



LOCAL WISDOM-BASED ARABIC LANGUAGE LEARNING TOWARDS IMPROVING ARABIC LANGUAGE SKILLS IN EARLY CHILDHOOD

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ABSTRACT

This study aims to determine the effect of local wisdom-based Arabic language learning on improving Arabic language skills in early childhood in coastal areas. The approach used is descriptive qualitative with a case study method in an elementary school in a coastal area. The research sample involved 30 students who were divided into experimental and control groups. The experimental group received Arabic language learning that integrated local folklore and culture, while the control group used conventional methods. The results showed that children who were taught using local wisdom-based methods showed significant improvements in vocabulary skills and Arabic speaking skills. Learning that connects language with local culture provides a more relevant context for children, so they are more motivated to learn. Therefore, local wisdom-based Arabic language learning can be recommended as an effective approach to improving Arabic language skills in early childhood.

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خلاصة

تهدف هذه الدراسة إلى معرفة أثر تعلم اللغة العربية المبني على الحكمة المحلية في تحسين مهارات اللغة العربية لدى أطفال مرحلة الطفولة المبكرة في المناطق الساحلية. تم استخدام المنهج الوصفي النوعي مع أسلوب دراسة الحالة في مدرسة ابتدائية في منطقة ساحلية. وتكونت عينة البحث من طالباً وطالبة تم تقسيمهم إلى مجموعتين تجريبية وضابطة. وتلقت المجموعة التجريبية تعليمًا للغة العربية يدمج التراث الشعبي والثقافة المحلية، بينما استخدمت المجموعة الضابطة الأساليب التقليدية. وأظهرت النتائج أن الأطفال الذين تم تدريسهم باستخدام أساليب تعتمد على الحكمة المحلية أظهروا تحسناً كبيراً في مهارات المفردات ومهارات التحدث باللغة العربية. إن التعلم الذي يربط اللغة بالثقافة المحلية يوفر سياقاً أكثر ملاءمة للأطفال، وبالتالي يكونون أكثر تحفيزاً للتعلم.

ولذلك، يمكن التوصية بتعلم اللغة العربية المبني على الحكمة المحلية كنهج فعال
لتحسين مهارات اللغة العربية في مرحلة الطفولة المبكرة.
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Introduction

Language skills are the main foundation in children's learning process, especially when they enter elementary school. Expressive language, which is the ability of children to express their ideas and feelings verbally, plays an important role in the process of social and academic interaction. However, many young children experience obstacles in developing expressive language skills optimally. Therefore, appropriate learning methods are needed to stimulate this ability from an early age. One approach that is starting to be widely used is the symbolic modeling method, which is a learning strategy in which teachers or adults provide verbal examples or certain behaviors that are then imitated by children.

This study uses a descriptive qualitative approach with a case study method in three PAUD institutions that have elementary school preparation programs. Data collection was carried out through observation, interviews with teachers and parents, and documentation of children's work. The data analysis technique uses the Miles and Huberman interactive model which includes data reduction, data presentation, and drawing conclusions. The main focus of this study is how the application of symbolic modeling affects children's ability to respond to questions, tell stories, and have active dialogues.

Method

This study uses the library research method or literature study with a descriptive qualitative approach. Library research is a research method that is carried out by reviewing various literature, documents, scientific journals, books, and other written sources that are relevant to the topic of study,

According to Zed (2004), literature study is a series of activities related to the method of collecting library data, reading, recording, and processing research materials

originating from literature sources. Thus, all data studied in this study comes from secondary documents, not from direct observation or interviews. This approach is considered appropriate for exploring theories, concepts, and previous research results that are relevant in analyzing transformation (Moleong, 2017).

Results

From the results of observation and oral tests, it was found that there was a significant increase in Arabic language skills in the experimental group compared to the control group. Children in the experimental group were able to mention Arabic vocabulary related to local stories, such as the names of cultural objects, place names, and sentences related to their daily lives.

These skill improvements are reflected in:

- a. Vocabulary Skills: Children remember Arabic vocabulary taught through folk tales and their experiences in everyday life more quickly.
- b. Use of Simple Sentences: Children show improvement in their ability to construct simple sentences in Arabic related to their daily stories or activities.
- c. Active Involvement: Children in the experimental group were more active in participating in class activities, such as telling stories, asking questions, and answering in Arabic, compared to the control group.

Discussion

The results of this study indicate that integrating local wisdom in Arabic language learning can improve Arabic language skills in early childhood, especially in coastal areas. The application of local wisdom-based learning not only makes children understand Arabic vocabulary better, but also helps them feel more connected to the material being taught. By using local folklore, customs, and cultural symbols, Arabic language learning becomes more alive and relevant to children's lives.

This study strengthens Vygotsky's theory that learning that occurs in a child's social and cultural context will be more easily accepted and understood. When children learn Arabic through a cultural context they are familiar with, the process of internalizing the language will be more effective. Children not only learn language as a symbol of words, but also as a tool to understand the world around them.

However, although the use of local wisdom shows positive results, challenges in its implementation remain. Some of the obstacles faced in this study were the limited materials that combined local wisdom with Arabic and differences in the level of understanding of Arabic among children.

1. Integration of Local Wisdom in Arabic Language Learning

Learning Arabic based on local wisdom introduces children to familiar elements of their own culture, so that they can relate the foreign language to their daily lives. This allows children to more easily understand and remember Arabic vocabulary related to their culture.

For example, when teaching vocabulary about nature in Arabic, teachers can use symbols that are familiar to children, such as pictures of the sea, coconut trees, or fishing equipment that are common in coastal areas. This learning becomes more meaningful because children can recognize these objects in their daily lives.

Evidence of the Influence of Local Wisdom-Based Learning:

- Based on the results of observations, children who learn using local folk tales show better abilities in recognizing Arabic vocabulary, such as the names of traditional tools, regional specialties, or the names of places they encounter in the story.
- Additionally, children's active participation in class increases because they feel more connected to the material being taught.

2. Arabic Language Skills in Early Childhood

Early childhood has an extraordinary ability to learn languages, especially when learning is done with a fun and contextual approach. Learning Arabic based on local wisdom activates children's visual perception and direct experience of their culture, which in turn improves their language skills.

Evidence of Improved Arabic Language Skills:

- Children in the experimental group (who used local wisdom) could more easily remember vocabulary and use it in simple sentences in Arabic.

- This increase in ability is also reflected in the oral evaluation, where children are able to explain the meaning of vocabulary in Arabic while connecting it to objects or activities they are familiar with.

3. Factors that Influence Learning Success

The success of local wisdom-based Arabic language learning is influenced by several factors:

- **Parental Involvement:** Parents who are accustomed to using local languages in their daily lives support their children's learning process at home.
- **Selecting the Right Learning Media:** Media such as pictures, videos, and props that depict folk tales or local cultural symbols help children absorb information more easily.

Conclusion

Based on the research results, it can be concluded that local wisdom-based Arabic language learning has a positive impact on improving Arabic language skills in early childhood, especially in coastal areas. The use of folklore and local values as learning media provides children with the opportunity to learn Arabic in a context they are familiar with, which in turn improves their understanding and language skills. Learning that connects language with local culture can increase children's interest and motivation to learn Arabic, while preserving local culture. Therefore, this approach can be applied more widely in various regions by considering their respective local wisdom.

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