Taushiah: Jurnal Hukum, Pendidikan dan Kemasyarakatan **ISSN: 2599-1353**
Vol. 15 No. 2 (2025)

EFFECT OF SINGING METHOD ON STUDENTS' LEARNING OUTCOMES IN *KITAB KUNING* LEARNING AT MADRASAH

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Abstrak

Penelitian ini bertujuan menganalisis hubungan metode bernyanyi dengan hasil belajar siswa dalam pembelajaran *sharf* di MTs Muallimin UNIVA Medan. Pendekatan yang digunakan adalah kuantitatif dengan metode eksperimen. Populasi terdiri atas 298 siswa kelas VIII, dengan sampel sebanyak 150 siswa yang dipilih melalui *simple random sampling*. Data dikumpulkan menggunakan observasi, wawancara, angket, dan tes. Instrumen diuji melalui validitas dan reliabilitas, sedangkan analisis data meliputi uji normalitas dan korelasi Spearman Rank. Hasil penelitian menunjukkan bahwa 20 butir angket metode bernyanyi memiliki nilai *r*count antara 0,492–0,669, sedangkan 15 butir tes hasil belajar memiliki nilai *r*count antara 0,296–0,580, dengan *r*table sebesar 0,157. Reliabilitas angket menghasilkan Cronbach's Alpha sebesar 0,891371 dan tes menghasilkan KR-21 sebesar 0,752527. Uji normalitas menunjukkan variabel X berdistribusi normal, sedangkan variabel Y tidak berdistribusi normal. Korelasi Spearman menghasilkan koefisien 0,628311549, yang menunjukkan hubungan positif dan cukup kuat. Temuan ini menunjukkan bahwa metode bernyanyi berpotensi menjadi strategi pendukung dalam memperkuat penguasaan dan daya ingat pola *sharf* siswa.

Kata kunci: Metode Bernyanyi, Hasil Belajar, Kitab Kuning, Pembelajaran Bahasa Arab

Abstract

This study aims to analyze the relationship between the singing method and students' learning outcomes in *sharf* learning at MTs Muallimin UNIVA Medan. A quantitative approach with an experimental method was employed. The population consisted of 298 eighth-grade students, from which 150 students were selected through simple random sampling. Data were collected using observation, interviews, questionnaires, and tests. The research instruments were examined for validity and reliability, while data analysis included a normality test and Spearman Rank correlation. The results showed that the 20 items measuring the singing method had *r*count values ranging from 0.492 to 0.669, while the 15 learning-outcome test items had *r*count values ranging from 0.296 to 0.580, with an *r*table value of 0.157. The questionnaire produced a Cronbach's Alpha coefficient of 0.891371, while the learning-outcome test produced a KR-21 coefficient of 0.752527. The normality test indicated that variable X was normally distributed, whereas variable Y was not normally distributed. Spearman Rank analysis produced a correlation coefficient of 0.628311549, indicating a positive and moderately strong relationship. These findings suggest that the singing method can serve as a supportive instructional strategy for strengthening students' mastery and retention of *sharf* patterns.

Keywords: Singing Method, Learning Outcomes, *Kitab Kuning*, Arabic Language Learning

INTRODUCTION

Learning is a pedagogical process that extends beyond the transmission of subject matter to the creation of meaningful experiences through which students can understand, retain, and apply knowledge. The success of this process is closely related to teachers' ability to select instructional strategies that correspond to the characteristics of the learning material and students' needs. Appropriate instructional methods can encourage active participation, sustain attention, and create meaningful learning experiences, whereas monotonous instructional practices may reduce students' engagement and motivation. Learning outcomes therefore constitute an important indicator of instructional success because they reflect changes in students' knowledge and competencies following learning experiences. At the same time, learning outcomes are influenced by multiple factors, including students' internal characteristics, learning motivation, instructional strategies, learning resources, and the educational environment (Yandi et al., 2023). Accordingly, instructional innovation is necessary to develop learning processes that are responsive to students' characteristics while remaining oriented toward measurable learning outcomes.

