



Transformation of Arabic Language Learning through Songs: A Reflective Autoethnographic Study At MTs Ihyaul Ulum Miru Gresik

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ABSTRACT

The purpose of this study is to explore: 1) teachers' reflective experiences can contribute to the development of Arabic language learning strategies Arabic language learning; 2) identify the impact of using songs on learning effectiveness; 3) explore the challenges teachers face in implementing this method. This research was conducted at MTs Ihyaul Ulum Miru Gresik in the odd semester of 2024/2025. The population in this study were ninth grade (IX) students at MTs Ihyaul Ulum Miru Gresik, the research sample was taken half of the six classes, namely classes AC. This study used a reflective autoethnography approach, in which the researcher reflected on personal experiences when applying the song method and observed its impact on student motivation and understanding. Data were collected through reflective journals, classroom observations, student interviews and analyzed using a thematic approach to identify patterns of experience, challenges and changes in teaching strategies. The results of this study showed that: 1) Teachers who conduct indepth selfreflection are able to develop more effective and contextualized learning strategies; 2) The use of songs in Arabic language learning at MTs Ihyaul Ulum Miru Gresik significantly has a positive impact on students' motivation, participation, and comprehension as well as helping to create a pleasant learning atmosphere, increase emotional involvement, and strengthen memory of vocabulary and sentence structure. In other words, songs are an effective innovation in transforming Arabic language learning; 3) The main challenges in the implementation of songbased learning include time constraints, diverse student responses, negative peer influences, technical constraints, and limited compatibility of materials with methods, which overall require teachers to be more flexible, reflective, and adaptive in maintaining a balance between creativity and academic needs.

Keywords: transformation, Arabic language learning, song, reflective autoethnographic study

Transformasi Pembelajaran Bahasa Arab melalui Lagu: Studi Autoetnografi Reflektif di MTs Ihyaul Ulum Miru Gresik

ABSTRAK

Tujuan penelitian ini untuk mengeksplorasi : 1) pengalaman reflektif guru dapat berkontribusi dalam pengembangan strategi pembelajaran bahasa Arab Pembelajaran bahasa Arab; 2) mengidentifikasi dampak penggunaan lagu terhadap efektivitas pembelajaran; 3) mengeksplorasi tantangan yang dihadapi guru dalam mengimplementasikan metode ini. Penelitian ini dilakukan di MTs Ihyaul Ulum Miru Gresik pada tahun pelajaran semester ganjil 2024/2025. Populasi dalam penelitian ini yaitu siswa siswi kelas sembilan (IX) di MTs Ihyaul Ulum Miru Gresik, sampel penelitian diambil setengah dari enam kelas yaitu kelas AC. Penelitian ini menggunakan pendekatan autoetnografi reflektif, di mana peneliti merefleksikan pengalaman pribadi ketika menerapkan metode lagu dan mengamati dampaknya terhadap motivasi dan pemahaman siswa. Data dikumpulkan melalui jurnal reflektif, observasi kelas, wawancara siswa dan dianalisis dengan menggunakan pendekatan tematik untuk mengidentifikasi pola pengalaman, tantangan dan perubahan dalam strategi pengajaran. Hasil penelitian ini menunjukkan bahwa : 1) Guru yang melakukan refleksi diri secara mendalam mampu mengembangkan strategi pembelajaran yang lebih efektif dan kontekstual; 2) Penggunaan lagu dalam pembelajaran bahasa Arab di MTs Ihyaul Ulum Miru Gresik secara signifikan berdampak positif pada motivasi, partisipasi, dan pemahaman siswa serta membantu menciptakan suasana belajar yang menyenangkan, meningkatkan keterlibatan emosional, dan memperkuat ingatan akan kosakata dan struktur kalimat. Dengan kata lain, lagu merupakan inovasi yang efektif dalam mengubah pembelajaran bahasa Arab; 3) Tantangan utama dalam implementasi pembelajaran berbasis lagu meliputi keterbatasan waktu, respon siswa yang beragam, pengaruh negatif dari teman sebaya, kendala teknis, serta keterbatasan kecocokan materi dengan metode, yang secara keseluruhan menuntut guru untuk lebih fleksibel, reflektif, dan adaptif dalam menjaga keseimbangan antara kreativitas dan kebutuhan akademik.

