



Innovation of Singing Methods in Overcoming Phonetic Difficulties of Arabic Student at Nurul Chotib Islamic Boarding School

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Abstract:

Phonetic difficulties remain a significant barrier for non-native Arabic learners, especially in mastering the pronunciation and articulation of certain Arabic phonemes. While previous research has focused on traditional memorization or memorization methods, there has been limited exploration into student-centered creative approaches such as singing. Many students have difficulty remembering and actively using Arabic vocabulary in everyday conversation. This can hinder their understanding of Islamic religious texts and literature, which is mostly written in Arabic. Often, the traditional memorization process is considered boring and less engaging for students resulting in their low motivation to learn.

This study aims to investigate the effectiveness of innovative singing methods in overcoming phonetic challenges faced by Arabic-speaking students at the Nurul Chotib Islamic Boarding School.

This study uses a qualitative descriptive method with a case study approach. The locus is the Nurul Chotib Islamic Boarding School, where data is collected through observations, interviews with teachers and students, and audio recordings of pronunciation exercises. Data analysis was carried out through data reduction, coding, and thematic interpretation to identify the impact of the singing method.

The findings show that integrating melodies into Arabic pronunciation lessons significantly improves students' articulation and phonetic accuracy. Its novelty lies in the application of culturally relevant and engaging methods that increase retention and motivation.

In conclusion, the main lesson that can be taken from this study is that including music in the learning process can make memorization activities more fun and effective. In addition, the contribution of this method can increase students' motivation to be more actively involved in learning, as well as strengthen their memory. Therefore, the singing method can be considered a useful alternative to improve the quality of language and religion learning in Islamic boarding schools.

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Introduction

Many students have difficulty remembering and actively using Arabic vocabulary in everyday conversation (Nurhayati & Hilmi, 2024) This can hinder their understanding of Islamic religious texts and literature, which is mostly written in Arabic. Often, the traditional memorization process is considered tedious and less appealing to students (Susilo & Sofiarini, 2020), resulting in their low motivation to learn. Therefore, innovative and fun learning methods are needed to improve vocabulary memorization skills (Rachmawati & Husin, 2022) One of the proposed methods is the singing method, which is known to improve students' memory and emotional engagement (Hilman et al., 2024).

Several previous studies have explored the use of music and singing methods in language learning. Most studies show that music and singing can improve memorization skills (Luthfillah et al., 2022) Especially in the context of learning vocabulary. For example, research by (Susetya et al., 2024) It shows that the use of songs in foreign language learning helps speed up the cosmic recall process by involving elements of melody and repetition.

This study aims to examine the Innovation of Singing Methods in overcoming phonetic difficulties of Arab students at the Nurul Chotib Islamic Boarding School. The main focus of this study was to answer the question: "Can singing methods improve students' ability to memorize everyday Arabic vocabulary?" In addition, this study also aims to find out the extent to which singing methods can affect students' motivation and emotional involvement in the Arabic language learning process.

The results of this study are expected to provide a clearer picture of the effectiveness of Singing Method Innovation in overcoming phonetic difficulties in Arabic and provide recommendations for the development of more interesting and effective learning methods in Islamic boarding schools (Aswad & Muin, 2022).

The singing method is predicted to improve the ability to overcome the phonetic difficulties of students at the Nurul Chotib Islamic boarding school in a more fun and effective way. This is because singing, with its melody and repetition, allows students to more easily remember the vocabulary that has been taught (Ludke, 2010). A study by Bolduc (2019) revealed that language teaching through songs can improve long-term memory and help students remember information for longer. This research also has wider implications for the development of curriculum and teaching methods in Islamic boarding schools, especially in an effort to improve the quality of Arabic language learning that is more enjoyable and effective (Nuha & Musyafaâ, 2022).

Method

The method of singing in learning is a technique that involves the use of songs or singing to improve understanding and facilitate the learning process (Tsaniyah, 2024). In this context, the singing method is often used to help students memorize certain information or material (Ridwan & Awaluddin, 2019). Typically, the songs chosen have a tempo that matches the material being taught, and often involve repetition to reinforce students' memorization. The use of this method aims to make the learning atmosphere more enjoyable and reduce boredom that often occurs in the monotonous learning process. Singing methods can be categorized into several variables: The type of song is one of the important elements in the singing method (Ira, 2015). Songs used in learning can be songs that contain lyrics that are relevant to the material being taught. In addition, there are also songs made specifically for educational purposes, which are tailored to specific learning themes to help students understand the material more easily.

