

THE EFFECT OF ARABIC SONGS ON STUDENTS' MOTIVATION TO LEARN ARABIC AT MTS TAKHASSUS AL-QUR'AN

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ABSTRACT

This study It aimed to identify students' motivation before and after the intervention, compare motivation between experimental and control classes, and examine the effectiveness of Arabic songs in supporting learning motivation. A quantitative approach with a quasi-experimental method and Non-Equivalent Control Group Design was employed. The participants were 60 Grade 8 students, divided equally into experimental and control classes. Data were collected through a 20-item learning motivation questionnaire and classroom observations. The questionnaire was developed based on Sardiman's concept of learning motivation and Gardner's perspective on second-language motivation. Data were analyzed using descriptive statistics, normality and homogeneity tests, and an Independent Samples t-test. The results showed that the experimental class's mean motivation score increased from 68.2 to 82.4, while the control class increased from 67.5 to 72.1. The significance value of 0.001 (< 0.05) indicated a significant difference between the two groups. The findings were interpreted using Gardner's motivation theory and Krashen's Input Hypothesis, which emphasize motivational engagement and meaningful exposure to comprehensible language input.

Keywords: Arabic song media, learning motivation, second-language motivation, Arabic language instruction.

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi motivasi siswa sebelum dan sesudah penggunaan media lagu Arab, membandingkan motivasi antara kelas eksperimen dan kelas kontrol, serta mengkaji efektivitas lagu Arab dalam mendukung motivasi belajar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi-eksperimen dan desain *Non-Equivalent Control Group*. Partisipan penelitian berjumlah 60 siswa kelas VIII yang dibagi secara seimbang ke dalam kelas eksperimen dan kelas kontrol. Data dikumpulkan melalui angket motivasi belajar yang terdiri atas 20 butir dan observasi kelas. Angket dikembangkan berdasarkan konsep motivasi belajar Sardiman dan perspektif motivasi bahasa kedua Gardner. Data dianalisis menggunakan statistik deskriptif, uji normalitas, uji homogenitas, dan *Independent Samples t-test*. Hasil penelitian menunjukkan bahwa rata-rata skor motivasi kelas eksperimen meningkat dari 68,2 menjadi 82,4, sedangkan kelas kontrol meningkat dari 67,5 menjadi 72,1. Nilai signifikansi sebesar 0,001 ($< 0,05$) menunjukkan adanya perbedaan yang signifikan antara kedua kelompok. Temuan tersebut diinterpretasikan menggunakan teori motivasi Gardner dan *Input Hypothesis* Krashen yang menekankan keterlibatan motivasional dan paparan bermakna terhadap input bahasa yang dapat dipahami.

Kata kunci: media lagu berbahasa Arab, motivasi belajar, motivasi bahasa kedua, pembelajaran bahasa Arab.

INTRODUCTION

Arabic is one of the core subjects in the madrasah education system in Indonesia because it serves a strategic function as the language of Islamic teachings and as an international language of communication (Hanifah, 2021a). In the context of the madrasah curriculum, Arabic instruction is directed not only toward mastery of grammatical structures (*nahwu* and *shorof*), but also toward the development of language skills that include *maharah istima'*, *kalam*, *qira'ah*, and *kitabah*. In classroom practice, however, Arabic is still often perceived by some students as a difficult and less engaging subject (Haryono & Ali, 2025).

One of the main problems in Arabic instruction at the Madrasah Tsanawiyah (MTs) level is students' low learning motivation. This low motivation is reflected in students' limited active participation in the learning process, minimal enthusiasm when the teacher explains the material, and weak persistence in completing assigned tasks (Nuzuli, 2024). This condition directly affects learning outcomes, resulting in less-than-optimal achievement and weak mastery of vocabulary and language structures.

Learning motivation is a psychological factor that plays a decisive role in the success of the learning process. Sardiman states that motivation is the overall driving force within students that gives rise to learning activities and sustains those activities (Fauzi & Anindiati, 2021). From the perspective of educational psychology, motivation influences not only the intensity of learning but also students' direction and resilience when facing learning difficulties. Therefore, increasing learning motivation is one of the main keys to improving the quality of Arabic language instruction.

