Innovative Approaches to Teaching Arabic Vocabulary at PQA Elementary School in Malang City: Implementing the BCM Strategy

Halimatus Sa`diyah[1*], Suyuti[2]
[1] Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia
[2] Sekolah Dasar Plus Qurrota A`yun, Indonesia
Corresponding E-mail: dzahhatsa@pba.uin-malang.ac.id

Keywords:
Arabic Language;
BCM strategy;
Elementary School;
Learning Innovation;
Vocabulary Teaching.

Abstract

This study aims to explore the innovation of Arabic vocabulary teaching variations using the BCM strategy with first and second-grade elementary school students at PQA elementary school in Malang City. The study employed a qualitative method with a case study approach. Data were collected through observations, interviews, and documentation involving teachers and students at the research site. The results show that the implementation of the BCM strategy significantly improved students' vocabulary comprehension, with "*hiwayaty*" reaching 100% and "*al-bait*" reaching 94.44%. The strategy also sparked students' interest in learning, with 100% participation in singing, 88% in playing, and 75% in storytelling. Gamification emerged as the most widely used method (45%), followed by singing (30%) and storytelling (25%). The implications of this study suggest that the BCM strategy can be implemented as an innovative method to enhance Arabic vocabulary mastery in elementary schools. Interactive activities such as playing, storytelling, and singing were shown to significantly increase student participation. This approach also supports student-centered learning, catering to diverse learning styles. Furthermore, teacher training in the application of BCM can strengthen the effectiveness of teaching. This study opens opportunities for further research on the application of the BCM strategy in other linguistic aspects across different educational levels.

Kata kunci:
Bahasa Arab;
Inovasi Pembelajaran;
Pengajaran Kosakata;
Sekolah Dasar;
Strategi BCM.

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi inovasi variasi pengajaran kosakata bahasa Arab dengan menggunakan strategi BCM pada siswa kelas 1 dan 2 SD di SDPQA Kota Malang. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dengan melibatkan guru dan siswa di SD yang menjadi lokasi penelitian. Penelitian menunjukkan bahwa penerapan strategi BCM dapat meningkatkan pemahaman kosakata siswa dengan hiwayaty mencapai 100% dan al-bait mencapai 94,44%, membangkitkan minat belajar dengan 100% bernyanyi, 88% bermain, dan 75% bercerita dan Gamifikasi adalah metode yang paling banyak digunakan (45%), diikuti oleh bernyanyi (30%) dan bercerita (25%). Implikasi dari penelitian ini adalah strategi BCM dapat diterapkan sebagai metode

inovatif untuk meningkatkan penguasaan kosakata bahasa Arab di sekolah dasar. Aktivitas interaktif seperti bermain, bercerita, dan bernyanyi terbukti meningkatkan partisipasi siswa secara signifikan. Pendekatan ini juga mendukung pembelajaran yang berpusat pada siswa, sesuai dengan berbagai gaya belajar mereka. Selain itu, pelatihan guru dalam penerapan BCM dapat memperkuat efektivitas pembelajaran. Penelitian ini juga membuka peluang untuk penelitian lebih lanjut mengenai penerapan strategi BCM dalam aspek kebahasaan lainnya di jenjang pendidikan yang berbeda.

INTRODUCTION

The teaching of Arabic at the elementary school level must be conducted in an innovative and enjoyable manner, especially in vocabulary instruction. This is because strategy is one of the key components in learning (Sa`diyah, 2020). Therefore, it is essential to choose and use vocabulary accurately. Vocabulary in language learning is an important element, as it serves as the foundation for other language skills, such as listening, speaking, reading, and writing (Wiwaha et al., 2024). Students with a good vocabulary will find it easier to understand texts, construct sentences, and communicate effectively (Isnaini, 2023).

At an early age, students tend to be more responsive to interactive methods and varied activities. They possess specific learning characteristics and are more interested in activities that combine play with real-life experiences (Putri et al., 2022). Elementary school students find traditional memorization methods boring (Wang, 2022). The teaching of Arabic vocabulary in elementary schools often relies on conventional methods that are less engaging and unable to accommodate the diverse learning styles of students. This results in a low level of vocabulary mastery among students. Therefore, an innovative approach is needed to make learning more dynamic and relevant to the needs of today's students.