The form of singing in the singing method can vary. Singing can be done individually, where a student sings a song on their own (Goetze, 1989). On the other hand, singing can also be done in a group, allowing students to collaborate and learn together, thus creating a more interactive and fun learning atmosphere. The nature of singing methods in active and participatory learning (Jannah, 2025). This method encourages direct engagement between students, where they not only listen, but also participate in singing. Interaction between students becomes more intense, which in turn can increase their engagement and understanding of the material being studied. The application case shows how singing methods can be applied in a variety of learning contexts (Yul & Andrian, 2022). This method is not only used in formal classrooms, but can also be applied in non-formal settings, such as extracurricular activities or community-based learning. The application of this singing method in various contexts shows its flexibility and effectiveness in helping students master the material in a fun way.

Several previous studies have shown that singing methods can improve students' memory and attention (Dyramoti & Wahyuningsih, 2022) especially in memorizing difficult material. Research by Tobias (2017) revealed that using songs in learning can stimulate parts of the brain associated with memory and emotions, thus helping students remember material more easily. Another study by Pardede (2018) shows that singing can enrich students' learning experiences in a fun way, while also reducing stress and increasing student engagement in the learning process. Muflih (2021) also added that the singing method is very effective in assisting

students in learning new vocabulary in a foreign language, because singing introduces repetition which is very important in remembering information (Diman, 2020) However, most of the research has not studied how the application of the singing method can be applied in the context of Arabic language learning, especially in the teaching of vocabulary (mufrodat). Further research examining the use of singing methods in this context still needs to be done to assess effectiveness.

Memorization Theory in Learning

Memorization is a cognitive process that involves storing information in long-term memory by repeating or repeating the material learned. In the context of education, memorization is often considered one of the basic methods of mastering the material (Iqbal, 2018), especially those that require quick reminders or mastery of certain concepts, such as in a foreign language. Although memorization is often seen as an easy technique, it takes good strategies and techniques to ensure that information can be stored effectively (Olivia, 2013)

The theory of memorization involves several variables: The types of memorization can be divided into two main categories, namely direct memorization (memorization) and understanding-based memorization (meaningful learning). Direct memorization focuses on mechanically repeating information without deep comprehension, whereas comprehension-based memorization involves understanding the underlying concepts of the memorized material, making it easier to remember in the long run. The forms of techniques used in memorization include various approaches, such as mnemonic, repetition, and association techniques. The mnemonic technique helps create an unforgettable connection between the memorized information and something already known. Repetition strengthens memory, while associations associate new material with existing information, making the process of memorization easier. The rote learning format can be individual or group memorization. In individual learning, students memorize independently, while in group learning, they can help each other in the memorization process. The use of tools such as flashcards or digital media can also increase the effectiveness of memorization, by providing a more interactive and visual way to remember information. The nature of memorization techniques is repetitive and requires consistency in their implementation. Effective memorization often involves regular repetition and perseverance to ensure that information is firmly embedded in long-term memory (Diana, n.d.). Without consistency, the memorization process will be less effective. The application case shows how memorization techniques are used in a variety of learning contexts. This memorization technique is very important in language learning, where vocabulary mastery is

highly dependent on memorization skills. In addition, memorization techniques are also applied in other structured knowledge, such as learning mathematics or natural sciences, which require memorizing basic concepts.

Research in the field of memorization theory shows that there is a significant difference between memorization techniques that are based on repetition and those that are based on comprehension. Winograd (2019) shows that repetition techniques can help students remember information in a short period of time, but in order to maintain memory in the long term, there needs to be a connection between information and deeper understanding. Research by Anderson & Karpicke (2020) also emphasizes that learning techniques that integrate memorization with comprehension are more effective in improving students' memory in the long run. Therefore, while memorization is important, the techniques used must support a deep understanding of the material. However, research on the influence of memorization methods in Arabic language learning, especially in terms of vocabulary (mufrodat), is still very limited. Further studies are needed to explore more effective techniques in improving Arabic vocabulary memorization skills among students, taking into account the context and media factors used in learning.

