



## DEVELOPMENT OF ARABIC LANGUAGE LEARNING MEDIA BASED ON POP SONGS TO ENHANCE STUDENTS' LANGUAGE SKILLS

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### Abstract

Mastery of Arabic language is a crucial aspect of Arabic language proficiency, yet it is often perceived as difficult and unengaging by students. Therefore, innovative, contextual, and enjoyable learning media are needed. This study aims to develop and determine the effectiveness of a learning medium based on the *Book of Translated Pop Songs* (Indonesian–Arabic) in enhancing students' Nahwu skills. his research uses the Research and Development (R&D) method following the Borg and Gall development model, which includes needs analysis, product design, product development, field testing, product revision, and validation testing. Expert validation was conducted to assess the feasibility of the media, while trials were carried out with students of MTs Al-Ihsan Pondok Pesantren Al-Ihsan Air Rumbai, Muko-Muko. Research instruments included pre-tests and post-tests to measure students' improvement in understanding Nahwu. The pre-test results showed an average student score of 63.33%. After the implementation of the *Book of Translated Pop Songs*, all 30 students scored above the Minimum Mastery Criterion (KKM) of 75. There was a 29.60% improvement in Nahwu proficiency. Additionally, the majority of students responded positively to the learning medium. Learning media based on contextually translated pop songs have been proven to enhance student interest and understanding in Nahwu learning. This approach can serve as an alternative for Arabic language teachers to create a more engaging and meaningful learning environment. The *Book of Translated Pop Songs* (Indonesian–Arabic) has proven to be an effective learning medium in improving students' mastery of Arabic Language and contributes positively to their learning engagement

**Keywords:** Arabic Language, Pop Song, Learning Media, Student Skill Development, Audio-Visual Learning, Innovative Teaching Methods.

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## INTRODUCTION

## مقدمة

Humans depend on various factors in their lives, and education is one of the fundamental elements in improving individual quality of life and social status within society (UNESCO, 2015, p. 4). Education not only equips individuals with knowledge but also shapes character, critical thinking abilities, and communication skills. In the context of both formal and informal education, foreign language learning plays a central role in providing access to global knowledge, including Arabic as one of the world's important languages (Cystal, 2010, p. 5).

Language plays a vital role in human life as a medium of communication, exchange of ideas, and cultural transmission (Crystal, 2010, p. 5). Arabic, in this context, holds a strategic position. In addition to being the liturgical language for Muslims, Arabic is one of the six official languages of the United Nations, alongside English, Russian, French, Spanish, and Mandarin (Nation, 2024). This recognition underscores the importance of Arabic not only in spiritual matters but also in

political and academic domains, especially in the era of globalization.

As part of the Semitic language family, Arabic has a rich and complex linguistic structure. It is spoken by more than 280 million people in over 25 countries, making it one of the most widely distributed languages geographically (Ethnologue, 2023). In Indonesia, Arabic is taught not only in Islamic boarding schools (*pesantren*) and religious institutions (*madrasahs*) but also in general schools and universities. Even international educational institutions have incorporated Arabic as a Foreign Language into their curricula (Ryding, 2014).

However, the phonological and morphological complexity of Arabic—particularly in aspects such as *mufradat* (vocabulary), *nahwu* (grammar), and *tarakib* (sentence structure)—often poses challenges for beginning learners (Badawi, 2004). This highlights the need for more creative, contextual, and engaging approaches and learning media, especially for today's digital-native students who are predominantly visual-auditory learners and require stimulating and enjoyable learning experiences.

This leads to a major problem in contemporary Arabic language education: the media used are often traditional and do not align with current student learning styles. Research has shown that emotional engagement and cultural context significantly influence second language acquisition (Khrasen, 1982). Therefore, there is a need for innovation in Arabic learning media that can address students' affective and motivational needs.

One such innovation is the development of Arabic language learning media based on translated pop songs. Pop songs, with their memorable rhythms and lyrics that reflect everyday life, have great potential as tools for improving language skills—particularly listening comprehension, vocabulary acquisition, and natural understanding of sentence structures. Studies have shown that music positively affects memory retention, pronunciation, and syntactic awareness in foreign language learning (Fonseca-Mora, 2011, pp. 101-118).