Kata Kunci : transformasi, pembelajaran bahasa Arab, lagu, studi autoetnografi reflektif

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INTRODUCTION

Arabic language learning at the Madrasah Tsanawiyah level faces various challenges, especially in increasing student interest and motivation. The use of conventional and non-innovative learning approaches is a significant obstacle. At MTs Ihyaul Ulum Miru Kedamean Gresik, the Arabic language learning process from grade seven to grade eight is still dominated by lecture and memorization methods, which are less interesting for students. As a result, learning effectiveness decreases, students' understanding of Arabic language materials is still low, and their learning motivation is less than optimal. This is reflected in the tendency of students to not focus during learning, talk to peers, or even fall asleep in class.

In education, innovation in learning methods is a must to make learning more interesting and compelling (Jihadiy & Yusuf, 2022). Arabic language proficiency is becoming increasingly important along with the emergence of the Industrial Revolution 4.0. as a gateway to understanding Islamic literature and building 21st-century competencies. One method that can be applied is using songs as a medium for learning Arabic. Songs have rhythmic and auditory elements that can help students memorize vocabulary, understand sentence structure (Elisabeth, 2017), and increase their emotional involvement in learning. In addition, using songs is believed to overcome the boredom that often arises when students face monotonous conventional learning methods. Through songs, students hear, memorize, feel, imitate, and experience the language more realistically. This provides an excellent opportunity for teachers to create more meaningful learning, touch on affective aspects, and encourage active student involvement. Using songs as a learning method is pedagogically interesting and in line with the multimodal learning approach that emphasizes the importance of involving various senses in the learning process. When students hear songs, see

movements, and sing along to the lyrics, they access knowledge cognitively and bind it to affective memory. Thus, the learning experience becomes more comprehensive because students process information through memorization and enjoyable emotional and physical experiences.

Furthermore, songs can also create an inclusive learning atmosphere. Students have different learning styles in one class. There are auditory, visual, and kinesthetic learning styles. Through songs, all three can be facilitated simultaneously so each student feels they have space to get involved. In this context, songs not only function as learning aids but also as a bridge to reach various student characters in one simple but effective approach (Novianti et al., 2022).

Various studies have discussed the effectiveness of innovative media in Arabic language learning. For example, a study conducted by Dede (Barokah, 2022) on the use of songs in learning the book *Durûs al-Lugah al-'Arabiyyah* at SMA IT Bina Umat Yogyakarta showed that this method helps students understand the material faster than conventional methods. However, this study focused on the effectiveness of songs in the context of certain materials without exploring the teacher's reflective experience in implementing them. In addition, a study conducted by Dhyani (Widiyanti, 2022) used an autoethnographic approach to examine the representation of urban women's identity through jewelry. This study suggests that autoethnography can be used as an effective method to explore a person's subjective experiences. However, in Arabic language learning, this approach is still rarely used to explore teacher reflections in adapting innovative strategies such as songs. A recent study by Izzatin (Nada, 2023) discussed the effectiveness of songs in the Tamyiz method at SD Islam Sultan Agung 4 Semarang. This study shows that using songs in the Tamyiz method can increase students' learning completion by up to 80% and make students more courageous in performing in front of the class. However, the study focuses on the Tamyiz method.



It does not highlight the aspect of teacher reflection in the application of songs in Arabic language learning at the Madrasah Tsanawiyah level.

Of the various studies available, few discuss the effectiveness of songs in Arabic language learning from the perspective of teacher reflection through a reflective autoethnography approach. As a result, this study attempts to fill this gap. Examining how teachers reflect on the use of songs in Arabic language teaching can provide new insights into the effectiveness of this method in increasing student motivation and understanding. Thus, this study aims to identify the impact of song use on learning effectiveness, explore the challenges teachers face in implementing this method, and analyze how teachers' reflective experiences can contribute to developing more innovative and enjoyable Arabic language learning strategies.