In second-language learning, Gardner emphasizes that motivation has a significant relationship with successful language acquisition. Students with high motivation tend to be more active in seeking opportunities to practice, more persistent in understanding the material, and more positive in their attitude toward the language being learned. Conversely, low motivation can become a major barrier to the language acquisition process.

One factor that influences students' learning motivation is the use of instructional media. Monotonous and less varied media often lead to boredom and reduce students' interest in learning (Nurizkiyah et al., 2024). For that reason, innovative instructional media are needed to create a learning atmosphere that is more engaging, interactive, and enjoyable. Among various innovative media, Arabic songs are chosen because they integrate sound, repetition, and a positive emotional atmosphere that is relevant to the characteristics of language learning.

One alternative medium that can be used in Arabic instruction is Arabic-language songs. Songs have unique characteristics in the form of rhythm, melody, and repetition that can psychologically support the strengthening of long-term memory (Azazani & Ikhwanudin, 2023). Nation explains that repeating vocabulary in an enjoyable context can improve retention and comprehension of meaning (Miao & Wang, 2023). In addition, music can create a positive emotional state, allowing students to feel more relaxed while learning.

Through the Affective Filter Hypothesis, Krashen explains that emotional factors such as anxiety, fear, and lack of self-confidence can become barriers to second-language acquisition (Krashen, 1984). In this context, the use of songs can reduce those affective barriers because it creates a learning atmosphere that is more relaxed and enjoyable.

Several previous studies have shown that the use of songs and other engaging instructional media can improve motivation, participation, and the overall quality of Arabic learning. Hanifah emphasizes that songs can be used as enjoyable Arabic learning media and can help create a more active and engaging learning atmosphere. Other studies on the Manhaji songs method also show that songs as a learning medium can increase learning motivation and help students understand and remember Arabic material more easily. Meanwhile, research on Arabic learning based on a learning management system shows that appropriate media and instructional design contribute to increased student learning motivation. These findings indicate that innovation in instructional media plays an important role in building students' motivation to learn Arabic (Hanifah, 2021b).

Previous studies have demonstrated the potential of Arabic songs as a medium for Arabic language learning, but they have examined different learning outcomes, educational levels, and research designs. Hanifah (2021), for example, discussed the use of songs in Arabic language learning through a qualitative descriptive approach and emphasized their potential to stimulate students' interest and motivation. Wariono and Taufiq (2023) examined the implementation of Arabic songs at MTsN Tebing Tinggi and reported positive effects on vocabulary mastery and student participation; however, the study employed a qualitative approach and did not quantitatively test changes in students' learning motivation. Similarly, Ferty & Sudiarti (2020) investigated the role of Arabic songs in encouraging students' enthusiasm for learning Arabic, but the study focused on kindergarten-level learners and used a qualitative design. More recent research by Lillah et al. (2026) employed quantitative analysis to examine the use of Arabic songs and music in improving students' listening skills at the elementary level, showing a significant improvement

in students' istima' ability; nevertheless, learning motivation was not the primary outcome variable.

Based on the synthesis of these studies, the existing literature has mainly examined Arabic songs in relation to language skills, vocabulary mastery, classroom participation, interest, or general enthusiasm, with variations in educational level and research methodology. The present study addresses this gap by specifically examining the effect of Arabic song-based learning on students' motivation to learn Arabic at the Madrasah Tsanawiyah (MTs) level using a quasi-experimental Non-Equivalent Control Group Design. The novelty of this study therefore lies not merely in the use of Arabic songs as instructional media, but in the empirical examination of their effect on students' Arabic learning motivation through a comparison between an experimental class and a control class. This design provides quantitative evidence regarding differences in students' motivation before and after the intervention and between the two groups.

Therefore, this study offers novelty in the form of an empirical test of the use of Arabic song media to improve the Arabic learning motivation of MTs students through a quasi-experimental approach. This study aims to determine the level of students' Arabic learning motivation before and after the use of Arabic song media, analyze differences in learning motivation between the experimental and control classes, and test the effectiveness of Arabic song media in improving the Arabic learning motivation of students at MTs Takhassus Al-Qur'an. Accordingly, the findings of this study are expected to make a theoretical contribution to the development of Arabic instructional media and a practical contribution to teachers in designing instruction that is more innovative, engaging, and oriented toward improving students' motivation (Tami Gunarti & Ahmadi, 2025).