This approach also aligns with the *Dual Coding Theory* (Paivio, 1991), which posits that combining verbal and visual-auditory input enhances information retention (Paivio, 1991, pp. 255-287). In the context of Arabic learning, using pop songs in audio-visual formats allows students to associate vocabulary and sentence patterns with real-life contexts more effectively.

Moreover, integrating popular music into Arabic learning media also addresses student motivation. Familiar songs offer comfort and emotional connection, which ultimately contribute to better learning outcomes. This model is particularly relevant to Generation Z and Alpha, who have grown up in a digital environment and are accustomed to dynamic, multimedia-based learning formats (Prensky, 2001, p. 9 (5)).

In the era of the Fourth Industrial Revolution (Industry 4.0), foreign language learning—including Arabic—cannot be separated from the use of technology. Digital media such as music videos, interactive applications, and online learning platforms have opened new possibilities for personalized and adaptive instructional design (Blin, 2004, pp. 377-395). Technology-enhanced learning not only increases efficiency but also supports interest-driven and experience-based education.

Therefore, the development of Arabic language learning media based on pop songs is an innovative response to both pedagogical and psychological challenges in modern Arabic instruction. This model represents a fusion of auditory-linguistic input and cultural relevance and demonstrates that language learning can be humanistic and enjoyable without compromising academic rigor.

## METHOD

## منهج

This study employed a Research and Development (R&D) method based on the Borg and Gall development model, which consists of six main stages: needs analysis, product design, product development, field testing, product revision, and validation testing. Validation by subject matter and media experts was conducted to assess the content feasibility, visual presentation, and alignment of the learning medium with the objectives of Nahwu instruction. The field testing was conducted with Grade IX C and IX D students at MTs Al-Ihsan Pondok Pesantren Al-Ihsan Air Rumbai, Muko-Muko, Bengkulu, during the second semester of the 2024/2025 academic year. The sampling technique used was purposive sampling, with participants selected based on their prior exposure to basic Nahwu material. A total of 30 students participated in the trial phase. The research instruments included pre-tests and post-tests to measure the improvement in students' understanding of Arabic grammar (Nahwu) before and after using the Book of Translated Pop Songs (Indonesian–Arabic) as a learning medium. Additionally, a student response questionnaire was used to assess their affective responses to the media.

Data analysis was carried out using two approaches: **Quantitative Analysis:** Pre-test and post-test data were analyzed using descriptive statistics, including mean scores, standard deviation, and percentage improvement. The difference between the average pre-test and post-test scores was used to evaluate the effectiveness of the media. The percentage of increase was calculated to illustrate the improvement in students' mastery of the material. If necessary, a gain score analysis could also be conducted to determine the level of effectiveness in more detail (categorized as low, moderate, or high). **Qualitative Analysis:** Data from the student response questionnaires and classroom observations were analyzed qualitatively to explore students' perceptions, motivation, and level of engagement during the learning process. This data was interpreted by identifying patterns in responses and constructing narrative interpretations based on the frequency and consistency of answers. **Ethical Considerations:** The entire research process was conducted with careful attention to educational research ethics. All participants were clearly informed about the objectives, procedures, and benefits of the study. Participation was voluntary and based on informed consent. The confidentiality of participants' identities was strictly maintained, and all data collected was used solely for academic and scientific purposes.

## RESULT

## نتائج

The results of the research were obtained from a pretest in the form of Arabic language practice questions on the topic of Qawa'id (Nahwu) before conducting a practical exam using the Book of Translated Pop Songs (Indonesian – Arabic) as a medium to improve grammar.

The average student score prior to using the learning media "Book of Translated Pop Songs (Indonesian–Arabic)" was 63.33, with the majority of students not meeting the Minimum Competency Criterion (KKM), set at 75. After implementing the media, posttest results showed that 100% of the 30 students scored above the KKM, with the average score increasing to 92.93.