In the world of education, activities such as play, storytelling, and singing in language teaching are recognized for their importance (Ghafar, 2024). These three elements not only serve as effective means of delivering material or creating more enjoyable and meaningful learning experiences, but they also help students understand and remember vocabulary more easily (Mohamad Hsbollah & Hassan, 2022). This is particularly important in Arabic language teaching at the elementary school level, where

children find it easier to grasp abstract concepts through interactive and enjoyable media. Activities like play, storytelling, and singing offer a holistic approach, engaging the cognitive, affective, and psychomotor aspects of students, thereby supporting their linguistic and emotional development in a balanced manner.

The BCM strategy combines three main elements: play, storytelling, and singing, to create an engaging and effective learning environment for students. Through play activities, students have the opportunity to explore new vocabulary in a fun way (Bavi, 2018). The games used in Arabic language learning can be tailored to vocabulary themes, such as picture cards, word guessing games, chain whispering, or role-playing simulations (A Syahid Rabbani, 2024). With this approach, students can practice newly learned vocabulary in a relaxed atmosphere, without feeling pressured by formal learning demands.

Stories are a highly effective medium for teaching vocabulary in context. Through stories, students' imaginations can be stimulated, their learning experiences become richer, and their understanding of vocabulary meanings deepens (Kieran Egan, 2015). When listening to or reading stories, students can see the use of new vocabulary in meaningful sentences. Additionally, singing is also a popular method in language teaching for children (Naimah & Wijaya, 2023). Cheerful and simple songs often contain new vocabulary that is repeated, making it easy for students to remember the words (Andini Adia Putri Md et al., 2023). In Arabic language teaching, songs that include everyday vocabulary, such as names of objects, numbers, and colors, can help students memorize vocabulary more quickly and enjoyably.

Many studies have shown that student engagement in language learning can be enhanced through play, storytelling, or singing strategies. For example, research by Parihin (2023) reveals that the use of games in vocabulary teaching can improve student participation as well as their understanding of new vocabulary (Parihin, 2023). Furthermore, research by Saodah (2023) also found that storytelling as a learning method can enhance students' language abilities and speaking skills (Uh, n.d.). Research by Johar Kurnia et al. (2024) also shows that singing in language learning can help strengthen students' memory of newly learned vocabulary (Siagian et al., 2024).

Although many studies discuss various methods of Arabic language teaching, few specifically examine the application of the BCM (Playing, Storytelling, Singing) strategy

in teaching Arabic vocabulary at the elementary school level. Most of the existing literature focuses more on general Arabic language learning theories or the application of other methods that do not integrate fun and interactive activities. This gap highlights the need for further exploration of the effectiveness of BCM in improving Arabic vocabulary mastery in elementary schools.

Based on observational results, the researcher found that Arabic vocabulary teaching is conducted for students in grades 1 and 2 at PQA Elementary School in Malang City. At this school, Arabic is taught as a local content subject introduced at an early age. Additionally, Arabic serves as a tool to help students become familiar with the Quran. The teacher strives to move away from conventional teaching models, such as rote memorization of vocabulary, especially for children aged 6 to 8 years who are in a stage of cognitive development and require more varied activities to enhance their interest and motivation to learn. The BCM strategy is chosen by the teacher as the method for teaching Arabic vocabulary. Thus, this study aims to explore the innovation in Arabic vocabulary teaching variations using the BCM strategy with first and second-grade elementary school students, focusing on the effectiveness of this method in improving vocabulary mastery and student participation in learning activities. Additionally, it seeks to provide recommendations for the development of more innovative Arabic language teaching methods in elementary schools.

METHOD

This study employs a qualitative method with a case study approach aimed at exploring in depth the process and outcomes of implementing the BCM strategy in Arabic vocabulary learning. This method aligns with the research objectives, as this paradigm utilizes empirical facts as a source of knowledge that remains, but is not used to confirm existing theories. Instead, this research focuses on uncovering the aspects that play a role behind a phenomenon (Grashinta et al., n.d.). This study was conducted at PQA Elementary School in Malang City, involving two Arabic language teachers and 40 students as participants, with details of 20 students from grade 1 and 20 students from grade 2.

