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Assistance in Arabic Language Learning through the Singing Method for Students of Madrasah Diniyah Al-Ittihad, Subang

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Abstract

This study aims to improve students' interest in learning Arabic and their ability to understand and apply Arabic learning materials through singing. The activity was conducted from August 10 to 14, 2026, at Madrasah Diniyah Al-Ittihad, Cidahu Village, involving fourth-grade students. The implementation employed a participatory mentoring approach consisting of identification, planning, implementation, monitoring, and evaluation stages. Initial data were obtained through observation and interviews, while the learning activities integrated singing, question-and-answer sessions, educational games, repetition, individual mentoring, and simple communicative practices. The results indicate positive responses and increased student engagement, reflected in their enthusiasm, active interaction, and ability to recall and apply the learning materials in simple communication. The novelty of this study lies in integrating singing with participatory mentoring and communicative practice as an enjoyable and applicable strategy for Arabic language learning. Thus, this approach can serve as an interactive and contextual alternative for Arabic language instruction in madrasah diniyah.

Keyword: Arabic Language, Singing Method, Learning Interest

Abstrak

Penelitian ini bertujuan untuk meningkatkan minat belajar dan kemampuan santri dalam memahami serta mengimplementasikan materi Bahasa Arab melalui metode bernyanyi. Kegiatan dilaksanakan pada 10–14 Agustus 2026 di Madrasah Diniyah Al-Ittihad, Desa Cidahu, dengan sasaran santri kelas IV. Metode pelaksanaan menggunakan pendampingan partisipatif melalui tahapan identifikasi, perencanaan, pelaksanaan, pemantauan, dan evaluasi. Data awal diperoleh melalui observasi dan wawancara, sedangkan pembelajaran dilaksanakan dengan mengintegrasikan metode bernyanyi, tanya jawab, permainan edukatif, pengulangan, pendampingan individual, dan praktik komunikasi

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sederhana. Hasil kegiatan menunjukkan respons positif dan peningkatan keterlibatan santri, ditandai dengan antusiasme, keaktifan berinteraksi, serta kemampuan mengingat dan menerapkan materi dalam komunikasi sederhana. Novelty penelitian ini terletak pada integrasi metode bernyanyi dengan pendampingan partisipatif dan praktik komunikatif sebagai strategi pembelajaran Bahasa Arab yang menyenangkan sekaligus aplikatif. Dengan demikian, pendekatan tersebut dapat menjadi alternatif pembelajaran Bahasa Arab yang interaktif dan kontekstual di madrasah diniyah.
Keywords: Bahasa Arab, Metode Bernyanyi, Minat Belajar

Introduction

Education is a crucial instrument in shaping students' knowledge, skills, and character. In the context of Islamic education, the educational process is not only directed at mastering general knowledge but also at developing students' abilities to understand, internalize, and practice Islamic values. One institution that plays a role in providing religious education for the community is the Madrasah Diniyah Takmiliyah (MDT). Madrasah diniyah is a form of non-formal Islamic education that provides religious instruction as part of strengthening students' understanding of Islam. Madrasah diniyah plays a crucial role in strengthening religious education for students through various Islamic materials and more focused development of religious skills (Fitriono, 2022). In Islamic schools (madrasah diniyah), Arabic is a crucial area of study. This is due to its position as the language of the Quran and various primary sources of Islamic teachings. Mastery of Arabic can help students better understand religious texts, including vocabulary, language structure, and the meanings contained in Islamic sources. Hayati (2021) explains that Arabic is closely related to the Quran, so Quran-based Arabic learning can be used to enrich vocabulary, understand language rules, and improve students' language skills (Hayati, 2021). Therefore, Arabic learning in Islamic education serves not only as a language learning tool but also as a supporting tool for understanding religious teachings.

Understanding Arabic can be a basic skill that supports students in understanding terms, vocabulary, and religious texts related to everyday life. Vocabulary mastery or*mufradat*, for example, is a fundamental aspect of Arabic language learning because limited vocabulary can be a barrier for students in understanding and using Arabic. Jayanti et al. (2022) showed that students can experience difficulties in memorizing and retaining new vocabulary, especially abstract vocabulary and vocabulary related to religious terms (Jayanti et al., 2022). Therefore, Arabic language learning at the Islamic school level requires attention so that students are not only able to receive material theoretically, but also able to understand, remember, and use the material that has been learned appropriately. This is in line with research by Rahmatan et al. (2023) which confirms that strengthening vocabulary memorization plays a role in making it easier for students to learn and use Arabic (Rahmatan et al., 2023).

The success of Arabic language learning is not only determined by the delivery of material from the teacher to the students, but is also influenced by the approach, methods, media, and learning activities used. Arabic has learning characteristics that require students to master various linguistic aspects, such as vocabulary, language structure, pronunciation, listening, speaking, reading, and writing. Asiah et al. (2022) explain that Arabic language learning encompasses four main skills: listening (*maharah al-istima'*), speak (*maharah al-kalam*), reading (*maharah al-qira'ah*), and write (*master of the book*), which requires a focused and continuous learning process (Asiah et al., 2022). Therefore, if learning materials are delivered without considering the abilities, needs, and characteristics of students, the learning process has the potential to be less effective.