One instructional strategy that can provide a more engaging learning experience is the singing method. This method incorporates songs, rhythmic patterns, and repeated verbal expressions into instructional activities so that learning content can be encountered through auditory stimulation, repetition, rhythm, and active participation. Such characteristics make singing potentially relevant for learning materials that require students to remember terms, sequences, patterns, and structured information. Singing can also transform repetitive memorization into an activity that is more interactive and enjoyable. In language-related learning, the repeated pronunciation and recall of target vocabulary through songs can provide students with opportunities to encounter learning materials repeatedly while simultaneously participating in classroom activities. Amalia et al. (2022) demonstrated the application of singing for Arabic vocabulary mastery, indicating its relevance as an instructional strategy for language learning.

The potential of singing is also supported by studies conducted in different educational contexts. Anisah et al. (2022) examined singing in Islamic Cultural History learning and found its relevance to improving students' memory. This finding is important because memory is a fundamental component of learning, particularly when students are required to retain information that must later be recalled accurately. Similarly, Suparlan (2023) reported the use of singing as an instructional strategy for improving students' learning outcomes. Hetilaniar and Sari (2018) also showed the applicability of singing in supporting students' understanding of learning material. These findings suggest that singing should not merely be viewed as classroom entertainment but can function as a pedagogical strategy when the lyrics, rhythm, repetition, and learning activities are deliberately aligned with instructional objectives.

The relevance of singing becomes more apparent in Arabic language learning, particularly when students must master vocabulary and recurring linguistic structures. Qomaruddin (2017) described the implementation of singing in Arabic vocabulary learning through stages involving song introduction, complete singing, and repetition of particular parts of the material. Such a process allows students to encounter the target material repeatedly in an organized form. Aslah (2017) likewise

investigated the use of singing to improve Arabic vocabulary mastery and demonstrated its potential for supporting students' acquisition of Arabic vocabulary. More recently, Hidayah and Abidin (2023) found that singing could be used to improve Arabic vocabulary mastery. These findings provide an empirical basis for considering singing as a relevant instructional strategy for Arabic learning because the method combines verbal production, repetition, auditory stimulation, and student participation.

The use of singing has also been explored in Islamic educational contexts that require students to memorize and apply specific rules. Afandi et al. (2023), for example, investigated the use of singing in *tajwid* learning and demonstrated its relevance to students' Qur'anic reading abilities. Malik et al. (2022) similarly examined the application of singing in Islamic Religious Education learning and its relationship to students' learning outcomes. Rizal Munir et al. (2023) further examined singing methods for improving Arabic vocabulary among university students, while Sutri et al. (2024) investigated singing in Arabic vocabulary learning at an Islamic elementary school. Taken together, these studies indicate that singing has been applied across different levels and areas of Islamic and Arabic education. However, the existing literature has predominantly focused on vocabulary, *tajwid*, Islamic Cultural History, or Islamic Religious Education rather than on Arabic morphological learning within *Kitab Kuning* instruction.

This research context is particularly important because *Kitab Kuning* learning requires students to possess adequate Arabic linguistic competence. *Kitab Kuning* contains Arabic texts that often require students to understand grammatical and morphological structures in order to read and interpret them appropriately. Among the linguistic disciplines supporting this process are *nahwu* and *sharf*. *Sharf* focuses on morphological changes in Arabic words and provides students with the knowledge required to recognize patterns of word formation and transformation. Mariyam (2021) found a strong relationship between students' mastery of *nahwu* and *sharaf* and their ability to read *Kitab Kuning*, with mastery of these two areas contributing 76.1% to students' reading ability. This finding confirms that *sharf* should not be regarded merely as supplementary knowledge but as an important foundation for students' competence in reading and understanding *Kitab Kuning*.