Mufrodat Yaumiyyah in Arabic Language Learning

Mufrodat yaumiyyah or everyday vocabulary in Arabic is a collection of words used in everyday life, which includes words that often appear in conversations and routine activities. This concept is essential in learning Arabic, as mastery of basic vocabulary is the basis for building more complex language skills (Kamsiah et al., 2024) This vocabulary covers a wide range of topics, such as family, work, time, place, and daily activities, all of which have a specific social and cultural context in Arabic.

In learning mufrodat yaumiyyah, there are several variables that can be categorized, including: The types of vocabulary learned in Arabic can be divided into several categories, namely nouns, verbs, adjectives, and adverbs. Each type of vocabulary has a different function in a sentence, and mastery of these different types of vocabulary is essential for understanding and constructing the correct sentence. Mastering these four types of vocabulary also allows students to communicate more fluently. This form of vocabulary teaching can be done through a variety of methods, such as teaching using pictures, conversations, or interactive exercises (Maulana et al., 2019) The use of images can help students associate words with visualizations that make them easier to understand (Ningrum et al., 2024) Conversations provide real context in the use of vocabulary, while interactive exercises allow students to practice hands-on,

reinforcing their understanding of the vocabulary being taught. The format of teaching vocabulary can also be done in a variety of ways, including through memorization, exercises, or language games. Memorization is one of the more traditional, but still effective ways to introduce and strengthen students' memory of vocabulary (Indianto, 2015) Exercises provide opportunities for students to practice words, while language games present a more fun and interactive approach to vocabulary learning. The effective nature of vocabulary learning is applicative, i.e. connecting vocabulary with real-life contexts. This applicative learning helps students not only memorize vocabulary, but also understand how to use it in everyday situations. Thus, students can remember and use vocabulary more effectively, as they can see the direct relevance between the vocabulary learned and the activities or conversations that take place in daily life.

Research on the teaching of mufrodat yaumiyyah shows that mastery of everyday vocabulary is very important in the ability to speak Arabic. Ali (2019) researched that learning mufrodat yaumiyyah which involves the use of interactive media, such as videos or applications, can improve students' memory and understanding of the vocabulary. Zainuddin (2021) also emphasized that teaching that connects vocabulary to real situations or direct conversations is more effective in helping students remember vocabulary and apply it in everyday conversations. Students who learn vocabulary in relevant contexts are more likely to remember and use it in conversation. However, although many studies have addressed mufrodat teaching techniques, most are still limited to memorization techniques and the use of materials that are not always contextual. Therefore, more research is needed on how more creative learning techniques, such as using songs or games, can improve comprehension and mastery of everyday vocabulary in Arabic (Syamsuddin et al., 2024)

The location in this study is the Nurul Chotib Islamic Boarding School located in Jember. The selection of this location is based on the implementation of the Singing Method Innovation in overcoming phonetic difficulties in Arabic, which is considered an innovative method to improve students' memorization skills at the Nurul Chotib Islamic Boarding School has an intensive program of Arabic language learning, with a focus on memorizing daily vocabulary. This pesantren has facilities that support learning such as classrooms, language laboratories, and other learning devices. Students at this Islamic boarding school, who participated in Arabic language learning, became the object of research to examine how singing methods affect their ability to memorize mufrodat.

This research uses a qualitative approach with a case study type. The qualitative approach was chosen because it aims to explore a deep understanding of the influence of singing methods on students' memorization skills. The case study was chosen because it allowed researchers to focus on a specific phenomenon, in this case the Innovation of Singing Methods in overcoming students' phonetic difficulties. The design of this study allows researchers to obtain rich and comprehensive data on the application of this method in the context of Islamic boarding schools, as well as its impact on the Arabic language learning process, especially in the memorization of mufrodat by students.

The sources of information in this study consist of three main groups of informants. First, the chairman of the Nurul Chotib Islamic Boarding School board who has the authority to make decisions related to policies and the implementation of learning at Islamic boarding schools. The chairman of the board will provide insight into the reasons and policies behind the application of the singing method in Arabic language learning. Second, Arabic teachers who are directly involved in teaching students use the singing method to memorize mufrodat. These teachers will provide information related to techniques, approaches, and the effectiveness of these methods in the learning process. Third, students or students who are the subject of this research. These students will provide a perspective on their experiences in learning and memorizing mufrodat using the singing method, as well as their feelings towards the method.

