

Assistance in Arabic Language Introduction Through Arabic Music Translation Activities of Qad Anshoha Songs at MA Al Barokah Probolinggo

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Abstract— *This community service activity aims to introduce Arabic in a contextual and fun way to female students through a music-based approach. This activity was held at MA Al-Barokah, Probolinggo, with participants as many as 20 students from MA Al Barokah, Tunggakcerme Village, Wonomerto District, Probolinggo Regency. The implementation of the activity lasted for four weeks in March 2023 and involved two students from the Arabic Language Education Study Program as implementers and facilitators. The method used in this activity is the method of tarjamah (translation), using an Arabic song titled Qad Anshoha as the main medium of learning. The song was chosen because it contains Islamic values as well as vocabulary and sentence structure that are relevant for basic Arabic learning. The activity began with an introduction to vocabulary, reading and understanding the meaning of the lyrics, to practicing translating song lyrics together. In addition, participants were also invited to sing songs in Arabic after understanding their meaning, in order to improve pronunciation and contextual understanding. The results of this activity show that learning Arabic through the media of songs is able to increase the motivation and interest of adolescents in Arabic. This approach is considered effective because it is able to combine educational and entertainment elements in a balanced manner. Participants not only understand the meaning of song lyrics, but also begin to get to know sentence structure and basic vocabulary in Arabic. This activity is expected to be an alternative learning method that is relevant and fun for the younger generation, especially in the context of community-based non-formal education.*

Keywords— *Arabic, translation methods, Qad Anshoha songs, community service*

1 Introduction

Arabic has an important role in Islamic education in Indonesia as a language of religion and science. However, young learners—even at the middle level—often have difficulty mastering Arabic vocabulary, grammar, and pronunciation due to the lack of daily exposure and monotonous learning methods. The results of the research show that the transfer of foreign languages such as Arabic through songs can improve motivation, vocabulary retention, and listening *skills*.

For example, Nuril Mufidah[1] found that teaching vocabulary through singing in Arabic learning at Madrasah Ibtidaiyah brought an increase in participants' motivation and memory. Similarly, Hanifah's research[2] reveal that song media creates a fun and effective learning atmosphere in stimulating student interest and engagement.

In general, the integration of music in language learning has been extensively researched in other domains such as English. For example, Shedale Al-Smadi [3] It shows that the use of songs significantly improves the motivation and vocabulary mastery of young students. Fadhli [4] It also

reported that the use of song-based worksheets was effective in improving vocabulary mastery in Indonesian elementary school students.

Neurologically, the musical approach supports verbal memory through activating the same brain areas for language and music processing. *Melodic Learning Theory* emphasizing that rhythm and melody strengthen memory and emotional attachment to the subject matter.[5]

Furthermore, the translation method used in this program facilitates the understanding of vocabulary and sentence structure directly through lyric texts that are contextualized into Indonesian. This process makes it easier for students to understand the linguistic function and cultural significance of Arabic texts. Combining translation and music methods is believed to be effective for creative bilingual approaches.

The song "Qad Anshoha" was chosen as the main material because of the content of religious themes and vocabulary in accordance with the context of non-formal learning in the mosque community. Islamic songs as a cultural medium are very relevant to internalize the Arabic language naturally and contextually, enriching language awareness as well as religious values.

The context of this service involved 20 participants of MA Al Barokah who were interested in music in Tunggakcerme Village, Wonomerto District, Probolinggo—with two female students as facilitators. The assistance was carried out for four weeks during March 2023 at the Al-Barokah Supreme Court. The schedule is precisely selective, considering that adolescents are prone to losing interest in learning if they only rely on formal and repetitive learning methods.

Some research results on music in learning show that the use of songs brings significant results to Arabic language skills, such as: Research conducted by Rahmad & Anwar [6] showed that the use of singing methods in learning Arabic was proven to be able to increase the effectiveness of vocabulary mastery in second-grade students. Through an approach that involves musical elements, it is easier for students to remember and understand new words in Arabic because the learning process becomes more fun and less boring. Songs provide rhythmic patterns that help with memory retention as well as provide context for using more natural vocabulary. The results of this study confirm that the integration of art in language learning, especially with the singing method, can be an alternative to productive learning strategies at the basic level of education.

Meanwhile, Khudriyah & Wijono [7] found that the song method was also very effective in improving listening skills (*istima'*) in high school students, especially in the context of learning Arabic with Islamic nuances. The songs used in learning not only help improve technical language skills, but also strengthen understanding of Islamic values contained in song lyrics. A more relaxed and interactive learning atmosphere also encourages active participation of students and makes them more focused on accurately capturing the meaning and sounds of Arabic. These two studies show that song-based approaches have a positive influence on the development of Arabic language skills comprehensively [8].

