

Nadzom Method Implementation in Arabic Language Learning at DTA Ar-Risalah Pangandaran

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ABSTRACT

The Real Work Lecture Programme at DTA Al Risalah Pangandaran uses the Nadzom technique to teach Arabic language acquisition. Studies have focused on humans since they are distinct and varied social animals in many domains, including language. Arabic, a multilingual tongue, is essential to Muslims for religious and communicational purposes. Arabic language education is crucial for giving kids a strong foundation, especially in their early years. The Nadzom method—which includes activities including material preparation, song selection, Arabic language instruction, voice training, group exercises, discussion sessions, and performances—is used to approach this learning. Children will be able to comprehend and use Arabic in their daily lives thanks to this learning technique.

ARTICLE INFO

Article History:

Submitted/Received 12 May 2024

First Revised 28 May 2024

Accepted 29 May 2024

First Available online 31 Jul 2024

Publication Date 31 Jul 2024

Keyword :

Nadzom

Arabic

Early Childhood Education

INTRODUCTION

One of the few socially distinct species, humans are diverse in both the material (body) and immaterial (soul, spirit, intelligence, and so on) domains. They are diverse in many ways, including in terms of colour, ethnicity, culture, religion, and even language. Because they possess morals and intelligence, humans are regarded as God's most ideal creation. They are "Speaking Creatures" and entities of high moral character that are a part of the cosmic reality. As responsible beings with the ability to produce amazing works, people have duties and obligations. Additionally, one of their needs as humans is to communicate with others in order to meet their basic wants. As a result, one of the instruments of communication that is essential to human interaction is language. Language can also be used to express oneself, to communicate concepts, feelings, and even events. It is one way that human civilization and culture are expressed. According to linguistic dictionaries, language is a collection of arbitrary sound symbols that people use to communicate, cooperate, and establish their identity (Kridalaksana, 2001).

One of the many languages spoken by different language communities is Arabic, which is dynamic and subject to change. The term "language variation" describes the various manifestations of a language, including its vocabulary, structure, meaning, and sound characteristics. For Muslims, Arabic is also the language of Islam. Why is it the case? because the Quran, the sacred text, and the Hadith are written in Arabic. Furthermore, Arabic is an official language of the United Nations (UN) and the national language of the Middle East.

Language proficiency results from both habituation and learning, instruction, and experience. Arabic learning is a process that takes time and is not instantaneous. Because young children are capable of absorbing new information, it is imperative to introduce Arabic language learning at a young age. This also holds true for elementary school-aged youngsters. Learning the Arabic language can start with the introduction of reading, letter pronunciation, and simple vocabulary that is met in everyday life when speaking fluent Arabic.

The goal of teaching young children Arabic: There are unquestionably goals for every learning endeavour, and studying Arabic is no exception. The main goals of learning Arabic are for students to be able to read and write Arabic (kitabah), understand religious texts and cultural writings as intellectual treasures of Islam written in Arabic, and be able to use Arabic as a supplemental language to help with other subjects. Additionally, students should be able to understand the Quran and Hadith as sources of Islamic law and teachings. In particular, learning Arabic helps students become proficient in communicating both orally and in writing utilising a variety of language forms and styles by exposing them to a wide range of linguistic information.

Arabic is taught to elementary school students in the Babakan Pangandaran Hamlet since kindergarten (Taman Kanak-kanak), therefore they are typically exposed to it at a young age. This is especially true at DTA Ar-Risalah Pangandaran. It is undeniable, nevertheless, that learning and using Arabic is a difficult undertaking, particularly in a place that is largely recognised as a tourist destination. Tourists, who make up the majority of the area's population, naturally run into some challenges, especially given that the area speaks a mixed tongue of Javanese and Sundanese. They might think it's hard to use Arabic in daily life. Furthermore, there is a lack of parental interest in and encouragement for their kids to acquire the language, as well as a lack of understanding of the significance of learning about religion is relatively minimal, not to mention studying a language abroad. This is the problem that occurs when parents work on the beach and are unable to spend time with their children because most people who work there are fisherman, especially those who do not understand Arabic.

METHOD

With a descriptive method, this study seeks to explore the sources as thoroughly as feasible. Nur Hakim, M. (2005). This investigation is carried out about Nadzom and its use as a preaching and teaching tool. As said in the beginning, this approach is carried out by giving DTA Ar-Risalah educators advice on practical solutions that may be used to guarantee that the school's educational programme operates without a hitch.