METHOD

This study uses a qualitative approach with a reflective autoethnography method (Peradantha, 2024), where the researcher acts as the main subject in reflecting on the experience of implementing songs as an Arabic language learning strategy. Autoethnography allows researchers to connect personal experiences with a broader academic context, thus providing in-depth insights into the effectiveness of this method.

This research was conducted at MTs Ihyaul Ulum Miru Kedamean Gresik, with the research subjects involving researchers as teachers and grade IX students as the population; the sample was three classes, namely class IXA, IXB and IXC, each class containing 3134 students, experienced the direct application of songs in Arabic language learning. Through direct interaction with students, this study seeks to understand the changes that occur in the learning process.

Data collection in this study was carried out through several methods. Reflective journals were used to record in detail personal experiences, strategies used, challenges faced, and changes that

occurred in the classroom (Faizin, 2020). Classroom observations were conducted by observing student activities in the learning process to understand how songs affect their engagement and understanding. Student interviews were conducted to explore their perceptions of the song method in learning Arabic.

The collected data were analyzed using thematic analysis, which includes several stages (Adelliani et al., 2023). The first process is data coding, where recurring patterns of experience in reflective journals, interviews, and observations are identified. Furthermore, categorization is carried out by grouping data into main themes that reflect the effectiveness of songs in increasing student motivation and understanding. After that, the findings were interpreted by linking the research results with educational theory and previous research to obtain more comprehensive conclusions.

To ensure the validity and reliability of the study, a method triangulation technique was used, namely by comparing data from reflective journals, classroom observations, and student interviews. The study's results became more accurate and academically accountable in this way (Nisa et al., 2023). Hopefully, this study will show how songs can influence students' understanding and satisfaction with Arabic language learning, as well as how teacher self-reflection plays a role in increasing the effectiveness of teaching strategies.

RESULTS

1. Comparison of Conditions before and after Implementing Songs in Arabic language Learning at MTs "Ihyaul Ulum" Miru Gresik

Comparative data of conditions before and after implementing songs in Arabic language learning at MTs "Ihyaul Ulum" Miru Gresik are presented in a table. The table contains three columns: the aspect column, the column before using the song, and the column after using the song.

Table-1
Comparison of Conditions before and after Implementing Songs in Arabic language Learning at MTs
"Ihyaul Ulum" Miru Gresik

Aspect	Before Implementing Songs	After Implementing Songs
Student Participation	Low: Students tend to be passive, less enthusiastic, quiet, or unfocused.	Improved; students are more involved, starting to participate actively, even singing along
Teaching Methods	Conventional (lectures, memorization); monotonous and repetitive	Innovative and fun; songs as a creative medium to deliver material
Student Emotional Responses	Saturated, bored, and less interested in the material	Enthusiastic, laughing, enjoying the atmosphere, showing positive responses to the material
Class Atmosphere	Rigid, not interactive, minimal emotional involvement of students	Dynamic, lively, and enthusiastic, the classroom atmosphere becomes more enjoyable.
Teacher-Student Connectedness	Limited interaction, focus only on delivering material	Closer and warmer, an emotional connection is created between teachers and students
Absorption of Material	Difficult to absorb by students	Songs help facilitate vocabulary memorization and understanding of sentence structures
Psychological Involvement	Low; learning has not touched on students' affective aspects	High songs touch the emotional and psychological side of students positively
Teacher Perception	Feel the need to find new methods but are worried about student responses	Feel optimistic and confident about the potential of songs as an effective learning method
Teacher Reflection	Have not found the right strategy to foster enthusiasm for learning	Realize that minor changes (such as songs) can significantly impact the learning process.

2. Impact of Songs on Student Motivation and Participation

The impact of songs on student motivation and participation is also presented in a table. The table contains three columns, namely before, before, and after using the song.