### 1. Average Scores of Pretests and Posttest

No	Test Type	Average Score	Students Below KKM	Students Above KKM
1	Pretest	63.33%	0	30
2	Posttest	92.92%	30	0

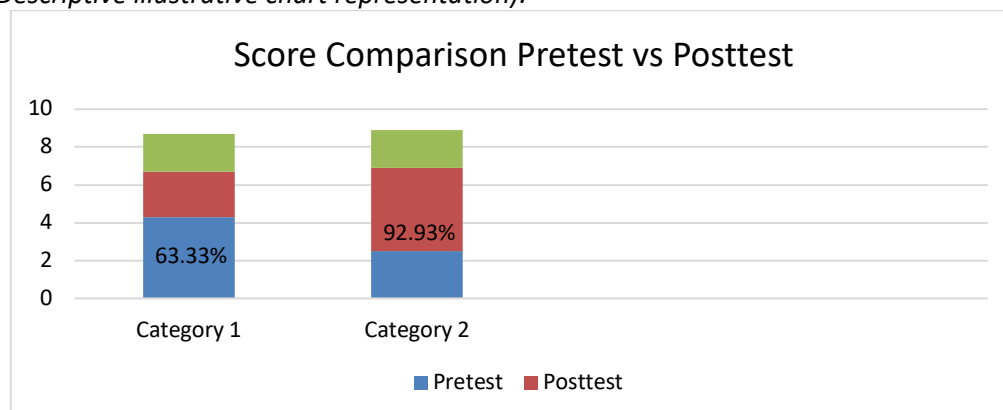
### 2. Score Increase Percentage

Score increase =  $92.93 - 63.33 = 29.60$  points

Percentage increase =  $(29.60 / 63.33) \times 100\% \approx 46.74\%$

### 3. Score Comparison Chart (Pretest vs. Posttest)

(Descriptive illustrative chart representation):



### 4. KKM Achievement Distribution Before and After the Intervention

**Before intervention:** 0% of students reached the KKM

**After intervention:** 100% of students met or exceeded the KKM

### 5. Student Feedback on the Learning Media (Survey Results)

Based on the student questionnaire results: 93% of students stated the media learning more enjoyable, 87% felt it was easier to understand the material using Arabic songs and their translations 90% expressed a desire to use the same media in other subjects.

### Analysis of the Impact of Each Factor on Student Learning

The research findings indicate a significant improvement in students' understanding of *Nahwu* (Arabic grammar) following the use of song-based learning media. To gain deeper insight into the contributing factors behind this success, the following is an analysis of each factor:

#### Contextual Media Factor (Pop Songs)

Pop songs that have been contextually translated into Arabic provide both emotional and cognitive appeal to students. Songs possess melody, rhythm, and repetition, all of which are proven effective in enhancing memory and language comprehension.

#### Impact on learning:

- Increases students' emotional engagement, as the popular songs are already familiar to them.
- Facilitates memorization of *Nahwu* structures through lyric repetition.
- Transforms rigid content (grammar rules) into something more enjoyable and meaningful.

#### Multisensory Approach Factor (Visual – Auditory – Kinesthetic)

The use of song lyrics involves visual elements (text), auditory elements (melody and pronunciation), and kinesthetic elements (singing or mimicking). This aligns with multisensory learning theories, which state that the more senses are engaged, the stronger the absorption of information. **Impact on learning:** Enhances information retention through long-term memory activation. Encourages active student participation in *Nahwu* learning. Helps auditory and kinesthetic learners understand *Nahwu* more naturally.

### ***Familiar Source Language Factor (Indonesian)***

Translating songs from Indonesian into Arabic makes it easier for students to understand Arabic grammatical structures by directly comparing them with a language they already master. **Impact on learning:** Facilitates the transfer of grammatical understanding from L1 (first language) to L2 (target language). Helps students recognize grammatical forms in meaningful and authentic contexts. Improves metacognition—students' awareness of how the Arabic language works in practice.

### ***Interest and Learning Motivation Factor***

This media directly boosts students' learning motivation. The songs are popular and relatable to teenage life, creating a joyful and pressure-free learning environment. Triggers intrinsic motivation to learn Arabic. Reduces learning anxiety around previously challenging grammar material. Increases the frequency of self-directed practice, as students are encouraged to replay songs outside of class.

### ***Collaboration and Social Interaction Factor***

Throughout the learning process, students engage in group activities, sing together, and discuss the meaning and structure of Arabic sentences. Enhances students' social and communicative competence. Promotes a collaborative learning environment, which is proven to support deeper understanding. Provides opportunities for peer-to-peer learning, particularly in grasping complex *Nahwu* structures.