Students may experience difficulty understanding the material, lack interest in participating in learning, or encounter obstacles when asked to apply the material they have learned. These conditions indicate that learning Arabic requires a delivery strategy that is simple, communicative, contextual, and appropriate to the student's developmental level. Afroni and Ristiana (2024)

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emphasized that the choice of learning approach influences the direction and success of the Arabic language learning process (Afroni & Ristiana, 2024). A student-centered approach can provide space for them to be more actively involved in the learning process. Furthermore, Priyono (2023) demonstrated that the application of eclectic methods in Arabic language learning can be an alternative to adapt the learning process to the needs of students in the Islamic boarding school environment (Priyono, 2023).

Learning that provides space for students to actively interact with the material can help create a more meaningful learning experience (Rasyad, 2024). Therefore, efforts to improve Arabic language comprehension cannot be achieved simply by providing material in a one-way manner; instead, it needs to be accompanied by mentoring, practice, repetition, and providing examples of Arabic usage that are relevant to students' lives. The use of varied learning methods and media can also be an effort to increase student interest. Akbar (2026), for example, found that a lack of innovation in learning methods and media can result in a less than optimal Arabic language learning process and a lack of student interest (Akbar, 2026). This demonstrates the importance of learning that is not only oriented towards delivering material but also considers the experience, involvement, and motivation of students. Thus, improving the quality of Arabic language learning is a crucial part of supporting the achievement of educational goals in Islamic schools. Learning designed in a communicative, contextual manner, and in accordance with student characteristics is expected to help students develop vocabulary mastery, understanding of language structures, and language skills gradually. Research on Arabic language learning in Islamic schools also shows that the use of appropriate strategies needs to be adapted to the conditions of the students and the learning environment. Priyono (2023) found that Arabic language learning at the Wali Songo Islamic School in Jember can be implemented through an eclectic method that takes into account various learning needs. Therefore, mentoring and strengthening Arabic language learning at the Islamic school level is important to help students gain a more effective, enjoyable, and applicable learning experience.

This activity is expected to bridge the gap between the material presented and the level of student understanding through a more focused, communicative, and applicable learning process. Specifically, the goal of this community service activity is to help students in grades III and IV of Madrasah Diniyah Al-Ittihad to be able to digest Arabic material well, improve their understanding of the material provided, and be able to implement Arabic knowledge in a correct and appropriate manner. By achieving these goals, the community service activity is expected to not only provide short-term benefits in the form of increased student understanding, but also provide a positive foundation for the sustainability of Arabic language learning at Madrasah Diniyah Al-Ittihad.

Learning Arabic requires methods tailored to the characteristics and needs of students to ensure optimal understanding of the material. One common problem is low student interest, as Arabic is perceived as difficult, monotonous, and requires extensive vocabulary memorization. One method that can be used to address this issue is singing. Singing is a learning method that conveys material through poetry or song lyrics, making the learning process more enjoyable, interactive, and memorable. Furoidah and Amalia (2021) in their research*Arabic Language Learning Assistance Through the Singing Method at the Hidayatul Muta'allimat Mosque in Jember*Research shows that the singing method can increase students' interest and enthusiasm in learning Arabic (Furoidah & Amalia, 2021). Students become more active in learning and no longer view Arabic as a difficult and boring subject. The study also showed that the singing method helps students understand and memorize Arabic.*mufradat*through listening, imitating, repeating, and practicing vocabulary.

Literature Review

Arabic language learning is an important component of Islamic education because the language serves as a strategic instrument for understanding Islamic primary and secondary sources.

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Arabic proficiency is not limited to vocabulary acquisition but also encompasses listening, speaking, reading, and writing skills.(Nabriz et al., 2025) In the context of elementary education and madrasah diniyah, Arabic instruction needs to be adapted to learners' developmental characteristics so that learning materials can be delivered in an accessible and meaningful manner. One of the common challenges is students' low level of interest when learning is conducted monotonously and heavily oriented toward memorization. Such conditions may negatively affect students' ability to remember and use Arabic vocabulary.(Mohammed Abu Bakr et al., 2025) Therefore, learning approaches are needed that integrate cognitive, affective, and psychomotor dimensions within a meaningful learning experience. The use of singing represents one relevant alternative because it enables Arabic materials to be delivered through more enjoyable and participatory activities.

Vocabulary acquisition is one of the fundamental foundations of Arabic language learning at the beginner level. Students with limited vocabulary tend to experience difficulties in understanding sentence structures and developing broader language skills.(Ghuni et al., 2025b) Vocabulary learning among young learners often involves challenges related to remembering, distinguishing, and appropriately using new words in context. Under such circumstances, learning that relies solely on verbal repetition and conventional memorization may lead to boredom and reduced engagement.(Susanti et al., 2025) Previous research on the application of singing methods indicates that songs can assist students in remembering Arabic vocabulary through repeated lyrics and easily recognizable melodic patterns. Hanum, for example, found that singing techniques helped elementary-level madrasah students memorize Arabic vocabulary in a more enjoyable learning environment. This finding indicates that singing should not merely be regarded as an entertainment activity but can also function as a pedagogical strategy for language learning.