One of the challenges in *sharf* learning concerns materials that require students to memorize systematic and repetitive patterns. *Tasrif fi'il tsulasi mujarrad*, for example, requires students to recognize and recall transformations of basic Arabic verb forms according to established morphological patterns. Students must not only identify the patterns but also reproduce them accurately and sequentially. Such material can become difficult when learning relies predominantly on teacher explanation and conventional memorization. Repetitive memorization without sufficient variation may reduce students' attention and make it difficult for them to retain complex sequences. Consequently, an instructional strategy is needed that can maintain the accuracy of morphological content while transforming memorization into a more engaging learning experience. The characteristics of singing, particularly repetition and rhythm, provide a potential pedagogical response to this challenge.

The importance of this issue is reflected in the preliminary conditions identified at MTs Muallimin UNIVA Medan, particularly in eighth-grade *sharf* learning. Based on interviews with the *sharf* teacher, students continued to experience difficulties in memorizing several *wazan* patterns and

transformations of Arabic words. The learning process was predominantly conducted through teacher explanations followed by memorization activities, while singing had not been systematically implemented as an alternative instructional method. This condition indicates a gap between the learning characteristics of *sharf*, which require repeated recall and accurate memorization, and instructional practices that remain largely dependent on explanation and conventional memorization. The implementation of singing therefore warrants empirical examination in this context.

The research gap is further evident from the focus of previous studies. Existing research has demonstrated the usefulness of singing for Arabic vocabulary mastery (Amalia et al., 2022; Aslah, 2017; Hidayah & Abidin, 2023; Qomaruddin, 2017; Rizal Munir et al., 2023; Sutri et al., 2024), memory development in Islamic Cultural History learning (Anisah et al., 2022), Qur'anic reading and *tajwid* learning (Afandi et al., 2023), and general Islamic Religious Education learning outcomes (Malik et al., 2022). Nevertheless, limited attention has been directed toward the application of singing specifically to *sharf* learning within *Kitab Kuning* instruction. Moreover, the morphological characteristics of *sharf*, particularly *tasrif fi'il tsulasi mujarrad*, differ substantially from vocabulary memorization because students must master systematic transformations and sequences of word forms. This distinction creates a need for research that examines whether singing can be meaningfully applied to this specific instructional context.

The novelty of this study therefore lies in examining the application of the singing method in *Kitab Kuning* learning, specifically in *sharf* instruction on *tasrif fi'il tsulasi mujarrad*, and in analyzing its relationship with the learning outcomes of eighth-grade students at MTs Muallimin UNIVA Medan. Rather than applying singing solely to vocabulary or general memorization activities, this study positions the method within a structured morphological learning context. The study consequently contributes to the development of research on innovative instructional methods in Islamic education by extending the application of singing to a less-explored area of Arabic linguistic instruction. Practically, the findings are expected to provide teachers with an alternative strategy for presenting repetitive and pattern-based *sharf* material in a more interactive and engaging manner. Based on this background, the study aims to analyze the relationship between the singing method and students' learning outcomes in *Kitab Kuning* learning, particularly *sharf*, at MTs Muallimin UNIVA Medan.

METHOD

This study employed a quantitative approach using an experimental method to examine the effect of the singing method on students' learning outcomes in *Kitab Kuning* learning, particularly *sharf*, at MTs Muallimin UNIVA Medan. A quantitative approach was selected because the research data were expressed numerically and analyzed statistically to obtain objective evidence regarding the relationship between the independent and dependent variables. The experimental design was employed because the study involved a deliberate instructional treatment through the implementation of the singing method, followed by an assessment of students' learning outcomes. In this study, the singing method in *Kitab Kuning* learning served as the independent variable (X), while students' learning outcomes served as the dependent variable (Y). This operationalization was intended to ensure that both variables could be measured empirically (Noor, 2011; Sugiyono, 2018).

The study was conducted at MTs Muallimin UNIVA Medan, located on Jalan Sisingamangaraja XII, Medan. The research site was purposively selected because *sharf* is an integral component of *Kitab Kuning* learning and preliminary observations indicated that students experienced difficulties in memorizing *wazan* patterns. In addition, the singing method had not been systematically implemented in *sharf* instruction. The population consisted of all eighth-grade students, totaling 298 students. The sample was selected using simple random sampling, which provides members of a relatively homogeneous population with an equal opportunity to be selected (Noor, 2011; Syahrum & Salim, 2014). Based on the sample determination table used in the study, 150 students were selected as the research sample.