METHOD

This study employed a quantitative approach using a quasi-experimental method with a Non-Equivalent Control Group Design. The participants were 60 Grade 8 students from two intact classes at MTs Takhassus Al-Qur'an, Wonosobo Regency. One class served as the experimental group and the other as the control group. The classes were selected purposively based on comparable academic ability, classroom conditions, and learning characteristics (Sugiyono, 2022). Individual randomization was not conducted because the study used existing classroom groups, consistent with quasi-experimental research (Creswell, 2018). The study was conducted during the odd semester of the 2025/2026 academic year over four weeks (eight meetings). Data were collected through a 20-item learning motivation questionnaire using a five-point Likert scale, administered as a pre-test and post-test.

The questionnaire was based on Sardiman's concept of learning motivation (Sardiman, 2018) and motivation in second-language learning (Gardner, 2010), covering interest, enthusiasm, attention, participation, and persistence. Item validity was tested using Pearson Product-Moment correlation and reliability using Cronbach's Alpha (Sugiyono, 2022). The reliability coefficient was 0.87, indicating high internal consistency. Classroom observations and documentation were used as supporting data.

The experimental group received Arabic instruction integrated with three songs: "*Tala'al Badru 'Alayna*," "*Ramadan*," and "*Kun Anta*." The songs were selected based on vocabulary accessibility, pronunciation clarity, repetition, rhythm, and suitability for Grade 8 learners. Their use was supported by the potential of melody, rhythm, and repetition to create an engaging learning environment (Murphey, 1992) and provide meaningful contexts for listening, repetition, and vocabulary learning (Engh, 2013). Each song was used for approximately 10–15 minutes through activities involving listening, vocabulary explanation, pronunciation practice, singing, and follow-up exercises. The control group received conventional instruction through teacher explanations, textbook exercises, question-and-answer activities, and individual assignments. Both groups were taught by the same teacher and received the same learning objectives, instructional time, materials, and assessment procedures; the main difference was the instructional media and activities. The use of intact classes was maintained because individual randomization was not feasible in the school setting (Creswell, 2018).

Data were analyzed using descriptive and inferential statistics. The experiment group's mean motivation score increased from 68.2 to 82.4, while the control group increased from 67.5 to 72.1. An *Independent Samples t-test* was used to examine the difference between the two groups at a significance level of 0.05. The analysis yielded a significance value of 0.001 (<0.05), indicating a statistically significant difference in students' Arabic learning motivation between the experimental and control groups (Field, 2018). The analysis was conducted using SPSS.

RESULT AND DISCUSSION

Changes in Students' Motivation Across the Five Indicators

The analysis of students' learning motivation was further conducted based on five indicators: interest in Arabic, enthusiasm, attention, active participation, and persistence. This analysis was intended to identify the specific dimensions of motivation that changed following the implementation of Arabic song media. The

mean scores for each indicator in the experimental and control groups are presented in Table 1.1.

Table 1.1. Changes in Students' Motivation Across the Five Indicators

Motivation Indicator	Experimental Pre-test	Experimental Post-test	Gain	Control Pre-test	Control Post-test	Gain
Interest in Arabic	67.8	83.5	15.7	67.2	72.4	5.2
Enthusiasm	69.1	84.6	15.5	68.1	73.0	4.9
Attention	67.4	81.8	14.4	67.6	72.0	4.4
Active Participation	68.7	83.2	14.5	67.9	72.5	4.6
Persistence	68.0	78.9	10.9	66.2	70.6	4.4
Overall Mean	68.2	82.4	14.2	67.4	72.1	4.7

As presented in Table 1.1, the experimental group showed an increase across all five indicators of learning motivation after the implementation of Arabic song media. The largest increase was found in *interest in Arabic*, which increased from 67.8 to 83.5, representing a gain of 15.7 points. This was followed by *enthusiasm*, which increased by 15.5 points, *active participation* by 14.5 points, and *attention* by 14.4 points. The smallest increase occurred in *persistence*, which increased by 10.9 points. In contrast, the control group showed relatively smaller increases across all five indicators.