The singing method in language learning essentially utilizes the integration of language, rhythm, melody, and repetition. These elements can create recognizable learning patterns that facilitate students' understanding and recall. When vocabulary is incorporated into song lyrics, students not only hear the linguistic forms but also repeatedly pronounce the words through a structured musical pattern. Such repetition has the potential to strengthen the process of storing information in memory.(Hushin et al., 2025) In addition, rhythm can help learners remember sequences of words in a more systematic manner. In Arabic language instruction, this approach can be employed to introduce vocabulary, simple expressions, sentence patterns, and particular grammatical structures. Therefore, singing can be understood as an experiential learning strategy that integrates linguistic and musical dimensions.

From a theoretical perspective, the use of songs in language learning is closely associated with repetition and memory reinforcement. Songs provide relatively consistent sound structures that enable learners to anticipate subsequent words or phrases. Such repetition can reduce the cognitive burden experienced by learners when encountering unfamiliar vocabulary. Through melody, words that may initially appear difficult can be embedded within a recognizable pattern that facilitates recall.(Nabriz et al., 2026) A systematic review of the use of songs in foreign language learning among learners aged two to eighteen years indicates that previous studies have reported potential benefits of songs for vocabulary, grammar, listening, and speaking skills. Nevertheless, the review also highlights variations in methodological quality across studies, suggesting that causal claims should be interpreted cautiously.(Abdullah et al., 2025a) Accordingly, the singing method should be regarded as a promising pedagogical strategy while its effectiveness continues to require contextually appropriate implementation and evaluation.

In the context of Arabic language learning, the singing method has particular relevance because the characteristics of Arabic allow various basic learning materials to be transformed into lyrics. Vocabulary related to body parts, numbers, colors, objects, family members, daily activities, and simple expressions can be organized into short songs.(Begum et al., 2025) These materials can

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then be repeatedly practiced so that students have opportunities to listen to and pronounce the vocabulary collectively. Songs also enable teachers or instructors to regulate the pace of learning according to students' abilities.(Yilmaz et al., 2025) When students experience difficulties, the song can be repeated at a slower tempo before gradually returning to the normal pace. This strategy provides learners with opportunities to develop their abilities progressively without excessive pressure. Thus, songs can serve as a bridge between abstract or memorization-based materials and more concrete learning experiences.

Several empirical studies have demonstrated a positive relationship between the use of singing methods and Arabic vocabulary acquisition. Research involving Madrasah Ibtidaiyah students has shown that the application of singing methods can improve vocabulary learning outcomes across successive instructional cycles. Other research conducted at DTA Baiturrohim Purwakarta has also identified singing as an alternative approach for addressing low levels of learning activity and vocabulary achievement.(Desyulita et al., 2025) These findings are particularly relevant to the madrasah diniyah context because both educational settings emphasize basic religious education and Arabic language learning. Such contextual similarities indicate that singing methods have considerable potential for implementation within nonformal Islamic educational environments. Nevertheless, their effectiveness remains dependent on the selection of learning materials, song design, teacher competence, and learner characteristics. Therefore, singing should be implemented systematically rather than simply replacing conventional memorization activities with musical activities.

Research conducted specifically in madrasah diniyah environments provides more contextually relevant evidence concerning the use of songs in Arabic language learning. A recent study on the implementation of song-based media for vocabulary learning at Madrasah Diniyah Nurus Syamsi involved students at the *ula* level and employed observation, interviews, and documentation as data collection techniques. The findings indicated increased enthusiasm, active participation, memory retention, and vocabulary pronunciation following the implementation of songs. Students were also reported to find it easier to memorize vocabulary through rhythm and repeated lyrics. These findings suggest that songs can simultaneously function as motivational and mnemonic learning media in Arabic instruction.(Abdullah et al., 2025b) However, the study also found that differences in students' ages influenced their level of understanding of vocabulary meanings. Therefore, the implementation of singing methods needs to consider the compatibility between the complexity of instructional materials and learners' developmental levels.

Motivation is another important consideration supporting the use of singing in Arabic language learning. Elementary-level and madrasah diniyah students generally require learning experiences involving activity, interaction, and an enjoyable atmosphere. Learning that is excessively focused on memorization may create the perception that Arabic is a difficult subject. Singing can transform the learning atmosphere into a more communicative environment because students participate directly in pronunciation, repetition, and collective performance.(Mukhlis, 2026) Previous research on singing methods in Arabic language learning has indicated that such methods can increase students' interest and participation. This is important because learning motivation is one of the factors influencing the intensity of students' engagement in instructional activities. Consequently, singing can be positioned as a strategy for establishing a more positive affective environment before students are directed toward the achievement of specific linguistic competencies.

In addition to increasing motivation, singing provides students with opportunities to practice pronunciation repeatedly. Pronunciation is an important dimension of Arabic language learning because Arabic contains several sounds that differ from those commonly found in Indonesian. Errors in pronouncing letters or words may affect meaning and ultimately influence students' communicative competence.(Bolat et al., 2025) Through songs, learners are provided

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with pronunciation models that can be imitated repeatedly in a collective learning environment. Group singing may also reduce students' fear of making mistakes because attention is not focused entirely on individual performance. Research conducted in madrasah diniyah settings has demonstrated that song-based learning is associated with improvements in vocabulary pronunciation, memory retention, and student engagement.(Mukhlis, Knudstad, et al., 2025) Therefore, the singing method has the potential not only to strengthen vocabulary memorization but also to provide repeated and contextualized phonological practice.