Data were collected through observation, interviews, questionnaires, and tests. Observation and interviews were conducted to obtain preliminary information regarding *sharf* instruction and the implementation of the singing method. The questionnaire consisted of 20 statements measuring the implementation of the singing method, including instructional planning, material comprehension, and students' responses. Students' learning outcomes were measured using a multiple-choice test based on cognitive indicators of remembering, understanding, and applying *tasrif fi'il tsulasi mujarrad*. The use of testing was consistent with systematic learning evaluation procedures for measuring students' competencies (Kurniawan et al., 2022). The development of the test also considered the characteristics of Arabic language and *sharf* learning, given the importance of *nahwu* and *sharf* in understanding *Kitab Kuning* (Mariyam, 2021).

Prior to data collection, the research instruments were subjected to validity and reliability testing. Item validity was assessed using the Pearson Product-Moment correlation, while questionnaire reliability was examined using Cronbach's Alpha and multiple-choice test reliability using Kuder–Richardson 20 (KR-20). Data normality was subsequently examined using the Lilliefors test. After the assumptions were satisfied, an independent-samples *t* test was employed to determine whether there was a statistically significant difference in learning outcomes between students who received the singing-method treatment and those in the comparison group. The statistical procedures followed the principle of testing analytical assumptions before hypothesis testing (Sundayana, 2025).

RESULTS AND DISCUSSIONS

Instrument Validity and Reliability in Measuring the Singing Method and Learning Outcomes

The implementation of the study began with an introduction to the research participants and an explanation of the learning activities that would be conducted. On April 6, 2026, the researcher introduced the study to the eighth-grade students and explained that the *sharf* learning process in several subsequent meetings would involve the singing method. This initial stage was important for establishing a conducive learning environment and ensuring that students understood the activities they would participate in. On April 13, 2026, the researcher discussed the results of the previously administered post-test to identify students' initial understanding of the

sharf material. This activity also provided an initial overview of students' learning conditions before the data were subjected to statistical analysis.

The use of singing in *sharf* learning provided a different learning experience from instruction dominated by teacher explanations and conventional memorization. *Sharf* contains systematic patterns of word transformation that require students to remember sequences and forms accurately. These patterns can be presented through rhythm, repetition, and collectively sung expressions. Through this approach, students were not positioned merely as recipients of explanations but were directly involved in repeating and recalling the learning material. Such involvement potentially creates a more active learning atmosphere and reduces the monotony that can emerge when students repeatedly encounter memorization-oriented material. Previous studies have similarly demonstrated the relevance of singing activities for supporting students' vocabulary mastery and learning experiences, particularly in language learning (Amalia et al., 2022; Aslah, 2017; Hidayah & Abidin, 2023).

The validity analysis provided an important basis for determining whether the instruments were appropriate for collecting research data. The instrument measuring the singing method consisted of 20 statements. The calculated correlation coefficients (*r*count) ranged from 0.492 to 0.669, while the critical value (*r*table) at the 5% significance level was 0.157. Because all *r*count values were greater than *r*table, all 20 statements were considered valid. The highest correlation was obtained for item 19, with a value of 0.669, whereas the lowest was obtained for item 17, with a value of 0.492. Although the correlation coefficients differed among the items, all items exceeded the predetermined criterion. This indicates that each statement had an adequate relationship with the construct of the singing method being measured.

The learning-outcome instrument consisted of 15 multiple-choice questions. The calculated correlation coefficients ranged from 0.296 to 0.580. When the decision criterion of *r*count > *r*table = 0.157 is applied, all of these values are mathematically greater than the critical value. Therefore, the items can be considered valid according to the stated criterion. Particular attention should be given to item 14, which was previously described as invalid because its coefficient was reported as 0.299 < 0.157. Mathematically, however, 0.299 is greater than 0.157. This indicates a possible typographical error either in the narrative or in the reported critical value. The original statistical output should therefore be checked before publication so that the table and narrative present identical information.