Table-2
Impact of Songs on Students' Learning Motivation and Participation

Aspect	Before Implementing Songs	After Implementing Songs
Student Motivation	The classroom atmosphere is flat; students look passive, and many are not focused	Students are more interested and enthusiastic, Waiting for lesson sessions with songs
Emotional Participation	Minimal emotional involvement: students only listen without expression	Learning enthusiasm increases
Learning Interest	Lack of enthusiasm in learning the material	Start singing even though it is slow, imitate the lyrics, and Get emotionally involved through the song.
Physical Participation	No active movements, sitting passively	Enthusiasm increases; students ask to sing again as a learning initiative
Speaking Courage	fraid or reluctant to speak Arabic	Follow hand movements, sing together
Perception of Lessons	Arabic is considered difficult and boring	Better to speak even though it is gradual. Lessons become fun and anticipated
Role of Songs	No	As a bridge between material and student interests Triggers non-academic motivation, Forming meaningful learning experiences

3. The Influence of Songs on Understanding Arabic Materials

The influence of songs on understanding Arabic materials is also presented in a table. The table contains three columns: the aspect column, the column before using the song, and the column after using the song.

Table-3
 The Influence of Songs on Understanding Arabic Language Material

Aspect	Before Implementing Songs	After Implementing Songs
Vocabulary Comprehension	Students have difficulty remembering new words and limited association of meaning	It is easier to memorize vocabulary and faster to remember meaning through songs and context
Sentence Structure Comprehension	Sentence patterns are difficult to understand theoretically	Students can repeat sentence patterns even though they have not mastered the theory; Songs become a bridge to understanding the structure.
Material Retention/ Recall	Forgetting the contents of the material after the lesson is finished	Memory increases through song repetition, and Melody and movement associations strengthen memory.
Sensory Channels Involved	Generally only visual and verbal (listening to lectures)	Audio (songs), visual (movement), kinesthetic (joining in movement), Multimodal learning
Learning Approaches	Dominantly based on memorization and grammar theory	Learning through direct and enjoyable experiences According to the principles of TPR and multimodal learning

4. Challenges during the Implementation Process

Researchers face various obstacles regarding technical aspects, student readiness, and limited support facilities. One of them is:

1. Limited Learning Time
2. Less Serious Student Response
3. Bad Influence from Peers
4. Limited Material Suitable for Songs

5. Teacher Reflection and Learning Implications

Teacher reflection and learning implications are presented in a table. The table contains three columns: the aspect column, the column before using the song, and the column after using the song.

Table-4
The Teacher Reflection and Learning Implications

No.	Main Point	After Implementing Songs
1	Songs as a Medium of Transformation	Songs are not just tools but openers of the way to meaningful and humane learning
2	The Changing Role of Teachers	Teachers are facilitators of adaptive and enjoyable learning, not just material transmitters
3	Positive Effects on Students	Songs encourage students to be more open, active, and comfortable in learning
4	Reflection as a Professional Strength	Reflection helps teachers adapt and turn challenges into effective learning strategies
5	Principles of Humanistic Education	By Carl Rogers ' view, songs create an inclusive learning atmosphere and respect students
6	Encouragement for Innovation	Teachers are encouraged to be creative and try other contextual media, especially amidst digital developments and the challenges of the times.
7	Institutional Support Needed	There needs to be a school policy that supports teacher innovation through training and learning facilities.
8	The Value of Autoethnography in Education	This approach provides a complete and authentic picture of change from the perspective of both teachers and researchers.

DISCUSSION

1. Initial Experience of Implementing Songs in Arabic Language Learning

The desire to bring a new atmosphere to Arabic language learning in class arose when researchers saw low student participation during the learning process. Class conditions that tend to

be passive and the use of repeated conventional methods cause boredom, impacting student engagement (Halim, 2022). As a teacher, the researcher felt the need to find alternative methods that not only convey material but can also touch students' emotional and psychological side. Then,

the researcher chose songs because they have advantages in terms of rhythm and memory, which are believed to help students absorb vocabulary and sentence structures in Arabic more easily. In addition, songs were chosen as an alternative learning method because they were considered more interesting and closer to students' everyday world (Faidah & Taufik, 2024).

