

**Arabic Learning Strategy In Early Childhood**

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**Abstract:** *In today's digital era, everyone is required to master many things, both technology and foreign languages, especially Arabic. The introduction of Arabic from an early age is one way to master a foreign language well so that it can compete in the outside world. The purpose of this paper is to explain the importance of introducing Arabic to children from an early age and the benefits it can get. This study uses a qualitative research method, which is a research method that describes everything from the object under study. The results of the writing of this paper are in the form of an explanation of the importance of introducing Arabic to children from an early age and its benefits both from a child's psychological and academic perspective, as well as from a social perspective.*

**Keywords:** *Arabic Language Learning; Early Childhood*

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**INTRODUCTION**

The right time to start education is from an early age, because early childhood has unique specifications that do not exist at a later age. Therefore, babies must be introduced to the people around them, sounds, objects, invited to joke and have conversations so that they can develop into normal and healthy children. Learning methods that are appropriate for the year of

birth to the age of six usually determine the personality of the child as an adult. This of course is also influenced by how well and healthy parents behave and behave in early childhood. Because early age mental development takes place quickly. This period is an opportunity that should not be underestimated. If at an early age the input received by a child is positive and constructive, then like a tree, strong roots

will be formed (Asmani, 2009). To do this, parents and teachers are the top components that play an important role in education (inculcating values and knowledge that are useful for the child's future). In carrying out their duties professionally, teachers for early childhood need a solid and complete insight into teaching and learning activities. One of the insights that teachers need to have in teaching and learning strategies, with this strategy the teacher has guidelines regarding various alternative options that may be taken so that teaching and learning activities take place regularly, systematically, directed, smoothly and effectively.

Another study was Zettl studied conducted a study entitled Early Literacy Research with Children Speaking German as an Additional Language. This study intends to explore how the language development process of immigrant children who have mastered the first language and learned German as a second language. Another study, namely research conducted by Ramadhan (2017) attempted to identify children's language development at the age of 5-6 years in Kindergarten in Sekarbela District, Mataram. Meanwhile, this research is focused on the strategy of teachers in teaching Arabic to children at the early childhood education level who are experiencing the golden age, focused on the strategy of presenting Arabic to children. (Ramadhan, 2017)

From this point of view, the researcher tries to examine how children in their golden age get Arabic learning, which then greatly affects children's readiness to learn Arabic when entering elementary school. This study aims to determine the implementation of the strategies applied by the teacher, as well as the factors that influence the learning of mufradat (vocabulary) in early childhood.

The existence of the Kindergarten school level is expected to be a realm of

cultivating knowledge by taking advantage of the golden opportunities that children have. Therefore, learning Arabic really needs to be researched at this level of education so that parents and teachers will find it easier to direct children to various language skills at the next level and understand strategies that can continue to be developed to increase children's interest in Arabic. In addition, planting Arabic language education from a young age will make it easier for children to get to know the Al-Qur'an language earlier.

## **RESEARCH METHOD**

This study uses a qualitative research method, which is a research method that describes everything from the object under study. This qualitative research will use a phenomenological approach. Phenomenological research is a qualitative research that tries to reveal the internal meaning of the subject under study. To obtain data about this research, the researchers went directly to the field (Hsieh & Shannon, 2005; Maxwell & Reybold, 2015; Parker & Parker, 2020; Qu & Dumay, 2011; Williamson et al., 2018). The presence of researchers in this study acts as a key instrument that directly involves oneself in the life of the subject within the research time set by the researcher to obtain data in accordance with the characteristics of qualitative research. The main data source in this study were teachers at Kindergarten Permata Bunda, Bengkulu City. As for complementary data, it is the principal, Deputy Head of the curriculum, documents, and archives, it is hoped that from several existing data sources it can support the smoothness of the research process. The techniques used in collecting data are interviews, documentation and observation. The form of data analysis to be used is inductive. Inductive analysis is a way of thinking by drawing conclusions from specific data. This method is used to conclude data regarding al-mufradat (vocabulary) learning strategies in early

childhood at Kindergarten Permata Bunda Bengkulu City according to the results of observations, interviews, and documentation which will then be drawn to a final conclusion. This can be seen in the latest research which discusses a lot about the competence and proficiency of kindergarten students in Arabic which is increasingly sticking out. the growth of varied learning media can be one of the triggers in the progress of student mastery of the basics of Arabic. The data validity technique used triangulation of sources and methods. Source triangulation means data collection techniques to prepare data from different sources with the same technique (Sugiyono, 2015). Method triangulation means that researchers use different data collection techniques to obtain data from the same source by means of participatory observation, structured interviews, and documentation to obtain data from the same source. Source triangulation conducted during the study was to use the same list of questions to several academics who were in school. So that data can be reduced and conclusions can be synthesized that describe school conditions. This source triangulation was also carried out by Budi, (2014); Devinta et al., (2015); Nurkolis & Muhdi, (2020); Othman et al., (2008), thus the research becomes credible because of the power of data confirmation.

## **RESULTS AND DISCUSSIONS**

Teachers at Kindergarten Permata Bunda sort learning activities in the form of weekly activity units (SKM) and daily activity plans (RKH). SKM is a reference in preparing daily activities. SKM itself is prepared according to the standard of learning needs in early childhood in Raudatul Atfal. This SKM applies to all Kindergartens registered in Bengkulu City. The RKH is compiled by each class teacher, developed and adapted to the abilities of students in their respective classes. In class, the teacher prepares an RKH

based on the teaching materials in the SKM and the teacher teaching guidelines that have been developed by the headmaster of Kindergarten Permata Bunda.