The data collection process in this study involves three main techniques: observation, interviews, and documentation. Observation was carried out by directly observing the Arabic learning process in the classroom, especially the use of Singing Method Innovation in overcoming phonetic difficulties in Arabic. The researcher will record the interaction between teachers and students and the effectiveness of the method in improving student memorization. Interviews were conducted with the board president, Arabic teachers, and some students who were deliberately selected to provide information about their experiences related to the methods used. Documentation is used to collect written data, such as lesson plans, teaching materials, and learning evaluation notes related to mufrodat teaching. Data from these three techniques will provide a comprehensive overview of the implementation and impact of the singing method.

The stages of data analysis in this study include three main steps: data reduction, data display, and data verification. Data reduction is done by selecting and filtering relevant information from observations, interviews, and documentation. Irrelevant data will be removed to keep the focus of the research. The data display is done by presenting the data in

a structured and easy-to-understand form, such as a narrative describing the main findings of the research. Data verification is carried out to ensure the accuracy and consistency of the data obtained. The analysis method used is content analysis, which will be used to identify themes that emerge from the collected data. In addition, discourse analysis and interpretation analysis are used to analyze how communication occurs in learning and to give deeper meaning to the findings obtained during the research. Through this process, researchers can draw conclusions about the innovation of singing methods in overcoming the phonetic difficulties of Arab students at the Nurul Chotib Islamic boarding school.

Results and Discussion

Result

1. What is the potential for the application of this method on a larger scale to change the dynamics of Arabic teaching in the future?

1. Digital Technology Integration

The use of digital technology in learning Arabic can increase the effectiveness and efficiency of the learning process. Online learning platforms, interactive apps, and social media allow students to learn anytime and anywhere, and interact with learning materials in a more engaging and enjoyable way.

2. Project-Based Learning and Simulation Approach

Project-based and simulation-based learning methods provide students with hands-on experience in using Arabic in the context of daily life. This approach not only improves language skills, but also encourages students' creativity and critical thinking skills.

3. Use of Social Media and Digital Platforms

Platforms such as TikTok and Instagram can be used as learning mediums that are attractive to generation Z. Learning content that is creative and relevant to daily life can increase students' interest and motivation in learning Arabic

4. Application of Singing Methods for Vocabulary Mastery

The singing method has proven to be effective in improving mastery of Arabic vocabulary. Through specially designed songs, students can remember vocabulary more easily and enjoyably.

5. Curriculum Flexibility and Learning Evaluation

Flexibility in curriculum and learning evaluation allows adaptation to student needs and development. The use of technology in evaluations can simplify the assessment process and provide faster and more accurate feedback.

2. Making learning more enjoyable:



Singing is a fun activity and can reduce boredom while studying. This way, students will be more motivated to continue learning and memorizing new vocabulary.

1. **Santri Ahmad**

Feeling of Singing Method: Positive Reason

: "This method makes it easier for me to remember mufrodat because there is a rhythm that helps my brain store words." Ahmad felt that the rhythm contained in the singing method was very helpful in the process of memorizing mufrodat. With melodies, it is easier for his brain to store and remember the words he is taught.

2. **Santri Riska**

Feelings for Singing Method: Positive Reason

: "I memorize faster and can repeat happily." For Riska, singing speeds up the memorization process. In addition, he finds it more satisfying to repeat those words, which keeps him motivated to learn.

3. **Santri Dilla's Feelings**

on the Singing Method: Neutral Reason

: "I didn't feel much change, but I felt more excited to memorize because of the more lively atmosphere." Although Dilla feels that not much has changed in his memorization skills, he admits that the learning atmosphere has become more lively and fun, which increases his enthusiasm for memorization.

4. **Santri Wahyu's Feelings**

on the Singing Method: Positive Reason

: "Singing makes learning feel fun and not boring." Wahyu feels that the singing method makes the learning atmosphere more enjoyable and reduces boredom, thus making him more focused when memorizing mufrodat.