The initial implementation of the use of songs in the classroom was a significant experience. The first day of implementing the song was a meaningful moment and left a deep impression on the researcher as a teacher. This was the starting point for changing class dynamics from passive to more participatory. There was a feeling of nervousness and worry that students would not be interested or even thought it was strange. However, their reactions were beyond expectations; some immediately chuckled, some sang along even though they were still hesitant, and some were enthusiastic with enthusiasm. Slowly, the classroom atmosphere became more lively. The classroom atmosphere previously tended to be stiff, but it began to change to become more dynamic. Children who were usually quiet began to speak up. The researcher recorded this moment in the researcher's journal as the starting point for changing the learning atmosphere in the classroom.

The researcher's reflective notes show that songs can make learning more fun and increase student participation. This can be seen when the researcher discusses a material and then writes it as a song; then, the researcher asks them to copy the writing on the board. The researcher informs by singing or chanting the song that the material taught is a song or song. The purpose of the researcher here is to see the effectiveness of a song in learning Arabic and increase students' desire and understanding during the learning process. One of the things that impressed the researcher the most was when the students listened carefully, and then they all laughed. Many responses made the researcher think this method was simple but had a positive impact. The classroom condition at that time was enough to open the researcher's eyes to

the fact that a fun approach could significantly impact student involvement. Although not all of them were active, the researcher saw hope and space that could continue to be developed.

This initial experience taught researchers that small changes in teaching methods can sometimes pave the way for more meaningful learning experiences (Clear, 2019). Songs are not just about rhythm but can be a bridge to build stronger connections between teachers, students, and subject matter. This finding provides a positive signal that the song method can effectively attract interest in learning Arabic, especially at the madrasah level (Hidayah & Abidin, 2023).

2. Impact of Songs on Student Motivation and Participation

After implementing songs several times in the Arabic language learning process, researchers began to feel a significant change in the attitudes and enthusiasm of students in the classroom. Previously, classes often took place in a flat atmosphere. Many students looked passive, just listening or even not focusing. However, the atmosphere has slowly changed since songs were included as part of the learning. This aligns with the importance of developing innovative teaching materials to increase student engagement and speaking skills in learning Arabic. Children look more interested and alive and start looking forward to lesson sessions with songs.

One of the moments the researcher remembers most is when a student, who is usually quiet, suddenly joins in singing, although in a low voice. Several of his friends also imitate the lyrics that the researcher sings. The researcher notes this in a reflection journal as an early signal that the song is starting to open up new spaces for student involvement. They are not only listeners but are starting to be emotionally and physically active in learning activities.

Slowly, the song builds a bridge between the material and students' learning interests (Ilmi et al., 2021). They find it easier to memorize vocabulary, remember sentence patterns faster,



and, most importantly, are more willing to get involved. This aligns with the importance of developing receptive (listening, reading) and productive (speaking, writing) skills in learning Arabic. The researcher saw that when learning is delivered in a fun way, students no longer see Arabic as something complex and tedious. Even students who usually avoid this lesson now show interest, although still in simple forms, such as following hand movements or humming the lyrics slowly.

From this experience, researchers understand that motivation does not always grow from academic pressure or demands. Sometimes, a simple approach, such as a song, can be a powerful trigger for enthusiasm. Songs present a more relaxed learning atmosphere without losing meaning (Grimonia, 2023). This proves that fun learning can create a more profound and memorable learning experience for researchers.

3. The Influence of Songs on Understanding Arabic Language Material

According to the learning outcome document of ninth-grade students, such as Daily Tests and Final Assessments of Semester One (PAS 1) yesterday, songs also showed that students could understand Arabic material more easily and enjoyably. In addition, songs also increased their enthusiasm for learning. Researchers also realized this when several students could repeat vocabulary and sentence patterns previously sung together in class, even though they did not fully understand the grammar theory. This shows that songs are an initial bridge to introduce difficult language concepts to be easier to digest (Badriyah, 2014).

In the reflective notes, the researcher wrote a moment when a student said, "Mom, let us sing again." This sentence is simple but enough to describe how songs can excite students about learning. Songs provide a lively context, strengthening their desire to sing a song and their memory of the structure and meaning of words (Sarmauli et al., 2022).