### **Analytical Conclusion**

The integration of translated pop songs as learning media successfully created a learning environment that is: **Interactive, Multisensory, Linguistically and emotionally meaningful**. Each factor reinforces the others, making the process of learning *Nahwu* not only more effective but also more humanistic and contextual. Therefore, this approach is highly recommended for broader adoption in educational institutions, particularly those based in Islamic boarding schools (*pesantren*).

## **DISCUSSION**

## **مناقشة**

### **Book of Translated Pop Songs (Indonesian–Arabic)**

The results of this study indicate that the integration of pop songs translated into Arabic significantly enhances students' language competence, particularly in listening skills, vocabulary acquisition, and syntactic awareness. These findings are in line with the **Audiolingual Method**, which emphasizes the importance of repetition, pattern drills, and auditory input in second language acquisition (Richards, 2004). The students' positive responses to the use of songs also support the **Affective Filter Hypothesis** proposed by (Khrasen S. , 1982), which suggests that emotional involvement, such as enjoyment and interest, can lower affective barriers and facilitate language intake.

Furthermore, the use of songs as multimedia content activates both verbal and non-verbal cognitive channels simultaneously. This reinforces the principles of **Dual Coding Theory** by (Paivio, 2007), which states that a combination of verbal input (song lyrics) and non-verbal input (music and rhythm) enhances learners' memory retention. These findings also align with **Multimedia Learning Theory** by (Mayer, 2020), which emphasizes that learning becomes more meaningful when it involves multiple sensory channels in an integrated manner.



Recent studies further support these results. For example, (Al-Zoubi, 2018), found that English language learners exposed to songs were more capable of retaining vocabulary and improving listening skills. Similarly, (Aljarrah, 2021) highlighted that song-based learning creates a more relaxed learning environment and positively affects learners' pronunciation and intonation. These findings are consistent with the observed improvements in students' pronunciation and grammatical intuition in the present study.



Figure 1. Cover

In addition, this media can help teachers simplify the delivery of lesson materials to students, making it easier to achieve the learning objectives that have been formulated (Adam, 2015). Media is one of the tools used to enhance the learning process. According to AECT (Association for Education and Communication), media is any form used in the process of conveying information (Maksudin, 2020), one example being the *Book of Translated Pop Songs (Indonesian – Arabic)*. This book is a solution developed by the author to improve Arabic language learning among students. Mastering Arabic requires not only a large vocabulary (*mufradat*) but also smooth pronunciation of each letter because learners are not native speakers, so their mother tongue remains very dominant in daily life.

## Songs

According to the KBBI (Kamus Besar Bahasa Indonesia), a song is a variety of rhythmic sounds (in speaking, singing, reading, and so on) Meanwhile, according to Jamalus, music is a form of artistic creation that expresses the thoughts and feelings of its creator through its elements, namely rhythm, melody, harmony, song structure, and expression, forming a unified whole that produces beautiful tones, has rhythm, and can be played according to need (Khoiriyah, 2017).

In Indonesia, songs and music are incredibly diverse and inseparable from society. The country's rich cultural diversity has led each region to develop its own traditional songs and music. Over time, songs—both their melodies and lyrics—have been utilized in the field of education, particularly in Arabic language learning, as a teaching medium to enhance language skills. This is both logical and widely accepted, as Arabic is considered the third language after the mother tongue and Indonesian.

Songs also play a vital role in balancing the functions of the right and left brain. While the left brain is engaged in serious thinking and learning new concepts, songs can stimulate the right brain, which often becomes distracted during study sessions, meetings, or other activities leading

to daydreaming or loss of focus. Playing music is an effective way to engage the right brain while the left brain is concentrating. Songs can enhance intelligence in several ways, including (Barokah D. S., 2022):

- a) Songs can stimulate brain function, meaning music encourages the development of brain functions. The brain is responsible for memory, learning, language, hearing, and speaking.
- b) Music stimulates the brain physically—not in the sense of repairing physical brain conditions, but rather that better brain health enables a person to learn music more effectively.
- c) Music enhances cognitive function, allowing individuals to think, remember, analyze, learn, and generally engage in higher-level mental activities.
- d) Music stimulates associative processes, meaning it helps students recall emotional experiences.
- e) Music stimulates recognition (recollective function), where auditory nerves send signals to the brain to recognize melodies. If students have previously heard the song, they are likely to respond based on that prior experience.
- f) Music expands memory, meaning it can prompt individuals to recall other data through associative processes.
- g) Music promotes language development—it is often used to help students enhance their language mastery.
- h) Music stimulates rhythmic coordination—songs help train the coordination of movement with rhythm, as learning and understanding music involves understanding rhythm.
- i. The following is one of the lyrics from a Pop Song (Indonesian – Arabic) included in the *Pop Song Translation Book (Indonesian – Arabic)*.