5. **Santri Courtesy**

of Feelings for Singing Methods: Positive Reason

: "With rhythm, it becomes easier for me to remember memorized memorization." For ihsan, the melodies involved in singing help remember mufrodat that was previously difficult to memorize. This rhythm serves as an effective reminder for words that are difficult to remember.

The overall results of the interviews showed that the singing method had a positive impact on most students in memorizing mufrodat, although there were also students who felt that the

change was not too significant, but they still felt more enthusiastic in the memorization process.

Based on the results of interviews conducted with students at the Nurul Chotib Islamic Boarding School, it was found that the majority of students felt that the Singing Method in overcoming phonetic difficulties in Arabic had a positive impact on their learning process. The following is a visualization of interview data in the form of a table:

Students	Feelings for Singing Methods	Reason
São Paulo A	Positive	This method makes it easier for me to remember mufrodat because there is a rhythm that helps my brain to store words.
São Paulo B	Positive	Positive: I memorize faster and can repeat happily.
São Paulo C	Neutral	I don't feel much changed, but I'm more excited to memorize because of the more lively atmosphere.
São Paulo D	Positive	Singing makes learning feel fun and not boring.
São Paulo E	Positive	With rhythm, it becomes easier for me to remember mufrodat that is difficult to memorize.

Restatement: Data from the interviews showed that most students responded positively to the use of the singing method in overcoming phonetic difficulties in Arabic. This is based on their experiences of finding it easier to remember, more actively engaged, and feeling more motivated in memorizing words.

Looking at the data that has been presented, the pattern that emerges is the dominance of positive responses to the singing method. Almost all of the students interviewed stated that this method made them more excited and faster in memorizing mufrodat. The students who gave a neutral response also admitted that the singing method made the learning atmosphere more lively, even though they felt there was no significant change in their memorization process. This shows that the influence of the singing method is very felt in improving the learning experience of students.

The patterns that appear in the results of interviews can be interpreted by taking into account the natural nature of the human brain which is easier to remember information presented in a fun way and involves many senses. The rhythm or melody used in singing can help activate various parts of the brain, which serves to facilitate the memorization process. The positive experiences expressed by the students showed that interactive and fun learning greatly supported their memory, and the singing method served as an effective tool in Arabic phonetics.

3. Improves memory:

The melody and rhythm in a song can help the brain to remember information better. The vocabulary repeated in the song will be embedded more strongly in the memory.

Observations made at the Nurul Chotib Islamic Boarding School on students who use the singing method show that they are more active in participating in learning. The following are the results of the observations seen in the table:

Students	Activities During Learning	Memorization Achievement (in % of words memorized correctly)
São Paulo	Follow along enthusiastically	85%
São Paulo	Sing passionately	90%
São Paulo	Follow along casually	65%
São Paulo	Sing with a group	88%
São Paulo	Sing on the go	92%

Restatement: Observational data showed that students who actively sang had higher achievement in memorizing mufrodats, with the percentage of words memorized correctly reaching 85% to 92%. Meanwhile, students who are more passive in following this method tend to have lower achievements, as seen in student C with a 65% achievement.

From the data obtained, it can be seen that students who are more actively involved in the learning process, such as singing with enthusiasm or moving while singing, tend to get better results in overcoming phonetic difficulties in Arabic. On the other hand, students who only participate in learning without much enthusiasm, such as Santri C, show lower achievements. This reflects the importance of emotional and physical involvement in the learning process, which can improve their memory.

The pattern that occurs in this observation data can be explained through a learning theory that states that active involvement in the learning process both mentally, physically, and

emotionally can improve understanding and memory. Singing that combines elements of music and movement, not only involves the cognitive aspect in remembering the mufrodat, but also the affective aspect that increases enthusiasm and motivation. Therefore, the more active students are in participating in singing learning, the better their memorization results will be, as reflected in the existing data.

4. Making it easier to understand:

When vocabulary is presented in the form of songs, understanding the meaning of words will be easier. In addition, songs can also help in understanding simple grammar.

The documentation obtained during the study showed a number of results that illustrated the students' progress in overcoming phonetic difficulties in Arabic using the singing method. Here is a visualization of the document evidence compiled in the table:

Date	Number of Mufrodat Tested	The Right Mufrodat to Remember	Success Percentage (%)
01 of 2024	30	27	90%
02 of 2024	35	33	94%
03 of As 2024	25	23	92%
04 of 2024	40	37	92.5%
05 of 2024	28	26	92.8%

Restatement: Documentation data shows that every day, students manage to memorize mufrodat with a very high success rate, reaching an average of 92%. This shows that the application of singing methods in learning has contributed to the improvement of their memorization skills.