The substantial increase in interest and enthusiasm suggests that Arabic songs were particularly associated with students' willingness to engage with Arabic learning activities. The use of rhythm, repetition, and familiar musical structures provided students with an alternative way of encountering Arabic language materials. Rather than receiving Arabic vocabulary and expressions only through conventional teacher explanation, students encountered the language through listening, reading lyrics, pronunciation practice, and singing. This finding is consistent with Murphey's (1992) view of songs as memorable and repetitive language input and with Engh's (2013) discussion of the pedagogical potential of songs in language learning.

The increase in interest in Arabic can also be interpreted through Gardner's (2010) perspective on second-language motivation. From this perspective, motivation is an important component of students' engagement in learning a second language. The relatively large increase in interest in the experimental group indicates that the song-based activities may have provided a learning context that encouraged students to engage more positively with Arabic. This finding is also in line with Hanifah (2022),

who reported a positive relationship between the use of Arabic songs and students' interest and motivation in Arabic learning.

The increase in attention and active participation can further be interpreted through Krashen's (1982) Input Hypothesis. During the intervention, students received the same linguistic material repeatedly through listening to the songs, reading lyrics, identifying vocabulary, practicing pronunciation, and singing. This repetition provided students with multiple encounters with Arabic words and expressions. Consequently, songs functioned not merely as entertainment but as a medium for repeated exposure to the target language. The participatory nature of the activities may also have contributed to a more favorable learning atmosphere. However, because the present study did not directly measure anxiety or students' affective filter, the relationship with Krashen's Affective Filter Hypothesis should be understood as an interpretation rather than a directly tested finding.

The increase in persistence was smaller than the increases in the other indicators, but it nevertheless showed a positive change in the experimental group. This finding is important because persistence represents students' continued engagement with learning activities rather than their immediate reaction to an instructional medium. The repeated practice of lyrics, vocabulary, pronunciation, and simple follow-up tasks required students to remain engaged with the learning material. Thus, the results suggest that the instructional use of songs may support not only students' immediate interest and enthusiasm but also their continued participation in Arabic learning activities,

Taken together, the indicator-level findings provide a more detailed explanation of the overall increase in motivation from 68.2 to 82.4 in the experimental group. The strongest changes occurred in interest and enthusiasm, while persistence showed a comparatively smaller increase. This pattern indicates that the motivational contribution of Arabic songs may be particularly visible in students' initial engagement with Arabic learning, while sustained motivational behavior may require additional instructional strategies.

The contribution of this finding is therefore not simply that songs make Arabic learning more enjoyable, which is already widely recognized. Rather, the findings indicate that *structured Arabic song activities can connect motivational engagement with repeated language input and active learning behavior*. When songs are accompanied by vocabulary explanation, pronunciation practice, lyric analysis, repetition, and follow-up tasks, they can function as an instructional medium that addresses several dimensions of learning motivation simultaneously. This interpretation brings together Gardner's motivational perspective and Krashen's view of language input,

providing a theoretical explanation for why Arabic songs may contribute to students' motivation in learning Arabic.

3.2. Statistical Differences Between the Experimental and Control Groups

An independent samples t-test was conducted to determine whether there was a statistically significant difference in students' Arabic learning motivation between the experimental and control groups after the intervention. The analysis involved 60 Grade 8 students, consisting of 30 students in the experimental group and 30 students in the control group. The experimental group obtained a mean post-test score of 82.4, whereas the control group obtained a mean of 72.1. Thus, the difference between the two groups was 10.3 points.

The statistical analysis showed a significance value of 0.001, which was lower than the predetermined significance level of 0.05. Therefore, there was a statistically significant difference in students' Arabic learning motivation between the experimental and control groups. In addition, the experimental group demonstrated a greater increase from pre-test to post-test. The mean score of the experimental group increased from 68.2 to 82.4, representing a gain of 14.2 points, while the control group increased from 67.5 to 72.1, representing a gain of 4.6 points. The difference in gain between the two groups was therefore 9.6 points.