**Si Udin Bertanya**

هُوَ أُودِيْنُ يَسْأَلُ

“Wali Band”

si Udin datang kepadaku  
saat itu malam pukul tujuh  
dia bertanya do’a bahagia  
ku jawab “inilah do’anya”

هُوَ أُودِيْنُ أَتَى إِلَيَّ  
تَشِيرُ السَّاعَةُ السَّاعَةَ لَيْلًا  
سَائِلًا عَنِ دُعَاءِ السَّعَادَةِ  
فَأَجَبْتُهُ هَذَا الدُّعَاءُ  
رَيْفٌ: (Reff)

“رَبَّنَا آتِنَا فِي الدُّنْيَا حَسَنَةً وَفِي الْآخِرَةِ حَسَنَةً وَقِنَا عَذَابَ النَّارِ”

lalu esoknya si Udin lagi, bertanya  
“apa do’a agar masuk surga?”  
dan ku jawab, “Ente banyak tanya  
baiklah, inipun do’anya”

فِي الْيَوْمِ التَّالِي كَانَ أُودِيْنُ سَائِلًا  
عَنِ الدُّعَاءِ لِدُخُولِ الْجَنَّةِ  
فَأَجَبْتُ كُنْتُ فُضُولِيَا  
حَسَنًا..... هَذَا هُوَ الدُّعَاءُ  
رَيْفٌ: (Reff)

“رَبَّنَا آتِنَا فِي الدُّنْيَا حَسَنَةً وَفِي الْآخِرَةِ حَسَنَةً وَقِنَا عَذَابَ النَّارِ”

This book consists of 40 Indonesian pop song lyrics translated into Arabic. It helps students learn **Nahwu**, **Shorof**, and **I'rab**, as well as develop their Arabic language skills (Listening, Speaking, Reading, and Writing).

However, its main drawback is the absence of a **scan feature or QR code** for accessing the music of each song lyric. As a result, students may find it difficult to locate the songs on YouTube. Therefore, based on this limitation, it is recommended that future researchers continue the development of this study.

## CONCLUSSION | خاتمة

This medium was validated by experts and tested in practice at MTs Al-Ihsan Pondok Pesantren Al-Ihsan Air Rumbai, Muko-Muko, using the Research and Development (R&D) method based on the Borg and Gall model (Needs Analysis, Product Design, Product Development, Product Revision, and Product Validation). The findings of the study indicate the following: the Book of Translated Pop Songs (Indonesian – Arabic) has a very high level of validity, thus it effectively improves students' understanding of Nahwu. Based on pre-test results and trials, the initial average student score of 63.33% increased to 92.93%, marking a 29.60% improvement. Students' responses to this book were also highly positive, as the medium is unique, interactive, engaging, and easy for students to understand. The integration of Islamic values within the book further enhances its relevance to the pesantren curriculum, helping students grasp Grammar (Nahwu) within the real-life context of Arabic language learning.

This study can serve as a foundation for more in-depth research on the effectiveness of translated song-based media in teaching other language skills such as listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). Future studies are encouraged to employ quasi-experimental or true experimental designs with control groups to obtain more robust inferential results. Moreover, similar media could be developed and evaluated for different age groups or educational levels, such as high school students, university students, or adult learners.

The *Book of Translated Pop Songs (Indonesian–Arabic)* has proven effective in enhancing grammar (Nahwu) mastery and can be used as an alternative medium for contextual and engaging learning. Arabic language teachers are encouraged to integrate this medium into the curriculum, especially when teaching abstract or theoretical materials to make them more accessible to students. Additionally, teacher training programs should include workshops on developing music- and pop culture-based learning media to support adaptive teaching practices that align with the interests of today's learners.

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