The singing method is also closely associated with multisensory learning. In practice, songs can be combined with body movements, pictures, vocabulary cards, and concrete objects related to the learning materials. Such combinations enable students to receive information through multiple learning channels.(Mukhlis et al., 2026) A systematic review of songs and movement in Arabic language learning among young learners indicates that the integration of music and physical activities has the potential to support multisensory learning approaches. A multisensory approach is particularly important for learners who may have difficulty sustaining attention for extended periods.(Abdullah et al., 2026) When vocabulary is accompanied by particular movements or visual representations, students have additional cues that can facilitate vocabulary recall. Therefore, Arabic language assistance through singing can be developed into a more comprehensive multisensory learning activity.

From a pedagogical perspective, singing should not be positioned as a single method that replaces all other Arabic language teaching strategies. Instead, songs are more appropriately integrated into a sequence of learning activities involving material introduction, modeling, guided practice, repetition, and evaluation.(Husna et al., 2025a) Teachers or instructors may initially introduce the meanings of new vocabulary before incorporating those words into song lyrics. Once students understand the meanings, the song can be used to reinforce pronunciation and retention. The subsequent stage may involve games, question-and-answer activities, or simple communicative practices using the newly learned vocabulary.(Ghuni et al., 2025a) Through such a structure, singing functions as a reinforcement strategy rather than merely an entertaining classroom activity. This approach also helps ensure that students understand the meaning of the language rather than simply memorizing the sounds contained in the lyrics.

The effectiveness of the singing method is also influenced by the quality and appropriateness of the songs selected for instruction. Songs designed for beginner learners should ideally contain short, clear, repetitive lyrics that correspond directly to the intended learning objectives.(Ghuni et al., 2026) Excessive vocabulary within a single song may cause students to focus more on following the melody than understanding the linguistic content. Conversely, simple songs allow learners to concentrate on pronunciation, vocabulary meaning, and repetition. Research on Arabic songs has also indicated that repeated expressions and frequently used linguistic forms can make songs a supplementary source of vocabulary exposure for language learners.(Yahya et al., 2025) Consequently, song selection should be based on linguistic appropriateness, developmental considerations, and instructional objectives. In the context of Madrasah Diniyah Al-Ittihad, song selection should also take into account Islamic educational values and the religious characteristics of the institution.

The existing literature further demonstrates that singing methods can be applied to Arabic language materials beyond vocabulary learning. Research on the use of singing methods in *shorof* instruction indicates that music and songs can help learners understand materials that are structural and relatively complex. This suggests that rhythm can be utilized to facilitate the memorization of linguistic patterns and grammatical structures.(Fatikhah et al., 2026) For beginner learners, such an approach may provide an accessible foundation before they progress to more complex grammatical concepts. Nevertheless, the use of singing for grammatical instruction requires more careful lyric design than vocabulary instruction.(Husna et al., 2026) Songs must

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maintain linguistic and grammatical accuracy to prevent learners from acquiring incorrect language patterns. Therefore, teachers' creativity must be accompanied by linguistic precision and pedagogical considerations.

The learning environment is another important factor in implementing singing methods. Madrasah diniyah has distinctive educational characteristics because learning frequently takes place within a religious atmosphere and is conducted within relatively limited instructional time. Such conditions require teaching strategies that are both efficient and capable of maintaining students' attention. Singing can be an appropriate option because a single song can be repeatedly used within a relatively short period.(Husna et al., 2025b) Group activities also allow all students to participate without requiring sophisticated learning facilities or technological equipment. Research concerning external factors influencing the effectiveness of singing methods in Arabic language learning suggests that the success of such methods is shaped by various conditions surrounding the learning process.(Wahyudi et al., 2026) Therefore, implementation at Madrasah Diniyah Al-Ittihad should consider classroom conditions, instructional duration, instructor competence, student characteristics, and the availability of supporting learning media. Based on the overall literature, the singing method has a substantial theoretical and empirical basis for use as an instructional assistance strategy in Arabic language learning among madrasah diniyah students. Existing studies indicate its potential to improve vocabulary acquisition, memory retention, pronunciation, learning motivation, and student engagement. Nevertheless, systematic research has also emphasized that causal evidence concerning the effectiveness of songs in language learning remains in need of further strengthening through more rigorous research designs.(Mukhlis, Yazid, et al., 2025) At the same time, much of the existing Arabic language research has focused on elementary schools, Madrasah Ibtidaiyah, or specific groups of language learners, leaving considerable room for further investigation within madrasah diniyah contexts. This situation provides both a research opportunity and a practical basis for examining how singing methods can be adapted to the needs of students at Madrasah Diniyah Al-Ittihad, Subang. The assistance program is therefore important not only for introducing an enjoyable learning strategy but also for developing active, contextualized, and Islamically oriented experiences in Arabic language learning. Accordingly, *Assistance in Arabic Language Learning through the Singing Method for Students of Madrasah Diniyah Al-Ittihad, Subang* has both academic and practical relevance in expanding the application of activity-based, musical, and experiential approaches to Arabic language education.