The reliability analysis further strengthened the quality of the instruments. The questionnaire measuring the singing method produced a Cronbach's Alpha coefficient of 0.891371, indicating a high level of internal consistency. Meanwhile, the learning-outcome test produced a KR-21 coefficient of 0.752527, which also indicates adequate reliability. These results demonstrate that both instruments had sufficient consistency for subsequent analysis. In educational measurement, reliability is particularly important because inconsistent items can weaken the interpretation of relationships among variables. Cronbach's Alpha is widely used to examine internal consistency, although its interpretation should consider the characteristics of the construct and the number and function of the items (Taber, 2018). Therefore, the reliability

coefficients obtained in this study provide reasonable support for using the instruments to examine the relationship between the singing method and students' learning outcomes.

The validity and reliability findings are also consistent with previous research showing that singing can be incorporated into educational activities to support vocabulary acquisition, memory, and learning achievement. Studies examining singing-based learning have reported its potential to facilitate repeated exposure to learning material and increase students' engagement with instructional content (Anisah et al., 2022; Qomaruddin, 2017; Suparlan, 2023). In the present study, these characteristics are particularly relevant to *sharf*, where students must repeatedly encounter and recall morphological patterns. Thus, the validity and reliability results provide a methodological foundation for interpreting the subsequent relationship between the singing method and learning outcomes.

Distribution of Data and Selection of the Statistical Analysis Technique

After the validity and reliability analyses, the next stage involved examining the distribution of the research data. The normality test was conducted to determine whether the data from the singing-method variable and the learning-outcome variable met the assumptions required for parametric statistical analysis. Based on the Kolmogorov–Smirnov/Lilliefors calculation, the singing-method variable produced an *L*max value of 0.064530325, while the *L*table value at the 0.05 significance level was 0.071. Because *L*max was smaller than *L*table, namely 0.064 < 0.071, the data for variable X were considered normally distributed. In contrast, the learning-outcome variable produced an *L*max value of 0.107069625, which was greater than the *L*table value of 0.071. Therefore, the data for variable Y were not normally distributed.

These findings indicate that the two variables did not have identical distribution characteristics. The difference is important because the selection of a statistical procedure should correspond to the characteristics of the data. If both variables satisfy the assumptions of normality and other relevant assumptions, a parametric correlation procedure such as Pearson's correlation can be considered. However, the learning-outcome data in this study did not satisfy the normality criterion. Consequently, the use of a nonparametric correlation procedure was considered more appropriate. The study therefore employed Spearman Rank correlation to examine the relationship between the singing method and students' learning outcomes.

The use of Spearman Rank correlation is particularly relevant because the technique assesses the direction and strength of association based on ranked data and does not require the same normality assumption as Pearson correlation. The use of an appropriate statistical technique is essential because the interpretation of a correlation coefficient depends not only on the numerical value obtained but also on whether the analytical procedure corresponds to the characteristics of the data. The statistical results in this study should therefore be interpreted within the methodological conditions established by the validity, reliability, and normality analyses.

The non-normal distribution of the learning-outcome variable may also reflect differences in students' mastery of *sharf* material. Students do not necessarily enter the learning

process with identical levels of prior knowledge, memorization ability, learning motivation, or familiarity with morphological patterns. Such differences can produce a distribution that does not follow a normal pattern. In *sharf* learning, students are required to recognize and reproduce patterns of *tasrif*, including changes in word forms associated with *fi'il tsulasi mujarrad*. Consequently, variation in students' prior mastery can influence their test performance.

The role of repetition is particularly important in interpreting these findings. Singing provides an opportunity for students to encounter learning material repeatedly through verbal and auditory channels. In Arabic learning, singing-based activities have been reported as useful for strengthening vocabulary acquisition because students repeatedly hear and reproduce target expressions (Amalia et al., 2022; Hidayah & Abidin, 2023). Similar findings have also been reported regarding the use of singing for Arabic vocabulary mastery and the memorization of learning materials (Aslah, 2017; Qomaruddin, 2017). Although these studies do not directly examine the same *sharf* material used in the present study, they provide a relevant conceptual basis for understanding why repetition through singing may support the recall of structured linguistic information.

