AN ARABIC LEARNING STRATEGY AT AN EARLY AGE

Moh Nadjif
STAI Ma’had Aly Al-Hikam Malang; buya.nadhif@gmail.com

ARTICLE INFO

Keywords:
Arabic Language Learning
Early Childhood

ARABIC LANGUAGE EDUCATION Research has studied many aspects of learning at the elementary, junior high and high school levels, most of which present theories and practices of learning Arabic. This study aims to reveal the forms of application of Arabic language education theory in early childhood education, the strategies used by teachers or schools and the factors that influence early learning of Arabic. This study found that the strategy used by children at the beginning of learning Arabic was the use of lexical strategies. The main supporting factor for implementing this strategy is the use of methods that are appropriate to students’ daily situations, while the inhibiting factor for implementing this strategy is the low motivation of students’ parents.

1. INTRODUCTION

The right time to start education is at an early age, for children of an early age have a unique distinctiveness that no later age can have. Therefore, it is also necessary to introduce the people, voices, and objects around the baby, and ask them to tell jokes and talk about the world, so they can grow into normal, healthy children. Age-old learning methods often determine the character of children as adults. It must also have been influenced by the good and healthy attitudes and behavior of a parent in his childhood. Because the early intellectual development was very quick. This period is an opportunity to be reckoned with. If at an early age the input of positive and constructive children is received, then like a tree, there is a strong root. To do that, parents and teachers are the top components that play a vital role in education (inculcating values and learning that will be useful to children in the future). In carrying out his or her professional duties, a young - age teacher of education needs to have a solid, well-balanced view of teaching learning. One of the insights a teacher needs in his teaching strategy is to provide guidelines on possible alternatives so that teaching learning can be conducted regularly, systematically, directively, smoothly and effectively. It is from this standpoint that researchers attempt to study how children in their prime day acquire Arabic learning, which, in turn, profoundly influence their readiness to learn Arabic when they reach elementary school (elementary). The purpose of this study is to know the implementation of the strategy implemented by the teacher and factors affecting mufradat (lexicon) learning in the “b” al tegalondo karangploso preschool class.

Earlier studies of study at a golden age have been discussed in terms of language acquisition. Like research conducted by maida dwi purwanti, he links parental upbringing and language acquisition of children in tk ad-dinul qoyyim kapek bottom dragarsi. Another study was conducted by zetti (2010 thesis) as a study by the title of early research with children speaking German as an english-language. The study was to explore how the language of immigrant children who had mastered the first language and studied German was the second language. Another study conducted by siti eve (2014), which attempts to identify the development of child language at age 5-6 in paud sedistrict mataram. Whereas this study was focused...
on teacher’s strategy of teaching Arabic to children at a golden age, the education of the paud was focused on the child’s Arabic presentation strategy.

It is from this standpoint that researchers attempt to study how children in their prime day acquire Arabic learning, which, in turn, profoundly influence their readiness to learn Arabic when they reach elementary school (elementary). The purpose of this study is to know the implementation of the strategy implemented by the teacher and factors affecting mufradat (lexicon) learning in the "b" al tegalondo karangploso preschool class. The existence of pauds should be the domain of knowledge by tapping into the golden opportunities of children. Therefore, Arabic learning is vital to learning at this point in education so that parents and teachers can more easily introduce their children to high-level language skills and understand strategies that could be devised to improve literacy. Furthermore, early teaching Arabic would enable children to know the language of the qur’an.

THEORETICAL FOUNDATION

1. Learning Strategy

In the educational context, a teacher who hopes for optimal results in the learning process will also apply a tactic to ensure his or her optimal student performance. Kemp emphasizes that "learning tactics are an act of learning performed by teachers and learners to accomplish the purposes of learning in an efficient and effective way." Through learning tactics, teachers must maximize all available resources, media, and learning environments to create effective and efficient learning experiences.

2. Early childhood learning

It’s been doing a lot of research. According to j. black, children develop very rapidly early in life. According to suryani, premature age is a phase that runs from age 0 to 6. The directorate of pauds found that at an early age the child’s brain develops about 80% of the total process of development. To be exact, a child’s development begins in the fourth month of conception.

William searsme’s research continues, based on his study of nerves that parents also have a level of influence on a child’s intelligence.

It is our hope that parents make the most of early age possible. After all, a clever child’s education takes its toll in the early years of brain growth. A clever child’s early education in principle is to help the stage of brain development to create the correct and quality networking connections of neurons.

The first thought that emerges was that of Martin Luther. Martin Luther stressed that "the attainment of early education is the most important part of a child’s life. For the basis of a child’s education, the family is the most important institution for making education and for development, and the school asa playground for children."