These findings are supported by several studies over the past five years. Faridah and Fajar (2022) showed that singing can help improve memorization.*mufradat*Arabic language learning for students at the Fajrul Islam Karang Hegar Islamic Boarding School in Subang (Faridah & Fajar, 2022). The use of songs makes the memorization process more interesting, making it easier for students to remember vocabulary. Nurkholis et al. (2023), through mentoring activities at the Darul Hidayah Kemiling Islamic Boarding School in Bandar Lampung, also found that the singing method was able to increase the enthusiasm and motivation of female students in learning and memorizing Arabic vocabulary (Nurkholis et al., 2023). Meanwhile, Hakim et al. (2025), in their Arabic language mentoring activities for elementary school-aged children in Ciadeg Village, used a song-based approach.*fun learning*through the singing method (Hakim et al., 2025). The results of the activity showed an increase in learning interest, mastery of everyday vocabulary, activeness, and enthusiasm among students in participating in the learning process. Children also found it easier to memorize vocabulary and improve their Arabic pronunciation and intonation.

Based on previous research, it can be seen that the singing method has good potential in learning Arabic, especially in increasing interest, motivation, activity and mastery.*mufradat*students. This method allows learning to take place in a more enjoyable atmosphere so that students do not easily feel bored. However, previous research has focused more on mastery *mufradat*, memorization, and general Arabic language skills.(Anggraini et al., 2026; Maulida et al., 2026)

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Therefore, this community service activity has a more specific focus, namely increasing interest in learning Arabic through singing among students at Madrasah Diniyah Al-Ittihad, particularly fourth graders.

This focus is based on observations showing that Arabic language learning is still not being optimally delivered to students. The implementation of the singing method is expected to provide an engaging learning alternative, increasing students' enthusiasm for the learning process, improving their understanding of the material, and enabling them to implement Arabic language lessons correctly and appropriately.

Method

Mentoring Approaches and Methods

This community service activity uses a participatory mentoring method in the Arabic language learning process. Mentoring in the context of community service activities is the process of providing direct assistance to the target to help them understand, apply, and overcome problems encountered during the activity process. Mentoring is not only oriented towards delivering information or materials, but also positions the mentor as a facilitator who helps participants in the process of understanding and practicing the knowledge provided. In community service activities, mentoring can be carried out continuously through providing direction, practice, monitoring, and evaluation of the target's abilities. One community service article explains that mentoring is the activity of providing assistance to those in need, especially to help overcome problems when learning or training outcomes begin to be implemented (Supriadi et al., 2023).

This approach aligns with the characteristics of activities at Madrasah Diniyah Al-Ittihad, as students are not only provided with Arabic language materials but also directly assisted in understanding, repeating, memorizing, and implementing the material. This mentoring is carried out by taking into account each student's individual abilities, allowing those experiencing difficulties to receive more intensive repetition and assistance. This mentoring model also aligns with the practice of Community Service Program (PKM) activities, which generally involve identifying needs, planning programs, implementing mentoring, monitoring, and evaluating (Hutagalung et al., 2024).

In this activity, mentoring is combined with singing method as a method for delivering Arabic language material. The singing method is a learning method that uses sung poetry or lyrics to convey learning material. The Arabic language material presented, particularly basic material and vocabulary, is arranged into simple melodies or songs so that students can easily follow and repeat them. Research on the singing method in Arabic language learning shows that this method can create a more enjoyable learning atmosphere, increase student engagement, and aid vocabulary mastery. Recent research also shows that the singing method can be used to increase interest in learning Arabic in fourth-grade elementary school students (Anwar et al., 2023).

Time, Location, and Target of the Activity

Community service activities were carried out at Madrasah Diniyah Al-Ittihad, Cidahu Village, on August 10–14, 2026. Prior to the implementation of the main activity, an initial identification was conducted on August 7, 2026. The target of the activity was specifically the fourth grade students of Madrasah Diniyah Al-Ittihad. The selection of class IV was based on the results of the initial identification conducted through interviews and observations of students in classes III and IV. Based on the results of the identification, it was found that the problem of learning Arabic needed to receive more targeted assistance in class IV. Madrasah Diniyah Al-Ittihad has a whole 30 students, but this community service activity is specifically focused on class IV students as the target group of the program.

Identification Stage

The first stage is identifying problems and needs**.** target Identification was conducted on August 7, 2026, through interviews and observations of students in grades III and IV. Identification

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is the initial process for obtaining information regarding conditions, needs, and problems that form the basis for determining the type of activities to be implemented. In PKM activities, needs identification is carried out before program development so that the activities provided are in line with the real problems faced by the target (Hutagalung et al., 2024).

The identification results indicate that Arabic language learning at Madrasah Diniyah Al-Ittihad has not been optimally delivered. This is evident in the inability of several students to remember and implement previously learned Arabic language material. These findings then serve as the basis for determining activity targets, materials, delivery methods, and the form of mentoring to be provided to fourth-grade students.

Planning Stage

Based on the identification results, the next stage is planning a mentoring program. This planning involves determining basic Arabic language materials appropriate to the abilities of fourth-grade students. The materials used are sourced from basic Arabic language learning materials the team studied while at the Islamic boarding school and then adapted to the students' needs.

The material was then developed using a singing method. Each topic or vocabulary item presented was presented using simple melodies to make it easier for students to follow, repeat, and remember. This method was chosen based on research findings that singing can create a more engaging and interactive Arabic language learning experience and help students master vocabulary (Khasanah et al., 2022).