In this research, the researcher acted as the primary instrument, supported by various other instruments to collect data, such as observation, interviews, and

documentation. Observations were conducted to directly observe the implementation of the BCM strategy in the classroom learning process. The researcher noted student activities during the lessons, their participation in play, storytelling, and singing activities, as well as the interactions between teachers and students. Observations were carried out using prepared observation sheets to record the activities of students and teachers. Interviews were conducted with Arabic language teachers to explore their understanding of the BCM strategy, as well as the challenges and opportunities they face in implementing the strategy. Documentation in the form of video recordings or photos of the learning activities was used to complement the observation data. Additionally, teaching notes, teaching materials, and student work were also collected for analysis.

The data obtained from observations, interviews, and documentation were analyzed qualitatively using the interactive analysis model from Miles and Huberman. This analysis process includes steps such as data reduction, data presentation, conclusion drawing, and verification (Pratomo & Shofwan, 2022). Data reduction was carried out by selecting relevant information according to the research focus, while irrelevant or repetitive data were eliminated to clarify the analysis results. After the reduction process, the data were presented in descriptive forms, tables, or diagrams to allow the researcher to easily observe the main patterns or themes that emerged. Following the data presentation, the researcher drew conclusions based on the findings obtained. These conclusions were then verified with additional data or other references to ensure the validity of the results. To maintain the integrity of the data, the researcher also employed several triangulation techniques, such as source triangulation, method triangulation, and member checking.

RESULTS AND DISCUSSION

The analysis shows that the implementation of the BCM strategy has a positive impact on students' vocabulary mastery, emotional engagement, and learning motivation. Below are the results and a more in-depth discussion based on these findings.

Improvement in Vocabulary Mastery

One of the main findings of this study is the improvement in vocabulary mastery among students taught using the BCM strategy. The methods of play, storytelling, and singing create a more enjoyable and interactive learning experience for students.

Table 1. Average Vocabulary Mastery of Students Before and After the Implementation
of the BCM Strategy in Grade 1

Vocabulary Mastery Categories	Before Implementation (Average Score)	After Implementation (Average Score)	Improvement (%)
Ta'aruf **Vocabulary (Introductions)**	18	28	55.56
Usrotiy **Vocabulary (My Family)**	12	20	66.67
Hiwayaty **Vocabulary (My Hobbies)**	15	30	100

Table 2. Average Vocabulary Mastery of Students Before and After the Implementation
of the BCM Strategy in Grade 2

Vocabulary Mastery Categories		Before Implementation (Average Score)	After Implementation (Average Score)	Improvement (%)
al-Madrasah **(School)**	**Vocabulary**	10	15	50
al-Fashl **(Class)**	**Vocabulary**	17	28	64.71
al-Bait **(House)**	**Vocabulary**	18	35	94.44

As illustrated in Tables 1 and 2, the average vocabulary mastery of students was analyzed before and after the implementation of the BCM strategy. All vocabulary categories taught showed significant improvement, with *hiwayaty* and *al-bait* experiencing the highest increases of 100% and 94.44%, respectively. This indicates that the techniques of play, storytelling, and singing assist students in understanding and especially remembering new vocabulary. These findings were also confirmed through a simple test prepared by the teacher after several sessions. In this test, students were asked to recognize several words that had been taught and their meanings. The average test results showed a significant improvement compared to their learning performance before the implementation of the BCM strategy. The better vocabulary mastery with the use of the BCM strategy can be understood through a contextual learning approach,

where vocabulary learning is not conducted in isolation but rather in meaningful contexts.

Engagement in games provides students with the opportunity to practice vocabulary repeatedly, which aligns with the drill and practice approach (Mendrofa & Wijaya, 2022). This is important because learning a new language requires a lot of focused and consistent effort, especially for elementary school children who are just beginning to learn to speak. In the context of play, students not only articulate phrases but also perform physical activities that aid in remembering the vocabulary learned (Kasim et al., n.d.). For example, games like whispering chains help students pay attention to the pronunciation of target words through whispering. As stated in the research findings, whispering chains not only develop students' listening skills but also enhance the retention of vocabulary in their memory. Therefore, with the various types of games used by teachers, first and second-grade students are able to learn Arabic vocabulary positively. Activities like this aim not only to teach vocabulary but also to motivate students to actively speak to one another, as these games are designed for both individuals and groups.