Table 1.2. Statistical Differences Between the Experimental and Control Groups

Group	N	Pre-test Mean	Post-test Mean	Gain	Sig.
Experimental	30	68.2	82.4	14.2	0.001
Control	30	67.5	72.1	4.6	
Difference in Gain				9.6	

The statistically significant difference between the two groups provides evidence that the students who participated in Arabic song-based learning experienced a different level of motivational change from those who received conventional instruction. The experimental group showed a 14.2-point increase, compared with only 4.6 points in the control group. This difference suggests that the instructional experience provided through Arabic songs was associated with greater improvement in students' reported learning motivation.

This finding can be interpreted through Gardner's (2010) perspective on second-language motivation. Gardner emphasizes the importance of motivation in students' engagement with and orientation toward learning a second language. In the present study, Arabic songs created opportunities for students to interact with Arabic through listening, repetition, pronunciation practice, singing, and vocabulary

activities. These activities potentially increased students' involvement with the target language and provided a learning experience that differed from teacher explanation and textbook-based exercises. The greater increase in the experimental group is therefore consistent with the view that students' motivational engagement is closely related to the learning environment and instructional experience.

The findings can also be understood through Krashen's (1982) theory of second-language acquisition, particularly the Input Hypothesis. The songs provided repeated exposure to Arabic vocabulary, expressions, pronunciation, and sentence patterns. Because students listened to the same linguistic material several times and subsequently practiced the lyrics and related vocabulary, the input was encountered repeatedly within the learning process. This repeated exposure may have supported students' engagement with the Arabic material. In addition, the participatory nature of singing and lyric-based activities may have created a more positive classroom atmosphere. Nevertheless, because the present study did not directly measure students' affective filter or anxiety, the findings should not be interpreted as direct evidence that the songs reduced students' affective filter.

The statistical findings are also consistent with previous research indicating the potential of songs as a medium for language learning. Murphey (1992) describes songs as a source of memorable and repetitive language exposure, while Engh (2013) emphasizes their pedagogical potential in language classrooms. Similarly, Hanifah (2022) reported positive findings concerning the use of Arabic songs in relation to students' interest and motivation in Arabic learning. The present study extends these findings by comparing an experimental group using Arabic songs with a control group receiving conventional instruction and by examining motivation through five indicators: interest, enthusiasm, attention, active participation, and persistence.

The contribution of the present finding therefore lies in demonstrating a statistically significant difference between the two instructional groups rather than merely reporting that students enjoyed learning through songs. The larger gain observed in the experimental group, together with the significant statistical result, indicates that structured Arabic song activities were associated with greater improvement in students' reported learning motivation than the conventional instructional activities used in the control group. The finding provides empirical support for integrating songs into Arabic language instruction when they are accompanied by purposeful activities such as vocabulary development, pronunciation practice, lyric comprehension, repetition, and follow-up tasks.

3.3. Motivation Changes Across Five Learning Motivation Indicators

To obtain a more detailed picture of students' learning motivation, the post-test results were analyzed according to five indicators: interest in Arabic, enthusiasm,

attention, active participation, and persistence. The analysis showed that all five indicators increased in the experimental group after the implementation of Arabic song media. However, the magnitude of improvement varied across indicators.

Table 1.3 Motivation Changes Across Five Learning Motivation Indicators

Motivation Indicator	Experimental Pre-test	Experimental Post-test	Gain	Control Pre-test	Control Post-test	Gain
Interest in Arabic	67.8	83.5	15.7	67.2	72.4	5.2
Enthusiasm	69.1	84.6	15.5	68.1	73.0	4.9
Attention	67.4	81.8	14.4	67.6	72.0	4.4
Active Participation	68.7	83.2	14.5	67.9	72.5	4.6
Persistence	68.0	78.9	10.9	66.2	70.6	4.4

The experimental group showed the greatest improvement in interest in Arabic, with an increase of 15.7 points, followed closely by enthusiasm, which increased by 15.5 points. Active participation increased by 14.5 points, while attention increased by 14.4 points. The smallest increase was found in persistence, with a gain of 10.9 points. In comparison, the control group showed smaller increases across all five indicators, ranging from 4.4 to 5.2 points.