Therefore, applying the Nadzom learning approach is one among the recommendations made to enhance and optimise the educational experience at DTA Ar-Risalah. Delivering the prearranged course material at DTA Ar-Risalah in the form of a Nadzom—a poem with intellectual parts surrounded by lyrics with subtle Islamic overtones—is the first step in the Nadzom learning process. The following phases are involved in implementing the Nadzom Arabic song learning approach in DTA Ar-Risalah's community outreach activities:

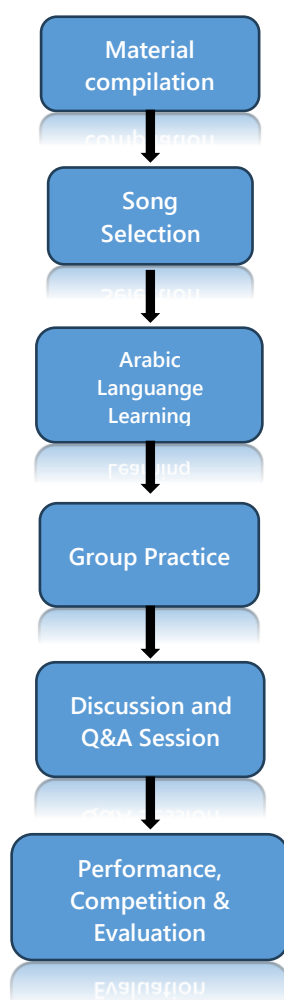


FIGURE 1. Methods

1. **Material Compilation**
Putting together Nadzom teaching resources in a language that is suitable for young learners and easy to understand. Additionally, make sure the information can help the kids and is pertinent to the community service activities.
2. **Song Selection**

- By choosing Arabic music with moral lessons or positive values, songs with information, or songs for learning prayers
3. Arabic Language Learning
Apart from instructing Nadzom, we also take use of this chance to instruct the kids on the fundamentals of Arabic language. Arabic letter pronunciation should come first, followed by rudimentary vocabulary and short sentences. We also provide a clear example of tone, rhythm, and articulation.
 4. Group Practice
One of the methods used to instruct children is to have them practise singing Nadzom in groups.
 5. Discussion and Q&A Session
Having a discussion session to go over the song meanings and what Nadzom explained after rehearsal. This technique is used to aid in their comprehension of the songs' moral lessons and other information.
 6. Performance, Competition dan Evaluation
As part of the community service activities, we also arrange competitions and shows for the madrasah community after enough planning.

RESULT AND DISCUSSION

Nadzom, or Sundanese praise, is defined in the research through the Nadzom technique as the combination of the words "Nadzom" (praise) and "Sunda." In Sundanese, the word "nadzom" means "composition." In technical terms, it's a name for Persian poetry, which has a 12-line pattern of two by two or four by four rhythms and tells the tale of a dutiful and upright palace servant. Thus, "padalisan" (lines) and "pada" (stanzas) bind the words that make up Nadzoman. It was discovered that this approach is quite successful in helping young children learn Arabic. Children are drawn in by the Nadzom method of learning since it is an activity they may participate in at different ages. This aids in their comprehension and Learn Arabic vocabulary more quickly.



FIGURE 1. Symbolic Arabic Vocabulary Board
(April 3, 2024)

One of the study's important conclusions is that children's vocabulary memorising skills can be improved by adopting the Nadzom method of Arabic language instruction. This study, for instance, states that kids learn Arabic language through Nadzom, a practice in which basic Arabic vocabulary is substituted for song lyrics. Children are more likely to be motivated and excited about learning Arabic when the process is approached in such a fun way. Furthermore, using the Nadzom approach to the study of Arabic helps

enhance one's general proficiency in the language. By using this strategy, children not only improve their vocabulary but also gain a better understanding of syntax and sentence structures.

The researcher in this study started by making an observation. Descriptive research usually uses observation to quantify individual behaviour or the process of something observable, whether in artificial or natural environments. One tool that is frequently employed in educational research is observation. When information is to be obtained on facts, behaviour, and student work outcomes in natural settings, it becomes more effective. In this instance, the researcher watches the early childhood students at DTA Ar-Risalah as they learn, paying particular attention to their pronunciation and vocabulary acquisition.



FIGURE 2. Implementation of *Nadzom* Learning.
(March 19, 2024)

Children from different early age groups often appreciate music-related activities, such as singing, listening to music, and learning through songs or *Nadzom*, the study found. It is imperative that music be included in the learning environment, particularly for younger pupils. Teachers can use a variety of songs in the classroom, both classic and contemporary (Mardiana, R. (2018).

The teacher's skill to choose, arrange, or even compose songs that are appropriate for educational settings should be highlighted, though. These tunes ought assist facilitate the process of learning *Nadzom*, both when reciting it out and when participating in other activities that are connected to it. Muhaiban (2002) highlighted in a prior study the significance of the teacher's role in choosing and composing music appropriate for educational settings.

Based on this comprehension, the researcher's goal is to watch how young children at DTA Ar-Risalah learn Arabic vocabulary through the *Nadzom* method. The study's goals are to investigate how well the *Nadzom* method works to support young children's Arabic vocabulary learning and to comprehend how teachers choose or compose songs that are appropriate for teaching.

This study contributes to our understanding of the *Nadzom* method's use in the context of young children's Arabic language learning as well as practical methods for incorporating music into a fun and successful learning environment. Overall, the study shows that at DTA Ar-Risalah, some students are able to "*nadzomize*" the arrangements of Arabic language songs that have been taught flawlessly, while others still need the instructor's assistance (not fluent).