Students were asked to retell stories using the key vocabulary they had learned previously during the storytelling sessions. It was observed that most students were able to remember and use the vocabulary introduced through the stories effectively. The stories delivered by the teacher also played a crucial role in enhancing vocabulary mastery. The teacher used short and simple stories that contained new vocabulary and demonstrated its usage. For example, when introducing vocabulary related to 'hobbies,' the teacher told a story about hobbies that are beneficial for individuals. This method is effective because students listen to the story and thereby understand the new words in a more engaging context. Introducing vocabulary in the context of stories allows students to visualize the words within that context, which greatly aids them in remembering and using the vocabulary for oral communication (Susanto, 2017). This contrasts with conventional learning methods, which, although they enable students to memorize words easily, do not teach them how to practice the language.

In this case, students also provided tangible examples of vocabulary comprehension through the lyrics of Arabic songs. For instance, one of the songs used in the lesson focused on the concepts of *hiwayaty* and *al-bait* in Arabic. After several

practice sessions, students not only memorized the words but were also able to recognize and associate them with images or real objects around them. Additionally, singing with new vocabulary proved to be effective. The rhythm in the lyrics, especially the repetition of new words included in the song, helps students easily grasp the new vocabulary. Zikri (2002) states that students' memory can significantly improve through music and rhythm (Zz & Sn, 2022). This explains why songs are used in teaching new vocabulary to facilitate vocabulary retention among students. In this study, it was observed that students had a positive attitude toward the songs taught, and most of them were able to sing the lines that contained the newly taught vocabulary.

Emotional Engagement and Motivation

Students' emotional engagement in the teaching and learning activities is another important aspect that influences the success of the learning process (Susanto, 2017). In this study, the implementation of the BCM strategy has successfully created a conducive and interactive learning environment, which enhances students' motivation to learn Arabic. Learning activities focused on play, storytelling, and singing are particularly suitable for first and second-grade students, who are naturally active and exploratory.

Through play activities, students feel more comfortable exploring and interacting with their peers. For example, when the teacher conducts role-playing games that involve new terms and phrases, students are very enthusiastic about participating and showcasing their imagination. Such practices not only assist in language development but also boost students' self-confidence. One of the interviewed teachers stated:

"Students who were previously quiet and passive in the learning process became more confident and willing to express their opinions after using the play technique."

High emotional engagement also plays a crucial role in creating a positive classroom atmosphere. Students who feel happy and engaged are generally more motivated to learn. In this regard, students' intrinsic motivation can increase, where they learn Arabic not only out of obligation but also because they enjoy the process. Research by Rismayanti (et al., 2023) shows that intrinsic motivation can enhance student engagement and learning outcomes, which aligns with the findings of this study.

During observations, students appeared very enthusiastic during the BCM activities. Laughter, joy, and positive interactions among them created a supportive

learning environment. Thus, the BCM strategy not only enhances students' Arabic language skills but also fosters their love for learning Arabic.

Students' emotional engagement in learning is an important factor that influences the success of the learning process. In this study, the implementation of the BCM strategy successfully created a fun and interactive learning environment, thereby increasing students' motivation to learn Arabic. First and second-grade students are generally active and always curious, and they respond well to learning approaches that include play, storytelling, and singing.

Table 3. Student Engagement Levels in BCM Activities

Activity	Number of Students Involved	Engagement Level (%)
Play	36	88
Storytelling	30	75
Singing	40	100

Table 3 above shows the level of student engagement in various BCM activities. The singing activity has the highest participation rate at 100%, indicating that students are very enthusiastic about this activity. Storytelling and play activities also demonstrate high levels of engagement, with rates of 75% and 88%, respectively. The high emotional engagement during these activities creates a positive classroom atmosphere where students feel happy and motivated to learn. This aligns with Sunarti's research, which suggests that students' intrinsic motivation can be enhanced through enjoyable learning experiences (Rahman, 2021).