These results indicate that the use of Arabic songs was accompanied by changes across multiple dimensions of students' motivation rather than only one aspect. The relatively large gains in interest and enthusiasm indicate stronger changes in students' initial affective engagement with Arabic, while the increases in attention and participation reflect changes in their involvement during classroom activities. The smaller gain in persistence suggests that sustained learning behavior may require longer exposure or additional instructional strategies.

The relatively high increase in interest in Arabic and enthusiasm can be interpreted through Gardner's (2010) perspective on second-language motivation. Motivation influences students' willingness to engage in language learning and sustain their involvement with the target language. In this study, Arabic songs provided students with a different mode of interaction with Arabic through listening, singing, repetition, pronunciation practice, and vocabulary activities. These activities may have made the target language more accessible and engaging, thereby supporting students' initial interest and enthusiasm toward Arabic learning.

The finding is also consistent with Murphey (1992), who emphasizes the repetitive and memorable characteristics of songs in language learning. Repeated exposure to lyrics allows students to encounter the same vocabulary and expressions

several times in an engaging format. Engh (2013) similarly highlights that songs can serve pedagogical functions beyond entertainment when they are integrated into purposeful language-learning activities. In the present study, songs were not presented as an isolated entertainment activity but were followed by vocabulary explanation, pronunciation practice, lyric comprehension, and language exercises. This structured use may help explain the relatively large increase in students' interest and enthusiasm.

The improvement in attention and active participation can be further understood through Krashen's (1982) Input Hypothesis. During the intervention, students encountered Arabic input repeatedly through listening to songs, reading lyrics, identifying vocabulary, practicing pronunciation, and singing. The repeated presentation of the same linguistic material created multiple opportunities for students to process Arabic words and expressions. Thus, the songs functioned as a medium for repeated exposure to the target language while simultaneously requiring students to participate in classroom activities.

The increase in active participation is particularly relevant because students were not passive recipients of the song. They were involved in several activities surrounding the lyrics, including pronunciation practice, vocabulary identification, singing, completing missing lyrics, and constructing simple sentences. Therefore, the findings suggest that the motivational value of songs may be strengthened when songs are connected to explicit learning tasks. In this sense, the instructional procedure is an important part of the intervention rather than the musical medium alone.

The comparatively smaller improvement in persistence requires a different interpretation. Persistence refers to students' ability and willingness to remain engaged with learning activities over time. Although the experimental group showed a positive increase of 10.9 points, the change was lower than those observed in interest, enthusiasm, attention, and participation. This pattern suggests that an engaging instructional medium may have a more immediate influence on students' interest and classroom engagement than on sustained learning behavior. Persistence may depend on additional factors, such as students' learning habits, task difficulty, perceived competence, and the duration of the instructional intervention.

The five-indicator analysis therefore provides a more nuanced understanding of the overall increase in students' motivation. The findings show that Arabic song media was associated with improvements in affective engagement (interest and enthusiasm), behavioral engagement (participation), cognitive engagement (attention), and sustained engagement (persistence). However, the magnitude of

change was not identical across these dimensions. The strongest changes occurred in interest and enthusiasm, whereas persistence showed the smallest improvement.

From a theoretical perspective, these findings bring together Gardner's motivational perspective and Krashen's view of language input. Gardner helps explain the motivational dimension of students' engagement with Arabic, while Krashen provides a framework for understanding the repeated language exposure embedded in the song-based activities. The findings therefore suggest that the motivational potential of Arabic songs does not lie simply in their entertainment value. Rather, their pedagogical contribution becomes more apparent when music, repeated Arabic input, and purposeful language-learning activities are integrated into a structured instructional process.

The indicator-level analysis consequently adds to previous research by showing not only that students' overall motivation increased, but also which dimensions of motivation changed most substantially. This provides a more specific account of how Arabic song media can be incorporated into Arabic language instruction and offers a basis for further research examining whether these motivational changes are maintained over a longer period.

3.4. The Instructional Contribution of Arabic Songs to Motivation

The findings of this study indicate that the contribution of Arabic songs to language learning extends beyond creating an enjoyable classroom atmosphere. The significant improvement in students' motivation in the experimental group suggests that Arabic songs can function as an instructional medium when they are integrated into a structured sequence of language-learning activities. In the present study, songs were not used as an independent entertainment activity but were combined with vocabulary introduction, listening, lyric comprehension, pronunciation practice, repetition, singing, and follow-up language tasks. This integration connects students' motivational engagement with meaningful and repeated exposure to Arabic.