Child care atan early age is to be concerned with the principles of education that suit development or developement development practice (dap) for young children, as mukti amini explains. Jamal listed some principles that support that statement, and could be applied by institutions of education in carrying out early childhood education. Such principles include:

For carrying out early child education. Such principles include:

a. child-oriented needs.
b. learn through play.
c. It’s a supportive environment.
d. USES integrated learning.
e. developed a variety of life skills
f. use educational media sharing and learning resources
g. is implemented gradually and repeatedly.
h. Arabic learning through mufradat.

The scholars held a different view of the meaning of the language and the purpose of the teaching, but they agreed that studying muffron was essential and was a basic requirement in learning a foreign language. Actually, students who are learning any language should be familiar with the muphrasing of the language, because without it, they may be struggling or even unable to master the language skills in question. Thus, at the beginning of the lesson, students must be focused on gaining good mufradat
mastery. The purpose of studying mufradat is for students to be able to translate mufradat forms and use them correctly in sentences, not just simply memorizing vocabulary without knowing how to use them in everyday communication. In practice, after students understand the vocabulary, they will be taught how to use it in either oral or written form.

Vocabulary education was the basis of study, which was particularly suitable for students who were starting their education especially in abalone. Learning a vocabulary would parallel the process of children learning to communicate. Taking advantage of this opportunity, Arabic study with basic materials of vocabulary will be more effective to prepare for her ability in Arabic at level 2.

METHODS

The study USES qualitative research methods, that is, a study method that quantifies everything from a studied object. This qualitative research will employ a phenomenon approach. The phenomenon is qualitative work that attempts to express the meaning contained in the subject itself. To obtain data on this study, researchers dove straight into the field. The presence of researchers in this study acted as a key instrument that directly involved the lives of the subject in preset research times for researchers to obtain data consistent with the characteristics of qualitative research. The main source of data in this study is the teacher of the "b" class at raudatul atfal al-masithoh tegalgondo karangploso. As for complete data, it is the headmaster, curriculum, documents, and archives, which is expected from some available data sources to support the expediting of the research process. The technique used in collecting data is by interviewing, documenting and observing. The form of data analysis to be used is inductive. Inductive analysis is a way of thinking through specific data. This method is used to conclude data on al-mufrucustomary (vocabulary) learning strategies at an early age in the "B" class RA Al-Masithoh Tegalgondo Karangploso according to observation, Findings And Discussion

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

RESEARCH RESULTS AND DISCUSSIONS

1. An Arabic learning strategy at an early age.

The teacher at RA Al-Masithoh Tegalgondo Karangploso implemented a learning system of weekly activities (SKM) and a daily activity plan (RCH). SKM is used as a guide in organizing daily activities and framed by poor igra according to the standard of early-age child learning requirements at raudatul athfal. Today is applicable to all of Raudatul Atfal listed in hapas. While the kh was compiled by individual class teachers, developed and adapted to the abilities of the students in the class. In "B" class, teachers used SKM and teacher instruction guides developed by principal ra al-masithoh as guides in organizing the RCH based on existing teaching materials.

Based on observations and interviews conducted by researchers, it has been found that the performance of learning has been consistent with the order of activities established. The teacher has started with the introductory activity, followed by the core activity, and ended with the concluding activity, all done exactly in the order of the learning activities. This is strengthened by the teacher's initiative to occupy their positions in the learning activity, especially as there are four teachers responsible for class " B " With this proper division of duty, it is hoped that the teaching learning activity can run effectively and efficiently.

In the context of Arabic learning, the elements of Arabic are implanted in each learning component. This includes the practice of using Arabic Numbers by teachers in counting, in attendance, or in singing in the right tone. The custom of Arabic characters is instilled through the dyeing of Arabic characters or words, and the use of short Arabic conversations early in learning forms the arabian-language environment.

Selection of appropriate methods is essential in achieving the purposes of learning. The "B" class teacher at RA Al-Masithoh Tegalgondo karangploso has chosen the appropriate learning methods based on the students’ learning styles, the materials taught, and the learning media available. The
learning methods selected by teachers strive to maximize the teaching process. The teacher also realized that Arabic was still less popular than English, and diligently tried to understand each student’s learning style to overcome possible obstacles. As for the media used in the application of the al-mufradat (vocabulary) class "B" RA Al-Masithoh Tegalgondo Karangploso Malang was chosen based on the benefit of the learning theme. Teachers create learning media from a Manila card or paper with one vocabulary on it. The media study of vocabulary is also in permanent form. The walls in the classroom were painted into an illustrative vocabulary. The chalkboard and the hung drawing board designed the classroom into a medium for child/student study.