One of the main outcomes of implementing the BCM strategy is the increase in students' motivation to learn. During classroom observations, students appeared very enthusiastic and engaged in learning activities that included games, stories, and songs. When the teacher used game techniques, such as when the teacher employed the 'guess the word' game using Arabic vocabulary cards, students appeared more involved. This activity not only provided a challenge for students but also offered an enjoyable learning experience.

This statement is supported by the results of interviews with teachers, who stated that before using the BCM strategy, many students were less motivated and more passive when learning Arabic. However, after practicing methods of play, storytelling,

P-ISSN: 2655-4267, E-ISSN: 2745-6943 | 115

and singing, students became more enthusiastic and interested in participating in the lessons. One teacher explained:

"Previously, the children appeared bored and many had difficulty concentrating, especially when asked to memorize vocabulary. They often requested to repeat the Arabic songs or play guessing games at the end of the lesson."

Thus, the BCM strategy transforms the dynamics of learning, making it more vibrant and interactive, allowing students to feel more emotionally and cognitively engaged in the learning process.

Variations in Teaching Methods

The varied teaching methods used by teachers are also a key factor in effectively teaching Arabic vocabulary at SD PQA Malang. The BCM strategy allows teachers to adjust their teaching methods to meet the different needs and learning styles of students. First and second-grade students have relatively short attention spans, so various approaches are essential to maintain interest and participation in learning.

Table 4. Teaching Approaches Used by Teachers

Teaching Method	Percentage of Use (%)
Play	45
Storytelling	25
Singing	30

Table 4 illustrates that gamification is the most commonly used approach by teachers, accounting for 45% of total instruction. Storytelling and the use of singing as teaching methods are also significant, representing 25% and 30%, respectively. This variation in teaching methods allows students with different learning styles to actively engage in the learning process. For example, kinesthetic learners benefit from play-based activities, while visual learners engage more effectively with stories accompanied by interesting illustrations.

In this study, teachers employed different activities within the BCM strategy to accommodate various learning styles. For example, for kinesthetic learners, teachers designed physical games that involved movement. Meanwhile, for students with a more visual learning style, teachers used engaging pictures and illustrations in storytelling

sessions. This approach ensured that all students had the opportunity to learn in the way that suited them best.

"Role-playing" is one example of a game where students are divided into small groups and asked to act out a story they have heard. This activity allows students to practice using vocabulary in a more active context while also improving their social skills through collaboration and communication with peers. A study mentions that role-playing not only strengthens vocabulary but also serves as a foundation for developing speaking skills for non-Arabic learners (Sa, 2018). This option allows students to become more engaged and reduces the likelihood of boredom.

Additionally, teachers adjust their teaching materials based on student feedback. If students find it difficult to understand certain vocabulary, the teacher adopts a different approach or reviews the material in a new way. This flexible approach enables teachers to better meet the needs of students and create a more personalized and effective learning experience.

Positive Responses from Teachers and Students

In addition to the students, teachers also gave positive feedback regarding the BCM strategy. Interview results revealed that this method not only helped students memorize vocabulary but also encouraged them to be more confident in communicating in Arabic, even in simple sentences. One teacher explained:

"Singing and playing games have made the children more confident in speaking. Even though they were initially afraid of making mistakes, they have now become more self-assured, especially when participating in storytelling activities."

This statement highlights that the BCM strategy can create a safe learning environment where students feel comfortable trying out a new language without the fear of making mistakes. Additionally, teachers found this method helpful as it made the classroom atmosphere more relaxed, broke the monotony, and ultimately facilitated their teaching.

The finding that the BCM strategy can enhance students' motivation to learn is closely tied to the fact that activities like playing, storytelling, and singing align with children's cognitive development characteristics. According to Piaget's theory of cognitive development, elementary school children are in the concrete operational stage,

where they learn best through direct experiences and physical activities (Pakpahan & Saragih, 2022). Play-based activities offer students the chance to explore language in a more concrete and enjoyable context.

This research also supports previous findings that language learning through songs improves students' vocabulary retention. As shown in Ilmi's research, songs in language learning help students absorb new vocabulary and strengthen long-term memory through enjoyable repetition (Ilmi, 2020). In this study, students were able to remember the words taught in the Arabic songs even after several weeks of instruction.