Looking at this documentation data pattern, it can be seen that the average success rate of students in memorizing mufrodat is quite high, with a percentage of more than 90%. This achievement is consistent from day to day, which shows that the application of the singing method has a significant impact on students' memorization skills. In addition, the results also illustrate that each student gets an improvement in remembering mufrodat on a regular basis.

The pattern seen in this documentation data can be interpreted by stating that the success of the singing method in improving the ability to memorize mufrodat may be due to a combination of fun memorization techniques and consistency in its application. Singing allows students to

associate memorized words with melodies, which facilitates their memory. The high success rate shows that this method is effective in helping students remember and understand the mufrodat better, as well as making it easier for them to memorize regularly.

5. Making learning more interactive:

Singing together can create a more interactive and collaborative atmosphere. Students can learn from each other and correct each other.

Based on interviews conducted with students at the Nurul Chotib Islamic Boarding School, it was revealed that the singing method has a considerable influence in creating more interactive learning. The following data summarizes the results of interviews related to this:

Santri Name	Responses to Singing Methods	Reasons Why You Feel Learning Is More Interactive
São Paulo A	Very Positive	"By singing, I feel more involved, because the atmosphere is more cheerful and I can learn while moving."
Student B	Positive	"This method makes us more active and not feel bored. We can sing together, so it's more fun."
São Paulo C	Neutral	"Although I love singing, I find learning this way a bit distracting when memorizing."
São Paulo D	Very Positive	"Singing makes us more excited, we become more focused and faster at memorizing."
São Paulo E	Positive	"Learning is more fun, I find it easier to remember words with melodies."

Restatement: The results of the interviews show that the majority of students feel that the singing method has a positive impact on interaction in learning. Most students consider that singing together makes the atmosphere more cheerful and enjoyable, which makes them more involved in the process of memorizing mufrodat yaumiyyah.

From the interview data presented, the pattern that emerged was the majority of positive responses to the application of the singing method in learning. Students A and D showed a very positive response, stating that they felt more active and enthusiastic in learning. Meanwhile, Santri B also felt that this method made learning more exciting and not boring. On the other hand, even though Santri C gave a neutral response, he still admitted that singing provides a

more lively atmosphere in learning. Overall, the results of these interviews show that the singing method can create a more interactive atmosphere, increasing student engagement in learning.

The patterns found in this interview data can be interpreted through a learning theory that states that learning that involves various senses, especially the senses of hearing and body movements, tends to be more effective. When students sing, they not only listen to and remember the mufrodat, but also engage emotions and physical movements, which makes them more connected to the material being studied. Although there was one student who gave a neutral response, the majority showed that the singing method created a more fun and interactive learning. It illustrates that by making learning more enjoyable and active, it is easier for students to engage and remember the material being taught.

Discussion

The results of the interviews show that the Innovation of the Singing Method in overcoming the phonetic difficulties of students in the Nurul Chotib Islamic boarding school has very important implications in the world of education. One of the main implications is that by including music in learning, the memorization process becomes more fun, effective, and thorough. In contrast to traditional methods that tend to be monotonous and boring, singing as a learning method increases student engagement and gives them a more engaging learning experience. This is especially important, especially in the context of religious education, where students must memorize mufrodat diligently. Some studies that support these findings suggest that melody in learning can improve long-term memory, as it involves more parts of the brain. Another implication is that teaching that combines musical arts can enrich the learning experience and have a positive impact on the success of education at the Nurul Chotib Islamic Boarding School.

Why can singing methods improve students' memorization skills? This can be explained by the cognitive theory that music-based learning involves more of the senses, which strengthens memory. When students sing mufrodat, they not only listen, but also associate the words with the melody they are singing. This process forms a strong connection between words and tone, which helps students remember the mufrodat more effectively. Research shows that repetitive melodies can make it easier for a person to remember information over a long period of time. This supports the understanding that singing activates both sides of the brain both related to hearing and language, as well as the emotions involved in listening to cause and effect

music. This shows that the incorporation of music in the learning process has a strong scientific basis, which facilitates a significant improvement in the ability to memorize mufrodāt.