FIGURE 3. Discussion on Teacher Performance Improvement (March 19, 2024)

The children's ability to perform songs using the taught Arabic language is used as an assessment tool. When a teacher employs the Nadzom technique, the students seem more excited and involved in the learning process. This suggests that the kids are more motivated to learn. The study finds that the Nadzom method is a good way to learn Arabic vocabulary because most youngsters can sing vocabulary songs flawlessly (Witrin, N. Y., & Gamayanti, G, 2021).

The skills that students acquire during the learning process are vital indicators of their developmental stage. In this sense, "able" has the same meaning as "can" or "able to." According to Susanto (2017), ability is the capacity or willingness of an individual to perform a task as a result of natural traits or instruction.

The ability of students to apply the singing method to the context of learning Arabic becomes a crucial metric for evaluating the efficacy of the educational process. The more adeptly the kids use the singing approach to acquire vocabulary in Arabic, the more enthusiastically they react to the growing interest in the language. To put it another way, teachers can assess student motivation in learning Arabic and the efficacy of instruction by looking at how well students can implement the singing technique (Ridwan, R., & Awaluddin, A. F. (2019). Accordingly, the purpose of this study on the impact of the singing method on learning Arabic vocabulary is to ascertain how much this approach can increase learners' interest and motivation to learn, in addition to evaluating learners' skills. As a result, it is anticipated that the research's conclusions would offer more depth on the connection between young children's desire in learning Arabic, their aptitudes, and the actual teaching strategy.

The Nadzom approach improves children's comprehension and memory retention during the learning process of Arabic vocabulary, according to study findings and theoretical studies. Children are given an exciting and distinctive learning experience using this strategy, which successfully increases their interest in learning.

The Nadzom technique provides children with an enjoyable and captivating way to learn Arabic vocabulary. Children are better able to understand and recall Arabic vocabulary words when it is presented to them through songs or Nadzom. The melodies and music that go along with them offer extra stimulation that helps improve children's recollection of the words they have learned by strengthening the connections in their brains. Additionally, the Nadzom method's application promotes kids' active participation in their education. Not only are they listening to these songs, but they are also singing along, which might increase their enthusiasm and drive to learn Arabic. As a result, using this approach helps kids learn how to store knowledge in both short- and long-term memory while also improving their vocabulary in Arabic.

The Nadzom technique of teaching Arabic vocabulary has the ability to improve children's comprehension and memory retention, according to the findings. In the context of teaching young children Arabic, the research's findings offer a solid basis for the creation of more efficient teaching methods.



FIGURE 4. Implementation of Competition
(March 29, 2024)

Prioritising play-based learning, singing, or even chanting as a way to help children learn through memorization can help meet the curriculum's learning outcomes for early childhood education. In order to maximise children's potential, entertaining, inventive, and creative surroundings are also created. This creates a happy environment for children to memorise. Plato claimed that, in addition to playing, music is a potent teaching tool. Singing and playing come naturally to children since these activities are important for their growth. This is quite similar to the way that poetry, or *nadzom*, help kids memorise Arabic terminology. It is made to be repeated every day and involves holding competitions to gauge how well kids have learned Arabic vocabulary.

Applying the *Nadzom* technique to professor supervision of KKN posts is a good way to support Arabic language study and students' genuine contributions to community development. Instructors help choose pertinent Arabic literature, give clear instructions for reading and comprehending the texts, and lead conversations for in-depth examination. Then, while professors offer assessment and comments for ongoing improvement, students write reflections and give presentations in Arabic. Thus, this strategy creates a connection between student academic progress and community service.

CONCLUSION

The *Nadzom* method of Arabic language acquisition combined with play and singing has been shown to be an excellent early childhood education strategy for improving children's vocabulary memorization, comprehension of grammar, and sentence construction. Singing and music can encourage children to become more interested and involved in their education. This technique can help children retain more of the terminology they have acquired by strengthening the neural connections in their memory. Therefore, in order to accomplish the best child development goals in early childhood education, holistic and pleasurable instruction—like the use of *Nadzom*—is strongly advised. A comprehensive strategy is necessary for early childhood education, one that incorporates playing, singing, and the *Nadzom* method of memorising. Educators must choose suitable music and create efficient teaching methods. Children's reactions to learning must be continuously assessed, particularly the effect of singing techniques on Arabic language acquisition. It has been demonstrated that the *Nadzom* approach works to improve kids' memory and level of involvement. Putting this holistic approach into practice is crucial to helping young children meet their learning objectives.

ACKNOWLEDGEMENT

In carrying out this Community Service Programme (KKN), we would like to thank the following parties: Field Supervisor Rezza Fauzi Muhammad Fahmi, M.Hum., and Chairman of LPPM Syarif Hidayat, M.Pd., who have been with us from the beginning of the KKN till the end of this article. This offering is undoubtedly a concrete example of community service grounded in science. Additionally, we would like to thank the academic community of STIABI Riyadul 'Ulum, the participants of KKN group 1, and the Babakan Village, Pangandaran Sub-District, Pangandaran Regency government for consistently granting permission and opportunity to carry out KKN. May we all benefit from our partnership and it be a field of good actions.

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