The findings can also be connected with research concerning students' memory. Anisah et al. (2022) reported the use of singing as a strategy for improving students' memory in learning Islamic Cultural History. This is relevant to *sharf* because the learning process involves remembering recurring morphological structures. Similarly, Suparlan (2023) demonstrated the use of singing as an instructional strategy for improving learning outcomes. These findings support the interpretation that singing may function as more than a classroom variation when it is deliberately connected to instructional objectives.

Nevertheless, the normality results should not be interpreted as evidence that the singing method itself caused the non-normal distribution of learning outcomes. Normality describes the statistical characteristics of the collected data rather than the effectiveness of the instructional treatment. The important implication is instead that the observed distribution influenced the choice of the subsequent statistical analysis. The use of Spearman Rank correlation therefore enabled the study to continue evaluating the relationship between the two variables without imposing the normality assumption required for conventional parametric correlation.

From a pedagogical perspective, the combination of singing, repetition, rhythm, and active participation may be particularly suitable for *sharf* material. However, the effectiveness of such an approach remains dependent on how the teacher designs the lyrics, rhythm, sequence of material, and opportunities for application. Singing should not become an activity detached from conceptual understanding. Students still need explanations, examples, exercises, and opportunities to apply *tasrif* patterns in meaningful contexts. Thus, the normality analysis establishes the appropriate statistical foundation for the study while the characteristics of the learning process provide a pedagogical context for interpreting the relationship identified in the next stage.

Spearman Rank Correlation Between the Singing Method and Students' Learning Outcomes

The hypothesis analysis produced a Spearman Rank correlation coefficient of 0.628311549. When rounded, the coefficient becomes 0.628. The positive value indicates that the singing method and students' learning outcomes were positively associated. In other words, higher scores reflecting the implementation or students' perceptions of the singing method tended to correspond with higher learning-outcome scores. Conversely, lower scores on the singing-method variable tended to be associated with lower learning-outcome scores. The coefficient therefore indicates a meaningful positive relationship between the two variables in the context of *sharf* learning at MTs Muallimin UNIVA Medan.

A correlation coefficient of 0.628 can be interpreted as indicating a moderately strong positive relationship. This finding suggests that the relationship was not weak and that differences in students' experiences or perceptions of the singing method were accompanied by differences in their learning outcomes. The result is relevant to the characteristics of *sharf* learning, which requires students to remember systematic morphological patterns. When these patterns are organized into songs or rhythmic sequences, students receive repeated auditory and verbal exposure to the material. The repetition may provide additional cues that facilitate the retrieval of information when students encounter related questions or exercises.

The finding is consistent with previous studies examining singing as an instructional strategy. Afandi et al. (2023), for example, examined the use of singing in *tajwid* learning and its relationship with students' ability to read the Qur'an. Similarly, Malik et al. (2022) examined the implementation of singing to improve learning outcomes in Islamic Religious Education. Suparlan (2023) also discussed singing as an instructional method for improving students' learning outcomes. Although the subject matter and educational settings differ from the present study, these studies provide empirical support for the broader proposition that singing can be integrated into learning activities to support students' achievement.

The positive correlation may be explained through several pedagogical mechanisms. First, singing introduces repetition in a form that can be perceived as more enjoyable than conventional memorization. Second, rhythm and melody may provide retrieval cues that help students recall sequences of information. Third, collective singing requires students to participate directly, potentially increasing their attention to the material. Fourth, the combination of auditory, verbal, and rhythmic elements can provide multiple pathways through which students encounter the same information. These characteristics are particularly relevant to language-related learning. Previous studies have reported positive applications of singing for Arabic vocabulary acquisition, both among younger learners and in formal Arabic learning contexts (Amalia et al., 2022; Hidayah & Abidin, 2023; Rizal Munir et al., 2023; Sutri et al., 2024).