Implementation Stage of Mentoring

The implementation phase was the core of the activity, which took place on August 10–14, 2026. The facilitator delivered Arabic language material to fourth-grade students through singing. The learning process was carried out in stages, starting with an introduction to the material, providing pronunciation examples, delivering the material through song, and then the students followed along and repeated the material together.

After students have completed group learning, mentors provide individual support. The mentors review the material with each student to determine their level of understanding and ability to remember it. Students who are unable to answer or implement the material are given explanations and repetition. Meanwhile, students who have understood the material are given the opportunity to practice it again. Each meeting also includes review activities or repetition of previous material. Repetition is carried out because the Arabic language material that has been presented needs to be reinforced so that students are not only able to follow the learning as it is delivered, but also able to remember and use it again.

As a fun learning activity, the "one clap" game is used. In this game, students are given a series of words or instructions related to the material. Students only clap when the word or instruction "clap" is present; if the word is not in the instructions, they do not clap. This game is used to train concentration and review previously learned material. If a student makes a mistake, they are asked questions or retested on the material. The other students are then directed to repeat the material together so that the material is reinforced for all participants.

Monitoring/Controlling Level

The next stage is monitoring or controlling. Monitoring is the process of monitoring the progress of an activity's implementation to determine whether it is proceeding according to its stated objectives. In mentoring activities, monitoring is carried out continuously to track progress towards targets and determine corrective actions if problems are identified (Yusuf et al., 2024).

In this activity, monitoring is carried out by asking students again about the Arabic language material, even outside of class hours. The facilitator spontaneously asks questions about the material they have learned to determine how well they remember it without direct assistance from the learning process. If the student is unable to answer, the facilitator repeats or explains it

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again. Conversely, if the student is able to answer and implement the material correctly, the material is considered better understood, and the activity can proceed to the next topic.

Evaluation Stage

The last stage is evaluation, Evaluation is conducted to determine the achievement of activity objectives and the changes observed after the mentoring process. Evaluation in PKM activities is used to assess the extent to which the program has achieved its objectives and to determine improvements for future activities (Yusuf et al., 2024).

Evaluation of activities is carried out qualitatively through observations of several indicators, namely: (1) students' enthusiasm in participating in learning; (2) students' attention during the mentoring process; (3) active participation in singing and game methods; (4) ability to remember Arabic language material; (5) ability to answer questions; and (6) ability to implement Arabic language material correctly and appropriately. The evaluation results are used to see the students' development and also become the basis for determining material that needs to be repeated.

Thus, the entire activity process is implemented through a flow of identification → planning → implementation, mentoring → monitoring/controlling → evaluation. This flow was chosen so that the activity does not stop at delivering the material, but rather ensures that there is a process of strengthening, monitoring, and evaluating the students' abilities.

Table 1 Flow of Implementation Method

Level	Form of Activity	Output
Identification	Interview and observation on August 7, 2026	Problems in understanding and implementing Arabic were found.
Planning	Determine basic Arabic material and package it in a singing method	Mentoring materials and strategies
Implementation	Delivery of material, singing, individual guidance, games and repetition	Students understand and remember the material
Monitoring /Controlling	Asking questions about the material again, including outside of class hours	It is known that the memory and implementation abilities of students are known
Evaluation	Observing interest, enthusiasm, activeness, understanding, and implementation	Knowing the program's achievements and follow-up needs

Results and Discussion

Community service activities through the program to Increase Interest in Learning Arabic through the Singing Method for Students of Madrasah Diniyah Al-Ittihad were carried out as a form of learning assistance for fourth-grade students. The implementation of the activity was carried out through several interrelated stages, namely identifying initial conditions, planning materials, implementing assistance through the singing method, repeating materials,*controlling*, and evaluation. Based on observations during the activity, the application of the singing method combined with questions and answers, games, practice, and repetition of material showed positive changes in students' interest and engagement in Arabic language learning.(Ghani et al., 2026) These changes were evident not only during the learning activities but also in the students' ability to recall and reuse the material provided outside of class hours.

Identification and Initial Conditions for Learning

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The initial phase of the activity involved an introduction and identification of the Arabic language learning environment at Madrasah Diniyah Al-Ittihad. This initial identification is crucial for identifying the challenges faced by the students, allowing the program to be tailored to their needs. Based on initial observations and interactions, it was discovered that the previous Arabic language material had not been fully understood and implemented by the students.(Isna et al., 2026) Some students had received Arabic language instruction but still experienced difficulties when asked to reuse the material. This situation served as the basis for the mentoring team to design learning that was not only oriented towards delivering material but also provided a fun, repetitive, and applicable learning experience.



Figure 1. Introduction stage and initial identification of learning needs of students at Madrasah Diniyah Al-Ittihad

Based on the identification results, the team then planned basic Arabic language materials tailored to the abilities of fourth-grade students. The material was drawn from basic Arabic lessons the team had learned at the Islamic boarding school and presented using a singing melody to make it easier for the students to understand and remember.(Isna et al., 2026) The singing method was chosen because learning with children requires an engaging and non-monotonous atmosphere. This method also allows for natural repetition, as Arabic vocabulary and expressions are sung repeatedly.