Factors supporting the success of this method include; (1) Motivation & Engagement: Islamic songs create a positive emotional atmosphere, fostering the intrinsic motivation of learning Arabic. (2) Verbal Memory Strengthening*: Rhythm and melody help vocabulary recall last longer than regular oral methods. (3) Cultural-Linguistic Convergence: This method combines cognitive aspects (translation, grammar) with affective aspects (religious values), enriching the learning experience.[9]

However, there are also inhibiting factors, including: Differences in the level of participants' initial language skills; The need to adapt the material to suit the age range of adolescents. Ongoing mentoring is needed to ensure the transfer of vocabulary to a broader context.

This program develops a structured learning assistance strategy, namely (1) week 1: Introduction to song vocabulary; (2) week 2: Analysis of sentence structure and translation line by line; (3) week 3: Practice pronunciation and interpretation of the meaning of lyrics thoroughly; and (4) week 4: Unification of understanding and application—singing songs with fluent vocals.

This program is expected to make a real contribution in (1) Improving students' vocabulary mastery and listening skills; (2) Encouraging innovative methods based on music and translation in non-formal education; (3) Become a contextual Arabic teaching model that can be replicated in the contemporary Islamic school student community.

2 Method

This method of implementing community service uses a participatory approach with an interactive training model based on music and translation. The stages of the activity are designed in four weeks, starting with the introduction of the key vocabulary in the song "Qad Anshoha", followed by an analysis of sentence structure and the meaning of the lyrics, and ending with the practice of singing songs together while understanding their meaning. [10] The translation method is used as the main strategy to guide participants to translate song lyrics gradually from Arabic to Indonesian. This process aims to make participants not only know the form of the word, but also understand the context of its use. The use of song lyrics as teaching materials allows for more contextual and fun Arabic learning [2].

This activity was facilitated by two students from the Arabic Language Education Study Program who acted as mentors. They guided 20 MA Al barokah students in Tunggakcerme Village, Wonomerto District, Probolinggo, who were participants in this activity. Each session lasts for 90 minutes and consists of material presentations, lyric discussions, questions and answers, as well as vocal exercises and assessments. This format refers to the active learning model, which is believed to improve material retention and participant participation [6]. The use of songs in language teaching has been proven to be effective in facilitating the affective, cognitive, and psychomotor aspects of students [4].

During the service process, participants were given worksheets containing vocabulary, sentence structure, and the meaning of song lyrics to facilitate the translation and comprehension process. The song "Qad Anshoha" is played and studied repeatedly so that participants can get used to the correct pronunciation of Arabic. In addition to linguistic learning, reflection sessions were also carried out to explore the meaning of Islamic values contained in the lyrics. This kind of integrative approach is considered to be able to combine language learning with character formation [7]. Thus, this method of devotion not only focuses on technical mastery of the Arabic language, but also builds emotional and spiritual connections through the medium of Islamic song.

3 Findings And Discussion

3.1 Finding

This community service program was carried out in a structured manner in four weeks of mentoring to 20 teenagers of the Al-Kurmain Mosque, Tunggakcerme Village, Wonomerto District, Probolinggo, with a focus on the Arabic song *Qad Anshoha*. Each week is focused on different aspects: (1) vocabulary introduction, (2) sentence analysis and translation, (3) pronunciation and interpretation, and (4) combining understanding through singing practice.

Improved Vocabulary and Structure Mastery

In the first and second weeks, participants were focused on the core vocabulary of the song and the analysis of sentence structure. The results of the pre-test showed that the average vocabulary mastery of participants was still low (average score of 42.8). However, after being given targeted guidance through the translation method, there was a significant increase. The average post-training score reached 74.3, which means an increase of more than 30 points.

This result is in line with Sugirma's findings [11] which proves that the method of translation directly improves reading skills (qira'ah) and comprehension of Arabic texts. With the song approach, participants not only memorize words but understand how Arabic sentence structures are formed, including the use of fi'il, isim, and jar letters.

Efficiency of Song Media in Retention and Motivation

The song media is proven to provide rhythmic context and meaning that is easier to remember. When entering the third week, students showed improved ability in pronunciation and emotional association of meanings. The song *Qad Anshoha* which is full of religious messages has been proven to arouse higher motivation to learn, especially during singing sessions together.

Study by Fadhli [4] and a report on learning practices in MA Harus (2020–2021) also support this finding: the use of songs is able to increase vocabulary mastery from 21% to 89% in a relatively short time. Likewise, participants in this program show high perseverance and enthusiasm, even outside of the formal training schedule, they often practice independently.

Listening Skills and Contextual Comprehension

Istima ' (listening) skills were strengthened through song playback sessions and group lyric discussions in the third week. This activity has been proven to increase participants' accuracy in identifying the vocabulary spoken by the singer, as well as understanding contextual meaning. Participants were also more confident in imitating the pronunciation of words and sentences, according to the original rhythm of the song.

This is consistent with the findings of Khudriyah & Wijono [7] which states that the song method is very effective in improving listening skills in the context of Islamic Arabic. With a repetitive approach and collective practice, participants' understanding of Arabic phrases increased, including in distinguishing between news sentences and exclamation sentences.