This phenomenon is in line with the theory of multimodal learning, which explains that material delivered through more than one sensory channel, such as audio (sound), visual (movement), and kinesthetic (body activity), will be easier for students to understand and remember (Redhana, 2024). Songs as a learning medium involve all three: students hear the melody, see the movement, and even sing along and move. In addition, the Total Physical Response (TPR) theory introduced by James Asher is also relevant in this context. TPR emphasizes the importance of the relationship between language and body movement in the learning process. The songs researchers use are often accompanied by hand movements or simple gestures that reinforce the meaning. Without realizing it, students learn by listening and deep physical actions and experiences (Asher, 1981).

This experience taught researchers that understanding a language does not always have to start from memorizing grammar formulas. A fun approach such as songs can facilitate the process of understanding naturally because students absorb language through rhythm, repetition, and contextual association of meaning.

4. Challenges during the Implementation Process

Presenting songs as part of Arabic language learning is refreshing for researchers as teachers and for students in the classroom. However, despite the enthusiasm that emerged, the implementation process of this method did not run entirely smoothly. Researchers faced various obstacles regarding technical aspects, student readiness, and limited supporting facilities. Some challenges:

1. Limited learning time. Songs are fun, but they also require sufficient duration so that students can understand the meaning of the lyrics, follow the rhythm, and relate them to the subject matter. Researchers often feel that class time is too short to achieve learning objectives optimally. On the other hand, not all students have the

same learning rhythm. Some are immediately interested and follow, but some are awkward, embarrassed, or have difficulty understanding the song's contents.

2. Students who consider it a joke or even a taunt. Not a few students can be serious when taught using the song method. Some students tend to sing other songs that are not by the material, so the learning process in class is hampered and less than optimal. The learning material is not conveyed properly, so the classroom atmosphere is not conducive.
3. Peer factors also have an influence. Some male students influence their friends not to be active in the learning process in class. They are busy talking to themselves and do not pay attention to the teacher.
4. Technical constraints. In the reflective journal, the researcher noted that technical constraints such as the unavailability of speakers or power outages also disrupted the smoothness of learning. Even small things like poor audio quality can affect students' enthusiasm for following the song. In addition, as teachers, researchers must adjust the tone of voice, expression, and mastery of the lyrics so that this activity does not seem artificial or stiff.

Researchers also realize that not all learning materials can be packaged in song form. Specific topics still require formal explanations so that students understand the basic concepts. This is where researchers are faced with the challenge of how to balance between creative approaches and academic needs.

This experience taught researchers that innovation in learning is not without obstacles. In fact, from these challenges, researchers learned to be more flexible and sensitive to classroom conditions. Although it did not always go ideally, this reflective process helped researchers continuously evaluate and adjust strategies to make learning meaningful and relevant to students.

5. Teacher Reflection and Learning Implications

By implementing songs in Arabic language learning, researchers not only witnessed changes in student behavior but also felt a transformation in their perspective as educators (Qomaruddin, 2017). Songs, which were initially chosen only as additional media, turned out to be the key to opening a more meaningful and humane learning approach.

Daily reflections recorded by researchers during the learning process show that teaching activities are not merely about delivering material. However, more than that, they are an effort to build emotional involvement between students and the learning process. Every interaction, student response, and spontaneous expression when singing lyrics in Arabic are important parts of the in-depth evaluation process. From here, researchers realize that teachers convey information and help create a fun and adaptive learning experience (Mulyanti, 2024).

In the reflective journal, researchers noted that songs significantly affect class dynamics. Students become more open and enthusiastic and dare to express themselves. This shows that an approach that touches students' emotional aspects can strengthen their absorption of learning materials (Delvia & Muliati, 2024). Songs provide space for students to learn in a relaxed but focused atmosphere. On the other hand, for researchers, songs are an effective medium to get closer to students without losing their role as learning directors.

This reflection is in line with Donald Schön's (1983) idea in the concept of the reflective practitioner, where a professional teacher constantly reflects on their teaching practice to adjust strategies to classroom realities (Firmansyah et al., 2024). The researcher experienced firsthand how classroom dynamics often do not go according to plan. However, with reflective skills, obstacles can be turned into learning materials that enrich understanding and teaching skills.