This finding is important because the motivational value of songs cannot be separated from the way they are pedagogically implemented. A song may attract students' attention, but its instructional contribution becomes more substantial when students are required to interact with the language contained in the song. In the present intervention, students repeatedly encountered Arabic vocabulary, expressions, and pronunciation through listening and singing, followed by activities that required them to identify meanings, complete missing lyrics, and construct simple sentences. Consequently, the song became a bridge between students' affective engagement and their direct interaction with the target language.

From the perspective of Gardner (2010), this process can be related to the role of motivation in second-language learning. The increased motivation observed in the experimental group, particularly in interest, enthusiasm, attention, and active participation, suggests that an engaging instructional context can encourage students to become more involved in learning Arabic. The songs provided students with an alternative context for interacting with Arabic, potentially strengthening their willingness to participate in classroom activities. Thus, the findings support the view that motivational development can be facilitated through instructional experiences that encourage meaningful engagement with the target language.

The findings can also be interpreted through Krashen's (1982) perspective on language input. Songs provide repeated oral input through rhythm, lyrics, pronunciation, and recurring expressions. When this input is combined with vocabulary explanation, comprehension activities, and pronunciation practice, students are given repeated opportunities to process the same linguistic material. The instructional procedure therefore transforms the song from a simple listening activity into a source of repeated target-language input. The positive and participatory classroom atmosphere may also support favorable affective conditions, although the present study did not directly measure students' anxiety or affective filter.

The contribution of this study can therefore be formulated at two levels. Pedagogically, the findings demonstrate a practical model for integrating Arabic songs into classroom instruction: songs can be used as the starting point for vocabulary learning, pronunciation practice, comprehension, repetition, and productive language activities. Theoretically, the findings connect the motivational dimension of Gardner's framework with Krashen's concept of repeated language input. The combination suggests that the motivational potential of Arabic songs is not merely derived from their entertainment value, but from the interaction between an engaging medium and structured opportunities to process and practice the target language.

This study consequently extends the discussion of songs in Arabic language learning from the general claim that songs make learning enjoyable toward a more specific instructional proposition: Arabic songs can serve as a pedagogical bridge between motivation and repeated language exposure when they are systematically integrated with language-learning tasks. The scientific contribution therefore lies not in the use of songs itself, but in demonstrating how songs can be pedagogically structured to support multiple dimensions of students' learning motivation while simultaneously providing repeated exposure to Arabic. This perspective provides a basis for teachers and future researchers to consider songs not merely as

supplementary entertainment but as an integrated component of Arabic language instruction.

CONCLUSION

The findings suggest that the contribution of Arabic songs extends beyond creating an enjoyable classroom atmosphere. In this study, songs were systematically integrated with vocabulary introduction, listening, lyric comprehension, pronunciation practice, repetition, singing, and follow-up language activities. This structured integration allowed songs to function not merely as entertainment but as an instructional medium that connected students' motivational engagement with repeated exposure to Arabic. From Gardner's (2010) perspective, an engaging learning context can strengthen students' interest and willingness to participate in second-language learning. Meanwhile, Krashen's (1982) Input Hypothesis helps explain how repeated exposure to comprehensible Arabic through lyrics, pronunciation, and recurring expressions may provide meaningful language input. Although the study did not directly measure students' affective filter, the positive and engaging learning atmosphere may have supported students' readiness to attend to and participate in Arabic activities.

The main contribution of this study, therefore, lies in demonstrating how Arabic songs can serve as a pedagogically structured bridge between motivation and language exposure. Rather than treating songs as supplementary entertainment, teachers can integrate them into a sequence of language-learning tasks that promote interest, attention, participation, and repeated exposure to the target language. This finding extends the general claim that songs make learning enjoyable by showing that their instructional value depends on how they are selected and incorporated into classroom activities. In this sense, the study connects Gardner's motivational perspective with Krashen's emphasis on comprehensible input, suggesting that Arabic songs may simultaneously support affective engagement and opportunities for meaningful language exposure when implemented systematically.

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