The results of the observation show that the singing method not only makes the memorization process more enjoyable but also effective in increasing students' active participation. The implication of these findings is that the use of the singing method can reduce the feeling of boredom that is often felt during repeated memorization activities. Students who were more actively engaged in learning showed significant improvements in outcomes in overcoming phonetic difficulties in Arabic. By singing, students not only memorize passively but also include physical and emotional expressions, which improve their concentration and memory. Research on music-based learning has also shown that melody has the ability to increase students' motivation, which has a positive impact on their achievement in memorization. Therefore, the results of these observations show that the singing method is not only fun, but also effective in improving students' motivation and learning outcomes in overcoming phonetic difficulties in Arabic.

The correlation between increased active participation and the use of singing methods can be explained through learning theory which posits that physical and emotional involvement in the learning process improves comprehension and memory. When students sing, they not only focus on memorized words, but also engage physically through movement and sound, which improves long-term memory. This is because the human brain is more likely to remember information related to emotions or physical activity. Research related to multisensory learning shows that when learning involves more than one sense, information processing becomes more profound and easier to remember. Therefore, this correlation explains that the combination of sound and movement in singing strengthens the learning process and accelerates the process of memorizing mufrodāt yaumiyyah among students.

The use of the singing method in learning is not only effective for memorizing mufrodāt, but can also be applied in learning other sciences, such as biology. Learning outcomes on cell topics in biology show that music-based approaches can help students understand and remember more complex concepts, such as cell structure and function. This implies that the singing method can enrich the way of teaching a wide range of subjects, not limited to religious or language lessons. Research on teaching biology using the musical method shows that this technique can improve students' memory of difficult scientific terms, such as the names of organelles in cells. Thus, the implication of this evidence is that the singing method can be

widely applied in a variety of disciplines to speed up the process of memorizing and understanding difficult concepts.

The development of singing methods in learning has shown significant potential in improving students' understanding and learning outcomes, not only in Arabic but also in other subjects such as biology. This method utilizes elements of music and rhythm to facilitate the process of memorizing and understanding the subject matter. In the context of biology learning, the application of the singing method has been proven to be effective in improving students' understanding of complex material. For example, research by Zahwa Nafidatul Jannah and Evi Roviati shows that the use of the "Biosong" method in plant tissue materials can significantly improve student learning outcomes. The results of the hypothesis test showed a value of Sig. 0.000, which means that there was a significant positive influence between the use of the Biosong method and student learning outcomes.

Conclusion

This study shows that the singing method has a significant impact on the Innovation of Singing Methods in overcoming the phonetic difficulties of Arabic language students at the Nurul Chotib Islamic boarding school. The main lesson that can be taken from this study is that including music in the learning process can make memorization activities more fun and effective. In addition, this method can increase students' motivation to be more actively involved in learning, as well as strengthen their memory. Therefore, the singing method can be considered a useful alternative to improve the quality of language and religion learning in Islamic boarding schools.

The strength of this research lies in its contribution in introducing the singing method as an alternative approach in education, especially in the context of teaching mufrodat in Islamic boarding schools. This research renews the perspective of learning by integrating music as part of a more dynamic teaching strategy. From a scientific perspective, this study provides new insights into the relationship between music-based learning and long-term memory improvement. In addition, this research can be used as a reference to develop more innovative and fun teaching methods for students in Islamic boarding schools and other educational institutions.

The exploration of diverse learning methods at the Nurul Chotib Islamic Boarding School is very important to enrich the educational approach and improve the quality of students' advanced studies. Various innovative methods, such as the Al-Latif, Nashar, and CBSA methods, have proven effective in improving students' understanding of the material, enriching the learning experience, and preparing them to face the challenges of the academic and professional world. For example, the application of the Al-Latif method in studying the yellow book has been proven to be effective in significantly improving the reading competence of students' books. This method combines a modern approach with a module system, allowing students to understand Arabic grammar more quickly and precisely.

Thus, the exploration and application of various innovative learning methods will enrich the learning experience of students at the Nurul Chotib Islamic Boarding School, making them better prepared to face challenges in their advanced studies and professional lives.

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