From information obtained through interviews and observations, researchers found that the "B" class teacher at RA Al-Masithoh Tegalgondo Karangploso had considered the principles of proper media selection. Moreover, the media used was adjusted to a child’s level of early thinking. In the context of the introduction of the Arabic vocabulary, the medium of picture books was very effective, where children could color pictures that contained Arabic calligraphy. Illustrated card media also helps to speed up study time, avoiding the use of verbalization. Five-year-olds could not help but look at the colored CARDS.

In terms of learning strategies, this research indicates that vocabulary (mufradat) learning strategies ata beginner (ibtida’) are used in ra al-masithoh. A number of vocaaries have been selected and organized according to a theme, and then booked to be a teacher’s teaching guide in the class. The selection of a vocabulary was in keeping with the principles of the choosing of an Arabic vocabulary. The number of vocabularies given each day was limited to 2-3 new ones, according to the students’ ability to memorize vocabulary.

The basic vocabulary material is taught in 20 minutes at RA Al-Masithoh. Short periods of time, schools give priority to the breeding of elements of Arabic in Arabic learning. This is seen in the researchers’ observations of each learning activity. On Monday and Tuesday, the "b" class teacher used Arabic for counting, singing, and giving instruction to the children.

The Arabic learning strategy implemented in this PAUD fits the learning standard. Teachers and schools have systematically designed Arabic learning to help students get used to the language and learning of Arabic at an early age.

2. Factors have affected the implementation of the Arabic learning strategy at an early age in the class "B" Raudatul Atfal Al-Masithoh Tegalgondo Karangploso.

Contributing Factors


The unified teaching method used in ra al-masithoh for young children is based on tema, which is similar to primary/mi learning methods that consider practices consistent with child development (dap). However, at the kindergarten level, it pays more attention to the more sensitive and enjoyable stages of child development. Also, iqro’ subjects are provided to support Arabic learning. Learning Arabic helps students to know the letters, the pronunciation, and the vocabulary of Arabic. With iqro’, students become more accustomed to Arabic and motivated to learn more. These factors greatly support the accomplishment of effective and strategic learning. Therefore, teachers must always create new breakthroughs in order to support the attainment of anticipated learning goals.

b. Time Of Learning Arabic.

For the most part, students’ attainment is only reaching a level of breeding. To optimize the child’s golden age, however, it is essential for them to have a high degree of foreign language knowledge. Furthermore, it is also a preliminary provision for learning the Qur’an. In the principles of early childhood learning, learning materials emphasize more on character education. This causes learning materials to take longer to instill value on the qur’ani, so the emphasis on the effectiveness of vocabulary learning according to the ideal goal cannot be reached to the fullest. Because early childhood vocabulary study was strictly breeding and only until they knew the meaning of it.
Based on the factors against learning the above Arabic, schools play a crucial role in minimizing existing obstacles. Proper school management will encourage increased quality of teaching and learning. Thus, obstacles to the administration of Arabic learning can be quickly overcome.

3. CONCLUSION

Based on the research that researchers described in the preceding chapter, researchers can come to the following conclusion:

1. The method is to learn words at an initial level. This method of learning is ideal for young children. Moreover, early vocabulary study also helps stimulate a child’s brain growth to develop optimally. Implementation of the al-mufradat learning method at an initial level is well executed. Based on the various components that researchers have observed, the introduction of al-mufradat learning methods at the initial level runs in accord with the principles of al-mufradat learning at the initial level.

2. As for the factors that affect the accomplishment of these al-mufradat learning strategies the ibtida 'level has contributing factors, it is as follows:

   a) Teachers use different methods to prevent children/students from getting bored or losing interest in learning, since children of an early age tend to get bored easily.

   b) The addition of iqro subjects’ is a continuation of the study of the Arab vocabulary, which will help students to read iqro ‘because they are used to the pronunciation of Arabic characters. Iqro’ subjects were added with the purpose of teaching students to read the qur ‘an well and properly. Based on the obstacles that researchers have discovered, Researchers have concluded that at least two factors are the key to strata.

Researchers have concluded that at least two factors are responsible for the development of the Arabic vocabulary learning strategy in “b” early children, as follows:

The first obstacle factor is a low motivation for parents toward education or the implanting of Arabic elements in their children. This is demonstrated by the extent of a child’s response to a vocabulary lesson. The child’s response to the learning of the Arabic vocabulary is less rapid than that of the English vocabulary. Parental motivation for Arab density is very low because it considers the employment interests of the future. The second obstacle factor is the time limit for Arabic study. The language study period lasts 20 minutes. In this amount of time a teacher can give 2 to 3 vocabulary to students. This is very small in comparison with the vast potential of young children to receive a foreign vocabulary that also contributes greatly to brain growth.

REFERENCES