Storytelling also plays a significant role in enhancing students' learning motivation. Through stories, students not only learn new vocabulary but also understand the context in which those words are used (Abu Hassan & Mamat, 2018). This is related to constructivist learning theory, which states that students build their own understanding of language through meaningful experiences (A. Triantafyllou, 2022). In other words, learning vocabulary through stories allows students to connect words with real-life situations, thereby enhancing their comprehension.

Practical Context and Relevance

One of the strengths of the BCM strategy is its ability to connect the vocabulary being taught with the practical contexts of students' daily lives (Rahmaini, 2023). In language education, it is essential for students to see the relationship between the words they learn and real-world situations. In this study, the teacher linked new vocabulary to students' everyday experiences, making the learning process more meaningful.

For example, if students are learning vocabulary related to *al-fashl* (classroom), the teacher can design activities where students prepare stationery and items found in the classroom and explain them using Arabic vocabulary. Such activities help students understand the use of vocabulary in relevant contexts and provide hands-on experiences that reinforce word retention. Research by Kusuma and Baskara indicates that learning based on students' personal experiences enhances understanding and material retention (Kusuma & Baskara, 2023).

Additionally, in storytelling activities, teachers can select stories that depict familiar everyday situations for the students. By listening to relevant stories, students can connect their vocabulary with real-life contexts. This helps students recognize how

Arabic is used in daily situations, further strengthening their understanding of vocabulary.

One of the strengths of the BCM strategy is its ability to link the vocabulary taught with practical contexts from the students' daily lives. In language education, it is essential for students to see the relationship between the words they learn and real-world situations.

Table 5. Activities Linking Vocabulary with Daily Contexts

Vocabulary Category	Activity	Number of Participating Students
My Family Vocabulary (*Usraty*)	Singing a song titled *Usraty*	15
Classroom Vocabulary (*al-Fashl)*	Playing the guessing game	20
School Vocabulary (*al-Madrasah)*	Telling a story about school	18

Table 5 shows that activities linking vocabulary with daily contexts are highly favored by students. A total of 20 students participated in the guessing game related to classroom vocabulary (*al-Fashl*). This indicates that students can connect vocabulary with their own experiences. Telling stories about school and singing songs about family also reinforce their understanding of new vocabulary in relevant contexts. These activities not only enhance vocabulary retention but also create a more engaging learning environment where students feel motivated to participate.

CONCLUSION

This study demonstrates that the BCM (Playing, Storytelling, Singing) strategy is effective in improving Arabic vocabulary mastery among first and second-grade elementary school students. The results show a significant increase in students' vocabulary mastery, as evidenced by 100% achievement in the vocabulary "*hiwayaty*" and 94.44% in "*al-bait.*" Additionally, student participation in BCM activities was very high, with 100% of students singing, 88% playing, and 75% storytelling. This indicates that BCM successfully enhances student engagement in an active and enjoyable learning process. Compared to traditional Arabic language teaching methods that focus more on memorization or lectures, which tend to be passive and do not address the diverse learning needs of students, the BCM strategy proves to be more effective. Traditional

methods often fail to create an enjoyable and interactive learning experience, whereas BCM integrates activities that directly involve students in learning, fostering creativity and facilitating vocabulary mastery.

Furthermore, recommendations for further implementation include the need for training for Arabic language teachers in elementary schools. This training should focus on practical ways to integrate playing, storytelling, and singing into Arabic language lessons, as well as how to manage the classroom to ensure these activities are carried out effectively. Additionally, teachers should develop materials that align with the BCM strategy, such as storybooks, songs, and games relevant to the vocabulary being taught. Learning materials should be carefully selected to match the context and interests of the students. It is also recommended that, during the implementation of the BCM strategy, teachers adapt activities to the classroom conditions, such as the number of students and available facilities. Activities that require interaction or teaching aids should be adjusted according to the actual circumstances in the field.