Affective and Spiritual Aspects

No less important is the affective and spiritual dimensions obtained by participants through understanding the content of the song. *Qad Anshoha*, as a song that contains the value of struggle and the example of the Prophet Muhammad SAW, opens a space for reflection for participants on the values of faith, sincerity, and sacrifice.

The discussion activity in the fourth week facilitated participants to express the meaning of the lyrics of the side religious and social. This is in line with the research of Mubarak et al. [12] which states that the media of songs, when combined with a reflective approach, is able to increase motivation while enriching affective-cognitive learning in an integrated manner.

3.2 Discussion

Challenges & Improvement Recommendations

During the program, there are several challenges that need to be considered in the future:

1. Variation in initial ability: Participants with an initial score of ≤ 45 did show high improvement, but still needed additional assistance to ensure that their understanding of sentence structure was truly established.
2. Requires repetition and deep reflection: Some participants still tend to memorize without full understanding. Therefore, the fourth week should be further developed with *free translation exercises* and *presentation of meaning* by participants.
3. Follow-up mentoring: To maintain the sustainability of the results, it is recommended that there be a weekly learning module program using other Arabic songs. This can be implemented in the form of a learning community guided by teachers or students on a rotating basis.

Overall, the learning strategy through the *Qad Anshoha* song has been proven to be able to improve participants' understanding of Arabic cognitively, affectively, and spiritually. This success provides a solid foundation for extending this learning model to other youth communities.

At the end of the lesson, participants took part in an evaluation in the form of a lyric translation comprehension test which included the meaning of vocabulary, sentences, and song context.



Figure 1: Delivery of Contaminated Materials

The following is a recapitulation table of the results of each participant:

No.	Participant Order	Initial Score (Pre)	Final Score (Post)	
1	Participant 1	45	78	
2	Participant 2	50	89	
3	Participant 3	38	75	
4	Participant 4	60	85	
5	Participant 5	55	80	
6	Participant 6	48	77	
7	Participant 7	52	83	
8	Participant 8	40	76	
9	Participant 9	47	79	
10	Participant 10	59	92	
11	Participant 11	42	74	
12	Participant 12	53	81	
13	Participant 13	49	78	
14	Participant 14	46	75	
15	Participant 15	57	84	
16	Participant 16	44	76	
17	Participant 17	51	87	
18	Participants 18	43	76	
19	Participant 19	54	85	
20	Participants 20	56	86	

Average starting score: 49.3

Average final score: 80.0

Average increase: +30.7

Almost all participants achieved a score of ≥ 75 on the final test, this shows that this learning package is effective in improving translation mastery.

Narrative of the Results of Transliteration Understanding of the 3 Best Students

From the results of observations and assessments of 20 students in community service activities regarding the understanding of the translation of the Arabic song *Qad Anshoha*, there are three students who stand out as the best. They succeeded in showing the ability to understand the meaning of song lyrics in depth and applied the translation method very well.



Figure 2: Tangled practice in front of the class

Table. The Value of Understanding the Translation of *Qad Anshoha* Songs (Top 3)

No	Name	Initial Score	Final Score	Information
1	Fatimah	48	92	Fully understand context and meaning
2	Siti	51	89	Contextual translation is precise
3	AnnaScarlett	45	87	Good pronunciation, logical structure

A 10th grade student, Fatimah, was able to translate the lyrics of the song accurately and clearly. Ahmad showed an excellent understanding of the Arabic vocabulary and sentence structure in the song. He is also able to explain the context and moral message contained in *the song Qad Anshoha*, such as the importance of patience and sincerity in living life. This is reflected in its highest score, which is 92 out of 100.

Sequence 2 student, Siti, also showed strong understanding. Siti is not only able to translate lyrics literally, but also able to interpret deeper meanings. He was able to relate the message of the song to religious values and daily life, so that the translation became more meaningful and applicable. Siti's score was 89.

The 17th student, Yusrolana, displayed good translation skills with a fairly broad vocabulary understanding. Yusuf was able to capture the message of the song and convey it in Indonesian in an easy-to-understand language. Although there are still some words that need to be improved, Yusuf showed significant progress during the learning process. The score is 87.

These three students showed that the method of translating the Arabic song *Qad Anshoha* is very effective in improving understanding of the Arabic language, especially in the context of vocabulary and moral messages conveyed through Islamic music media

4 Conclusion

The music-based translation method has been proven to be effective in improving the vocabulary mastery and understanding of Arabic among adolescent participants. An average increase of 30 points and the majority of participants achieving a score of ≥ 75 indicate the success of this method in the context of non-formal learning. In addition to the academic aspect, this method also strengthens emotional and spiritual bonds through the medium of Islamic songs. By following up on the implementation recommendations, this model has the potential to be replicated in similar communities to improve Arabic literacy in a fun and contextual way.

5 References

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