Furthermore, song-based learning implemented by researchers strengthens the principles of humanistic education. Based on Carl Rogers' view, effective learning will be created if students feel safe, accepted, and valued. In this context, songs play a role in creating an inclusive, enjoyable, and responsive learning space (Arif et al., 2024). When students feel that learning is close to their world, they will be more active and involved emotionally and intellectually. "In addition, the researcher's experience using songs also reinforces the importance of innovation in learning. Amid the rapid digital flow and various distractions students face, conventional approaches are increasingly less relevant. Songs as a learning medium offer a combination of audio, visual, and kinesthetic elements that can stimulate various aspects of student intelligence (Serani, 2019). Learning becomes more lively, not only one-way but dialogic and participatory.

From the observations and interviews, researchers noted that students found it easier to understand vocabulary and sentence patterns conveyed through songs. Students considered the lessons to be lighter but still meaningful. One student said that learning felt like playing but was easier to remember. This indicates that a fun strategy does not mean shallow but can form a stronger understanding because it touches the emotional side of students.

The implications of this reflective process are broad.

1. For researchers as teachers, this experience raises the spirit to continue exploring and not be fixated on stagnant teaching patterns. Creativity and courage to try new things are part of growing as educators. Songs are just one form of innovation; future researchers are encouraged to explore other media that are more contextual and by student character.
2. From the institutional side, this experience shows the need for institutional support for teachers' innovative efforts. School policies open to creativity, ongoing training, and

providing learning facilities will significantly assist in developing adaptive and meaningful learning. Without such support, many teachers who have the potential to be innovative will be hampered by structural limitations (Selvia et al., 2024)

3. This experience confirms that the autoethnographic approach in educational research provides added value in understanding personal and contextual changes (Shakka, 2019). By positioning themselves as subjects and researchers simultaneously, researchers can see changes in their entirety, both from the perspective of students and themselves as educators. Every class dynamic, success or failure, becomes part of an authentic learning journey.

Finally, the researcher concluded that teaching is a dynamic process that always demands adaptation, creativity, and reflection. Songs, with all their simplicity, can open up space for more humane and meaningful learning. It is not just about singing in class but about how songs become a medium of connection between material, emotions, and meaning.

Through this reflective process, researchers learned that changes in learning do not always require complex methods or sophisticated technology (Ritonga, 2022). Sometimes, small steps such as incorporating songs into learning can greatly impact on motivation, understanding, and the relationship between teachers and students. Therefore, reflection is an important tool for every educator to evaluate, improve, and grow their potential in improving the learning process over time.

CONCLUSION

This study shows that using songs as an Arabic language learning strategy at MTs Ihyaul Ulum Miru Gresik can positively impact the transformation of the teaching and learning process. Through an autoethnographic approach, researchers reflect in depth on how songs make

students more motivated and more involved and broaden their understanding of the subject matter in a more contextual and enjoyable way.

The use of songs has been proven to create a more lively learning atmosphere, break the ice in the classroom, and bridge the subject matter with students' emotional experiences (Sari, 2024). Songs are not only a fun medium but are also in line with the multimodal learning approach and the Total Physical Response (TPR) theory (Sadat, 2018). Researchers observed that with hand movements and rhythm, students responded more quickly to instructions in Arabic without going through a long verbal explanation process. However, challenges were still found in its implementation regarding technical aspects, time constraints, and diverse student responses. However, the reflective process carried out by teachers can be the key to overcoming these obstacles and perfecting learning strategies.

The implications of this study emphasize the importance of innovation and reflection in Arabic language learning. Teachers must dare to try approaches that are by the nature and needs of students. In addition, educational institutions are also expected to be able to provide space and support for creative and humanistic learning practices. Thus, songs are not just auxiliary media but transformational elements that form a collaborative, adaptive, and meaningful learning climate both affectively and cognitively. This approach opens up space for more inclusive and contemporary Arabic language learning. This research can be a reference for educators who want to develop more effective, enjoyable, and contemporary Arabic language learning methods.

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