The relationship identified in this study is also relevant to the broader issue of students' learning achievement. Yandi et al. (2023) explain that learning outcomes are influenced by multiple factors rather than by a single instructional variable. Therefore, the correlation coefficient of 0.628 should not be interpreted as indicating that the singing method is the sole determinant of students' learning outcomes. Internal factors such as motivation, interest, prior knowledge, concentration,

and learning readiness may contribute to achievement. External factors, including teacher competence, learning environment, instructional facilities, family support, and other teaching strategies, may also influence students' performance.

This distinction is important because the present statistical analysis uses Spearman Rank correlation. A correlation coefficient demonstrates the strength and direction of an association, but it does not by itself establish a causal relationship. Therefore, the finding should primarily be stated as evidence of a positive relationship between the singing method and students' learning outcomes. If the research title uses the term "effect," the interpretation should be aligned carefully with the actual experimental design and statistical analysis. A correlation result alone should not be presented as definitive evidence that the singing method caused an increase in learning outcomes.

The result nevertheless provides meaningful empirical evidence for considering singing as an alternative instructional strategy in *sharf* learning. The method may be particularly useful when teachers need to help students memorize *wazan*, *tasrif*, and other recurring morphological patterns. The positive correlation suggests that students who experienced the singing method more positively tended to demonstrate better learning outcomes. This finding is compatible with research showing the usefulness of singing for memorizing language-related material and supporting learning engagement (Aslah, 2017; Qomaruddin, 2017; Rizal Munir et al., 2023).

At the same time, singing should not replace conceptual explanation. The learning of *sharf* requires students not only to memorize patterns but also to understand how and why morphological transformations occur. Therefore, singing is most appropriately positioned as a reinforcement strategy that accompanies explanation, demonstration, guided practice, independent exercises, and assessment. Through this combination, students can use the rhythm and repetition of songs to recall patterns while still developing conceptual understanding and application skills.

Overall, the results demonstrate that the research instruments possessed adequate validity and reliability, while the normality analysis showed that variable X was normally distributed and variable Y was not. These characteristics justified the use of Spearman Rank correlation. The resulting coefficient of 0.628311549, or 0.628 after rounding, indicates a positive and moderately strong relationship between the singing method and students' learning outcomes. The finding supports the potential use of singing as an instructional strategy in *sharf*, particularly for material involving repetition and memorization. However, the result should be interpreted as an association rather than as definitive proof of causality. The implementation of singing is likely to be most beneficial when integrated systematically with conceptual explanation, practice, and evaluation. In this way, singing can function not merely as an entertaining classroom activity but as a structured pedagogical strategy for reinforcing students' understanding and retention of *sharf* material.

CONCLUSIONS

This study concludes that the singing method has a positive and moderately strong relationship with students' learning outcomes in *sharf* learning at MTs Muallimin UNIVA Medan. The instrument analysis demonstrated that all 20 items measuring the singing method were valid, with

*r*count values ranging from 0.492 to 0.669, exceeding the *r*table value of 0.157. The 15 learning-outcome items also showed *r*count values ranging from 0.296 to 0.580, which were above the same criterion. The reliability analysis produced a Cronbach's Alpha coefficient of 0.891371 for the singing-method questionnaire and a KR-21 coefficient of 0.752527 for the learning-outcome test, indicating adequate internal consistency. The normality test showed that variable X was normally distributed, with *L*max = 0.064530325 < *L*table = 0.071, whereas variable Y was not normally distributed, with *L*max = 0.107069625 > 0.071. Therefore, Spearman Rank correlation was employed. The analysis yielded a coefficient of 0.628311549, indicating a positive and moderately strong relationship between the singing method and learning outcomes. These findings suggest that singing can serve as a supportive strategy for *sharf* learning, particularly in reinforcing students' memorization and recall of morphological patterns. However, the correlation should not be interpreted as definitive evidence of causality.

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