Although the BCM strategy has proven effective, this study also has limitations that need to be acknowledged. One of the challenges is the implementation of this strategy in classrooms with a large number of students, which can affect the quality of interaction and student engagement. Additionally, external factors such as the lack of supporting facilities or limited time for carrying out activities may also influence the research outcomes. Another limitation is the scope of the study, which was confined to a single class or group of students, which may not represent broader conditions in other schools. Therefore, further research should involve a larger sample size to provide a more representative picture of the effectiveness of the BCM strategy in different contexts and settings. Overall, while BCM has proven effective in improving vocabulary mastery and student engagement, its implementation needs to consider various external factors and classroom conditions to achieve optimal results. Further research is also needed to explore in greater depth the challenges and solutions in applying this strategy across different elementary schools.

REFERENCES

A. F. (2023). Pengaruh Motivasi Instrinsik dan Motivasi Ekstrinsik Terhadap Proses Pembelajaran Mahasiswa Universitas Pendidikan Indonesia. *Jurnal Pendidikan, Sains Dan Teknologi*, *2*(2), 251–261. https://doi.org/10.47233/jpst.v2i2.742

A Syahid Rabbani. (2024). ALTERNATIVE GAME-BASED ARABIC LEARNING USING LINGOHUT. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*.

A. Triantafyllou, S. (2022, April 8). Constructivist Learning Environments. *Proceedings of The 5th International Conference on Advanced Research in Teaching and Education*. 5th International Conference on Advanced Research in Teaching and Education. https://doi.org/10.33422/5th.icate.2022.04.10

Abu Hassan, N. F., & Mamat, A. (2018). The Effects of Storytelling on Primary Students' Arabic Vocabulary Acquisition and Interest. *IIUM Journal of Educational Studies*, *5*(2), 20–38. https://doi.org/10.31436/ijes.v5i2.202

Andini Adia Putri Md, Mahdalia Zahra, Putri Wahyu Octavia Ningrum, & Imam Tabroni. (2023). Singing Method: Easily Memorize Arabic Vocabulary and Mahfudzat. *International Journal of Scientific Multidisciplinary Research*, *1*(2), 85–96. https://doi.org/10.55927/ijsmr.v1i2.3357

Bavi, F. (2018). The Effect of Using Fun Activities on Learning Vocabulary at the Elementary Level. *Journal of Language Teaching and Research*, *9*(3), 629. https://doi.org/10.17507/jltr.0903.24

Ghafar, Z. (2024). Storytelling as an Educational Tool to Improve Language Acquisition: A Review of the Literature. *JOURNAL OF DIGITAL LEARNING AND DISTANCE EDUCATION*, *2*(10), 781–790. https://doi.org/10.56778/jdlde.v2i9.227

Grashinta, A., Putra, S., Guampe, A., Akbar, J. S., Lubis, A., Maryati, I., Sari, M. N., Tuerah, P. R., Rahmadhani, V., & Rulanggi, R. (n.d.). *Metode Penelitian Kualitatif*.

Ilmi, A. F. (2020). MEDIA NYANYIAN DALAM PENGUASAAN KOSA KATA BARU BAHASA ARAB PADA SISWA KELAS RENDAH MADRASAH IBTIDAYAH. *Al-Falah: Jurnal Ilmiah Keislaman dan Kemasyarakatan*, *20*(1), 79–101. https://doi.org/10.47732/alfalahjikk.v20i1.139

Isnaini, A. (2023). *KOSAKATA DALAM KETERAMPILAN BERBICARA BAHASA ARAB: ANALISIS PERANAN BAGI PELAJAR TINGKAT PEMULA*.

Kasim, A., Agit, A., & Reski, M. (n.d.). *Exploring play-based method on Arabic language learning from the educator perspective*.

Kieran Egan. (2015). *Memory, IMAGINATION, AND LEARNING: Connected by the Story*.