Implementation of Learning through the Singing Method

The implementation phase is carried out through direct mentoring of the students. The Arabic language material is first introduced by the mentor, then the students are directed to listen, follow the pronunciation, sing along, and repeat the material.(Isna et al., 2026) The learning process is not limited to lectures but involves students actively through singing, question-and-answer activities, games, and simple communication practices.

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Figure 2. The process of delivering Arabic language material to class IV students through mentoring activities.

Based on observations during the activity, students demonstrated a high level of interest in participating in the learning process. This was evident in their enthusiasm during the activity and their desire to revisit the material after the session concluded. Several students requested that the lesson continue and that Arabic material be presented again at the next meeting.(Sari et al., 2026) This response is an important indicator of student interest in learning, as students' interest not only arises when asked to participate but also is demonstrated through their own desire to gain further learning experiences.

Active participation was also evident during the question-and-answer session. Students demonstrated courage in asking questions about material they didn't understand and actively responded to questions posed by their mentors.(Ahyai et al., 2026) This demonstrated that the learning process was evolving from one-way communication to two-way interaction between mentors and students. Active participation in asking questions, answering questions, paying attention to the material, and requesting further study were descriptive indicators of interest in learning Arabic.



Figure 3. Active involvement of students in question and answer activities and practice of Arabic language material

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These findings align with research by Lestari et al. (2022), which showed that interest in learning Arabic through singing can be seen through students' enjoyment, attention to learning, willingness to learn, and active participation during the learning process (Lestari et al., 2022). Findings from activities at Madrasah Diniyah Al-Ittihad showed similar characteristics, particularly in terms of attention, active participation, enthusiasm, and students' desire to retrieve the material after learning was completed.

The singing method also serves as a means to help students remember the material. This is in line with Nurkholis et al. (2023), who found that assisting Arabic language learning through singing can increase students' enthusiasm and motivation while also aiding comprehension and memorization.*mufradat*(Nurkholis et al., 2023). Similarly, Hakim et al. (2025) showed that learning Arabic through the singing method with a musical approach.*fun learning*can increase children's interest, activeness, and enthusiasm in learning and help them remember Arabic vocabulary (Hakim et al., 2025). Thus, the results of mentoring at Madrasah Diniyah Al-Ittihad reinforce the finding that the singing method can be an appropriate learning alternative to create a fun Arabic learning atmosphere for elementary school-aged children.

Repetition, Practice, and Implementation of Material

In addition to the singing method, the mentoring process also emphasizes repetition and direct use of the material. At the end of the lesson, students are accustomed to simple communication using the Arabic expressions they have learned.(Rahmah et al., 2026) This activity aims to ensure that the material is not only memorized through singing but also understood for its use in a communicative context.

One of the materials provided is an expression for asking for a name, namely*man ismuka?*(مَا اسْمُكَ؟) which means "what is your name?" After understanding the question, students are directed to provide an answer using the pattern*ismī* ...(اِسْمِيْ ...) which means "my name is ...". For example, in the learning process, students can answer*ismī Dean*or "my name is Dean." The use of this simple pattern is then reinforced at the end of the lesson through conversations between the facilitator and the students, or between students.



Figure 4. Practice and repetition of the use of Arabic expressions by students

This habituation is a crucial part of the learning process because students not only learn the meaning of vocabulary but are also guided to understand the context in which it is used. This process also helps connect singing activities with simple communication skills. Songs are used as a means of memorizing material, while communication practice is used as a means of implementing the memorized material.

This finding is relevant to Hakim et al. (2025), who found that using the singing method helps children memorize vocabulary, improve pronunciation, and enhance their ability to use the Arabic vocabulary they have learned (Hakim et al., 2025). This also supports research by Furoidah and Amalia (2021), which showed that the singing method can help students understand

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Arabic.*mufradat*and practicing the material learned in communication (Furoidah & Amalia, 2021). Thus, the singing method will be more meaningful when it doesn't stop at singing vocabulary but continues with practical use of the material.

Controlling and Evaluating Students' Understanding

One of the characteristics of this mentoring activity is the process*controlling*This isn't limited to during class hours. Facilitators consistently review the material with students when they meet outside of class. This is done to determine whether students can still remember the material without first receiving formal repetition in class.

Expression*man ismuka?*become one of the materials that is used repeatedly in the process*controlling*When the facilitator met the students outside of class hours, the question was asked again spontaneously. Based on observations during the activity, the students who had received the material were able to understand the question and provide answers using a pattern.*ismī* ...by stating each other's names. The ability to answer questions outside of formal learning situations is an important finding because it shows that material is not only remembered during the learning process but can be recalled when students encounter the same stimulus at a different time.

Process *controlling*This also serves as a formative evaluation. If a student has difficulty remembering the material, the mentor provides repetition and explanation. Conversely, if the student is able to provide the correct answer, the lesson can continue with the next material or practice. With this approach, evaluation is not only conducted at the end of the program but also becomes an integrated part of the mentoring process.



Figure 5. The process of controlling and evaluating students' understanding of Arabic language material

Results *controlling*This study demonstrates that consistent repetition plays a crucial role in retaining learned material. It also demonstrates that the success of the singing method in this activity does not stand alone, but is reinforced by practice, Q&A, games, repetition, and ongoing interaction between the facilitator and the students. Therefore, the improvements found are more accurately understood as the result of learning support that integrates the singing method with material reinforcement activities.

