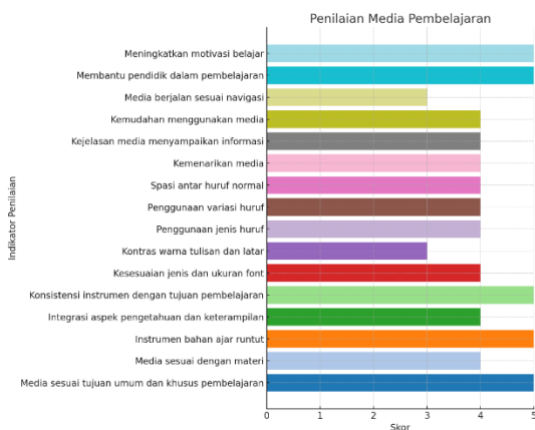
media for mufrodat learning in order to develop students' Arabic mufrodat abilities. For teacher response results, the results were 95%, which means the product being developed is very feasible.
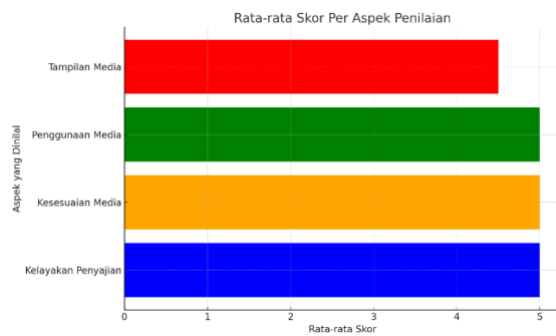
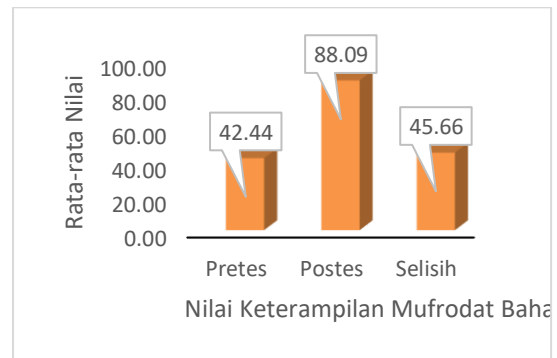**Figure 2.** Media expert validation results
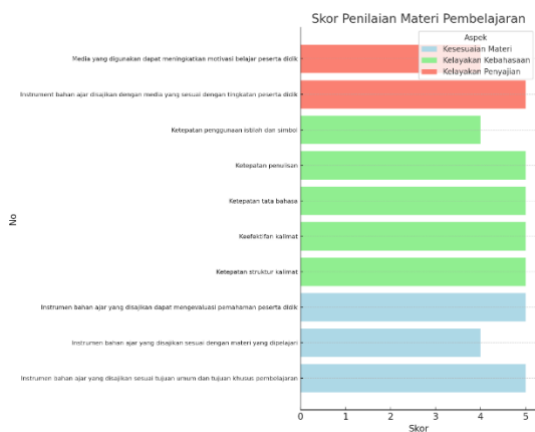
Figure 3. Material expert validation results

Figure 4. Design expert validation results

Media Effectiveness

Figure 4. Comparison graph of the average pretest score of students' Arabic language skills

To determine the success of students in using and accepting the song media developed, the researcher gave a pretest and posttest to the sample. From the results of the pre-test and post-test, the difference in average score was 45.66. This means that descriptively it can be said that the media developed by researchers is successful and worthy of providing a difference in mastery of Arabic language. To test the significance of these results, a hypothesis test was carried out.

There are several stages in hypothesis testing, the first is the normality test, the normality test produces that the average pre-test and post-test data are normally distributed, because the data is normally distributed, the hypothesis test uses a parametric test, namely the t-test. Next, a homogeneity test was

carried out. In accordance with the results written in the observation data, the homogeneity test shows that the data obtained is homogeneous. The t-test produces data that shows a significance value of less than 0.05, which means the hypothesis rejects H0 and H1. This means that there is an increase in students' mastery of Arabic vocabulary before using song learning media based on the Sam'iyah Syafawiyah method compared to after using song learning media based on the *Sam'iyah Syafawiyah* method.

Seeing that the average post-test score of students is greater than the pre-test, it can be said that the song media based on the *Sam'iyah Syafawiyah* method is effective and can improve the mastery of Arabic mufrodat of Central Lampung *Raudhatul Alawiyah* students. Learning using song learning media based on the *Sam'iyah Syafawiyah* method can have a positive impact on increasing students' mastery of Arabic language. This concept can be explained by learning theory which emphasizes the multisensory aspect of learning, where the use of music as a learning medium can stimulate more than one student's senses simultaneously, namely hearing and sight. When students are involved in the learning process using songs, they are actively involved in memorizing and understanding Arabic mufrodat.

D. Conclusion

This research produces song learning media based on the Sam'iyah Syafawiyah method for Raudlatul Athfal students in Central Lampung. The media developed uses the ADDIE model (analysis, design, development, implementation, evaluation). The media developed is suitable for use with a score of 98% or very suitable by expert media validators. 94% by material expert validators, and 85% by design expert validators. This media is effective in improving the mufrodat abilities of RA Central Lampung students, with an increase in the average pretest and posttest scores from 42.44 to 88.09.

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