Kusuma, A. S., & Baskara, Z. W. (2023). Pengaruh Strategi Pembelajaran Reading Questioning and Answering (RQA) Terintegrasi Mind Mapping Terhadap Kterampilan Metakognitif dan Retensi Mahasiswa. *Jurnal Ilmiah Profesi Pendidikan*, *8*(1b), 929–938. https://doi.org/10.29303/jipp.v8i1b.1312

Mendrofa, M., & Wijaya, M. (2022). Benefits of Drilling Repetition in Enhancing Second Language Learners' Speaking Ability. *International Journal of English and Applied Linguistics (IJEAL)*, *2*(2), 263–270. https://doi.org/10.47709/ijeal.v2i2.1583

Mohamad Hsbollah, H., & Hassan, H. (2022). CREATING MEANINGFUL LEARNING EXPERIENCES WITH ACTIVE, FUN, AND TECHNOLOGY ELEMENTS IN THE PROBLEM-BASED LEARNING APPROACH AND ITS IMPLICATIONS. *Malaysian Journal of Learning and Instruction*, *19*. https://doi.org/10.32890/mjli2022.19.1.6

Naimah, M., & Wijaya, M. (2023). *APPLICATION OF THE SINGING METHOD TO IMPROVE ARABIC VOCABULARY MEMORY IN MI DARUSSALAM*. *1*(1).

Pakpahan, F. H., & Saragih, M. (2022). Theory Of Cognitive Development By Jean Piaget. *Journal of Applied Linguistics*, *2*(2), 55–60. https://doi.org/10.52622/joal.v2i2.79

Parihin. (2023). Penggunaan Metode Permainan dalam Pembelajaran Bahasa Arab untuk Meningkatkan Motivasi dan Partisipasi Siswa Kelas XI MQNH Putri. *Mathluba*, *1*(1), 1–7. https://doi.org/10.47435/naskhi.v1i1.65

Pratomo, R. Y., & Shofwan, I. (2022). Implementation of Education and Training Program Evaluation. *Edukasi*, *16*(2), 63–77. https://doi.org/10.15294/edukasi.v16i2.39863

Putri, N. M., Sari, S., Setianingsih, S., & Widjayatri, Rr. D. (2022). CHARACTER BASED-AREA LEARNING MODEL IN YOUNG CHILDREN. *Journal of Early Childhood Education (JECE)*, *3*(2), 127–137. https://doi.org/10.15408/jece.v3i2.23756

Rahmaini, R. (2023). Arabic Language Learning Strategy: A Study of Learning in Madrasah Based on Boarding Boards. *AL-ISHLAH: Jurnal Pendidikan*, *15*(2), 1625–1634. https://doi.org/10.35445/alishlah.v15i2.2506

Rahman, S. (2021). *PENTINGNYA MOTIVASI BELAJAR DALAM MENINGKATKAN HASIL BELAJAR*. 14.

Sa`diyah, H. (2020). MAHÂRAH AL-KITÂBAH BAGI MAHASISWA MELALUI UPDATE STATUS PADA MEDIA WHATSAPP. *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab dan Pengajarannya*, *3*(2), 23–37. https://doi.org/10.52266/al-afidah.v3i2.305

Sa, H. (2018). *BERMAIN PERAN (ROLE PLAYING)*.

Siagian, J. K., Wilyam, L., Pratiwi, L., Hilmi, H. A., & Nasution, S. (2024). *Bernyanyi dalam Pembelajaran Bahasa Arab di Yayasan Perguruan Istiqomah Islamic Fullday School*.

Susanto, A. (2017). THE TEACHING OF VOCABULARY: A PERSPECTIVE. *Jurnal KATA*, *1*(2), 182. https://doi.org/10.22216/jk.v1i2.2136

Uh, L. S. (n.d.). *METODE BERCERITA SEBAGAI MEDIA PENGEMBANGAN BAHASA ANAK USIA DINI*.

Wang, Y. (2022). A Comparative Study on the Effectiveness of Traditional and Modern Teaching Methods. In A. Holl, J. Chen, & G. Guan (Eds.), *Proceedings of the 2022 5th International Conference on Humanities Education and Social Sciences (ICHESS 2022)* (pp. 270–277). Atlantis Press SARL. https://doi.org/10.2991/978-2-494069-89-3_32

Wiwaha, R. S., Fauzi, S., Syafitri, R. A., & Wahyudin, D. (2024). Use of Crossword Media to Improve Mufrodat Learning Outcomes in Arabic Language Learning. *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, *5*(2), 123–136. https://doi.org/10.52593/klm.05.2.01

Zz, A. Z., & Sn, M. (2022). *Pengaruh Musik untuk Mendorong Intelegensi Peserta Didik*. *4*.