Based on the results of observations and interviews of researchers, the implementation of learning is in accordance with the sequence of learning activities. Starting from preliminary activities then core activities to closing activities the teacher has carried out in accordance with the sequence of learning activities. This is supported by the existence of the teacher's initiative to take up their respective positions in learning activities considering that there are 4 teachers responsible for class "B". This division of tasks will maximize the implementation of teaching and learning activities effectively and efficiently.

In relation to learning Arabic, in each learning component, Arabic elements are implanted, such as the habituation of Arabic numerals to be heard by the teacher every time counting when lining up, ascension or tones when singing. The habituation of Arabic letters is instilled through coloring Arabic letters or words, and greeting by using short Arabic conversations carried out at the beginning of the lesson is the formation of an Arabic language environment.

Selection of the right method will determine the achievement of learning objectives. The choice of learning methods by class "B" teachers at Permata Bunda Kindergarten is in accordance with the students' conditions (student learning styles), materials, and available learning media. The selection of the methods above is the teacher's effort to maximize the running of the teaching and learning process. In addition, the teacher has also realized that Arabic is still considered less superior than English, so that the teacher does not underestimate the obstacles that will be faced. This is evidenced by the seriousness of the teacher to understand the

learning styles of each individual child students.

The media used in the implementation of the *al-mufradat* (vocabulary) learning strategy for class "B" Kindergarten Permata Bunda was chosen based on the importance of the learning theme. The teacher makes learning media from cards or manila paper with one vocabulary written on each. There are also learning media for vocabulary learning that are permanent. The walls in the classroom are painted into pictorial vocabulary. The blackboard and hanging pictorial theme boards design the classroom as a medium for children learning.

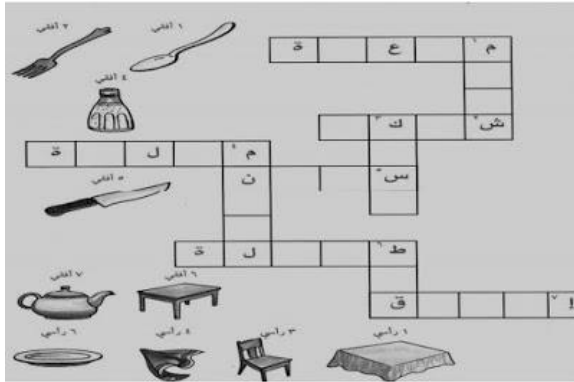


Figure 1. Crossword Puzzle (al-hurf al-mutaqati)

Based on data from the results of interviews and observations, the researcher found that the media used by the teacher of class "B" Kindergarten Permata Bunda had considered the principles of selecting instructional media. In addition, the media used is adjusted to the thinking level of early childhood. For learning Arabic at the level of vocabulary recognition, the media used is very striking, namely the media of picture books, where children will color pictures containing Arabic calligraphy writing. Picture card media is also very helpful for saving time, apart from avoiding verbalization, children aged 5-6 years are very happy to learn by looking at pictures / colored cards

Based on the learning strategy components that have been observed, this research shows that the strategy used is the vocabulary learning strategy (*mufradat*) at the *ibtida* / beginner level. At Permata

Bunda Kindergarten, a number of vocabularies have been selected and arranged according to themes. The vocabulary arrangement that has been chosen based on the theme is recorded which then becomes a guidebook for teachers to teach in each class. Vocabulary selection is very much in accordance with the principles of selecting Arabic vocabulary. The number of vocabulary given is 2 to 3 new words per day based on the students' ability to memorize vocabulary.

The time used in delivering the basic vocabulary material is 20 minutes. Basically, this time is very little, but getting used to the elements of Arabic is a top priority in learning Arabic at Permata Bunda Kindergarten, so the school tries to create an environment that supports this habituation. This can be seen from the results of observations made by researchers on each component in the sequence of learning activities. Researchers found that on Monday and Tuesday, class "B" teachers would use Arabic when counting, singing, and when asking children to do something.

The strategy applied in learning Arabic in early childhood in Kindergarten is in accordance with the learning standards. Teachers and in general schools have systematically designed Arabic learning so that students are expected to be as early as possible familiar with the Arabic language and learning (Ali, 2018; Aljojo et al., 2019; Boudelaa & Marslen-Wilson, 2013; El-Omari & Bataineh, 2018; El Kah & Lakhouaja, 2018; Palmer et al., 2007; von Suchodoletz et al., 2020).

The integrated learning model that is applied to early childhood at Permata Bunda Kindergarten is in a thematic form, this learning model is equivalent to the SD / MI education level which considers the concept of DAP (development appropriate practice). However, at the Kindergarten level, a more sensitive and fun phase of child development is considered.

## CONCLUSION

The strategy used is the vocabulary learning strategy (mufradat) at the ibtida ' / beginner level. This learning strategy is compatible with learning for early childhood. Apart from being very basic, learning vocabulary at beginner level also helps stimulate children's brain development to grow optimally. The implementation of the ibtida level al-mufradat learning strategy is well done. Of the various components that have been observed by researchers, the implementation of the ibtida level al-mufradat learning strategy "runs according to the principles of learning al-mufradat at the ibtida level".

The factors that influence the implementation of the ibtida level al-mufradat learning strategy have supporting factors, are as follows: (1) The teacher does not use a monotonous method so that the children / students do not get bored quickly or lose their desire to learn, because the children in early childhood quickly feel bored. (2) The existence of the Iqro subject 'is a follow-up to learning Arabic vocabulary, because students usually mention Arabic letters, it will make it easier for students to read Iqro'. The Iqro 'subject is deliberately held to educate students to be able to read the Al-Qur'an well, fluently and correctly.

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