Impact on Interest and Use of Arabic Outside the Classroom

In addition to the changes observed during learning activities, an interesting finding was the use of Arabic in interactions outside of class. One example of documentation obtained was comments on the KKN TikTok social media platform that used Arabic expressions. The emergence of Arabic use in informal communication spaces can be seen as an indication of interest in using Arabic outside of formal learning contexts.

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Figure 6. Indications of the use of Arabic expressions in social media interactions after mentoring activities

These findings are not the sole measure of the program's success, but rather serve as supporting documentation that Arabic is beginning to be used in informal communication. Stronger evidence comes from direct observation, including increased student enthusiasm, demand for further learning, increased questioning, improved retention of material, and ability to respond to Arabic questions outside of class hours.

Overall, the results of the activity showed positive changes in four main aspects: interest, activeness, retention of the material, and implementation of Arabic. In terms of interest, students showed enthusiasm in participating in the activity and requested material back after the lesson was completed. In terms of activeness, students were involved in asking and answering questions. In terms of retention, students were able to respond spontaneously to material asked outside of class hours. Meanwhile, in terms of implementation, students began to use simple communication patterns such as*man ismuka?* And *ismī* ...in conversation practice.

Indicator	Conditions Observed After Mentoring	Interpretation
Interest in learning	Students ask for material/learning again after the activity is finished	Demonstrate a desire to continue learning
Enthusiasm	Students actively participate in singing and learning activities	Demonstrate positive response to learning methods
Activity	Students actively ask and answer questions	Demonstrate involvement in the learning process
Memory	Students are able to respond to questions about material outside of study hours	The material can be recalled after learning
Understanding	Students understand the questions*man ismuka?*	Demonstrates understanding of the meaning of expressions
Implementation	Students are able to answer with patterns*ismī* ...according to their respective names	Demonstrate the ability to use material contextually
Use outside of	The use of Arabic expressions was found	Be an indication of supporting

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Indicator	Conditions Observed After Mentoring	Interpretation
class	in social media interactions.	interest in using Arabic

These findings align with various studies in the past five years. Lestari et al. (2022) identified enjoyment, attention, willingness to learn, and activeness as factors related to student interest in learning Arabic through singing (Lestari et al., 2022). Nurkholis et al. (2023) demonstrated that mentoring through singing methods can stimulate enthusiasm and motivation in learning Arabic (Nurkholis et al., 2023). SyahLimnata et al. (2026) also specifically demonstrated the relevance of singing methods in increasing interest in learning Arabic in fourth-grade students (SyahLimnata et al., 2026). Meanwhile, Hakim et al. (2025) found that mentoring through singing methods in elementary school-aged children can increase student interest, activeness, vocabulary mastery, and enthusiasm.

The results of the activities at Madrasah Diniyah Al-Ittihad thus reinforce previous research, but are characterized by the application of singing methods combined with individual mentoring, games, repetition of each meeting, communication practice, and monitoring outside of class hours. This combination allows mentors to assess not only students' responses during the lesson but also their ability to retain and use the material after the lesson is over.

Based on these overall results, the implementation of the singing method through mentoring activities indicates an increase in interest in learning Arabic among fourth-grade students at Madrasah Diniyah Al-Ittihad. Descriptive improvements are evident in the emergence of interest in participating in subsequent learning activities, active questioning and answering, enthusiasm during activities, and a willingness to reuse the Arabic material that has been learned. Furthermore, the students' ability to respond to simple questions outside of class hours indicates that repetition and habituation contribute to maintaining understanding of the material. Although this activity has not yet used quantitative instruments in the form of*pre-test–post-test*or the scale of interest in learning, the results of observation, practice, controlling, and documentation provide an illustration that the singing method combined with continuous mentoring has the potential to be an interesting, active, and applicable alternative for learning Arabic for students at Madrasah Diniyah.

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Conclusion

Community service activities through the application of singing methods in Arabic language learning show that this approach has the potential to increase the interest, involvement, and basic Arabic language skills of fourth-grade students at Madrasah Diniyah Al-Ittihad. The integration of singing methods with questions and answers, games, repetition of materials, communication practices, and controlling can create a more interactive, enjoyable, and participatory learning process. The findings of the activities indicate an increase in students' enthusiasm and activeness in participating in learning, their ability to remember the material, and their courage to use Arabic materials in simple communication contexts. These findings confirm that the effectiveness of the singing method lies not solely in the singing activity, but in its integration with reinforcement strategies, repetition, and communicative practices that enable students to understand, remember, and use the material more actively. Thus, the singing method can be considered as a pedagogical alternative in elementary Arabic language learning at Madrasah Diniyah, especially if developed in a varied, contextual manner, and accompanied by ongoing mentoring. However, the results of this activity have limitations because it was implemented in a relatively short time, involved participants limited to fourth-grade students, and used evaluations that were still predominantly observational and not supported by standardized quantitative instruments. Therefore, subsequent activities need to expand the scope of participants and the duration of mentoring and implement more systematic evaluation instruments, such as pre-test–post-test and learning interest scales, so that changes in interest, understanding, memory, and Arabic language skills can be measured more objectively and comprehensively.

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