



THE CORRELATION BETWEEN THE SINGING METHOD AND STUDENTS' UNDERSTANDING IN *BALAGHAH* LEARNING

Khairun Nisa¹, M. Rohiq², Neldi Harianto³, and Amami Shofiya Al Qorin⁴

¹ Universitas Jambi, Indonesia

² Universitas Jambi, Indonesia

³ Universitas Jambi, Indonesia

⁴ Universitas Jambi, Indonesia

Corresponding Author:

Khairun Nisa,
Department of Arabic language education, Faculty of Teacher Training and Education, Universitas Jambi
Mendalo Campus, Jalan Jambi–Muara Bulian, Mendalo Indah, Kecamatan Jambi Luar Kota, Kabupaten Muaro Jambi, Provinsi
Jambi, Indonesia.
Email: kn270950@gmail.com

Article Info

Received: October 9, 2025

Revised: January 19, 2026

Accepted: March 17, 2026

Online Version: April 28,
2026

Abstract

This research was motivated by the low level of understanding among some students in *balaghah*, which is often considered difficult because it involves abstract linguistic concepts and rules. In the learning process, a method is needed to improve students' interest and understanding of the material being studied. One of the methods used is the singing method, namely the delivery of material through rhythm or songs, making it easier to understand and remember. This research aims to determine the correlation between the singing method and students' understanding of *balaghah* learning at the Al-Baqiyatush Shalihah Islamic Boarding School, Kuala Tungkal. This research used a non-experimental quantitative approach with a correlational research design. The data were obtained through questionnaires, tests, observation, and documentation. The data analysis technique used Product-Moment correlation to assess the relationship between the singing method variable and students' understanding. The results of the research showed that the implementation of the singing method in *balaghah* learning was in the good category, while students' understanding was in the fairly good category. Correlation analysis revealed a positive correlation between the singing method and students' understanding of *balaghah* learning. These findings indicate that the singing method can help create a more active and enjoyable learning atmosphere and facilitate students' understanding of *balaghah* material. Thus, the singing method can serve as an alternative learning approach to improve students' understanding of *balaghah*.

Keywords: Singing Method, Students Understanding, *Balaghah* Learning, *Pesantren*



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Journal Homepage

<https://research.adra.ac.id/index.php/lingeduca>

How to cite:

Nisa, K., Rohiq, M., Harianto, N. & Qorin, A., S., A. (2026). The Correlation Between the Singing Method and Students' Understanding in *Balaghah* Learning. *Lingeduca: Journal of Language and Education Studies*, 5(2), 99–110.
<https://doi.org/10.70177/lingeduca.v5i2.3849>

Published by:

Yayasan Adra Karima Hubbi

INTRODUCTION

The study of *balaghah* has an important role in Arabic language studies because it is one of the main instruments for understanding the beauty of language, the structure of meaning, and the rhetorical values in the Qur'an and various classical Arabic literatures. Through *balaghah*, students not only learn language forms but also understand the purpose, implied meanings, and beauty of expressions used in texts. Therefore, *balaghah* is regarded as a branch of knowledge closely related to the ability to understand the contents of the Qur'an more deeply. In the context of *pesantren* (Islamic boarding school) education, *balaghah* learning also functions as a foundation for strengthening the ability to read *kitab kuning* and understand *turats* texts appropriately. Thus, mastery of *balaghah* is an important part of developing the language competence of *santri* (students in Islamic boarding schools) (Hrp & Putri, 2025).

Although it has an important position, *balaghah* learning is often considered one of the subjects that is difficult for *santri* to understand. These difficulties arise because *balaghah* material contains many technical terms, language rules, and abstract concepts that require good language analysis and reasoning skills. Not a few *santri* experience difficulties in distinguishing figurative language forms, understanding the meanings of *kinayah*, and identifying aspects of the beauty of language in an Arabic text. These conditions cause some *santri* to perceive *balaghah* as a complicated and boring subject. As a result, the learning process often takes place less effectively, and not all *santri* can understand the material optimally. This situation becomes a particular challenge for teachers in delivering *balaghah* material in a way that is easier to understand (Parhan & Isyanto, 2025).

In addition to the complexity of the material, the learning methods used also influence the level of *understanding among santri*. In practice, *balaghah* learning in various educational institutions is still largely dominated by lecture and memorization methods. Teachers usually explain the theory verbally and then ask *santri* to memorize certain definitions or rules, without balancing this with a more interactive learning approach. Learning patterns such as this often make *santri* passive and less actively involved in the learning process. When the learning atmosphere becomes monotonous, *santri* attention and learning motivation tend to decrease. As a result, the material delivered becomes more difficult to understand and remember in the long term. Therefore, innovation in learning methods is needed to increase *santri* involvement in the learning process (Sadirman, 2016).

The use of creative and varied learning methods is one alternative to help improve *santri* understanding of *balaghah* material. Interesting learning methods can create a learning atmosphere that is more active, enjoyable, and not monotonous. In modern learning theory, learners' emotional and psychological involvement influences their ability to receive and remember information. When *santri* feel comfortable and enjoy the learning process, the material delivered will be easier to understand. Therefore, teachers are required not only to master the material but also to select learning methods appropriate to learners' characteristics. The selection of appropriate methods is expected to help reduce the learning difficulties experienced by *santri* in understanding abstract *balaghah* concepts (Sunarti, 2021).

One method that has begun to be used in *balaghah* learning is the singing method. The singing method is a way of delivering learning material through rhythm, songs, or certain chants so that the material becomes easier for learners to remember. In language learning,

musical elements are often used to improve learners' memory and concentration while studying the material. The use of songs in learning can also create a more relaxed and enjoyable learning atmosphere, making learners more active participants in the learning process. This method is considered effective, especially for material that requires memorization and repetition of concepts. Thus, the singing method has the potential to help *santri* understand *balaghah* rules more easily (Ridwan & Awaluddin, 2019).

At Pondok Pesantren Al-Baqiyatush Shalihat Kuala Tungkal, the singing method has been implemented in *balaghah* learning as one of the efforts to improve *santri* understanding. Teachers deliver several *balaghah* materials through songs or certain rhythms so that *santri* can more easily memorize the terms and rules being studied. The implementation of this method is carried out by adjusting the learning materials and the *santri's* ability to follow the rhythms. Through group singing activities, the classroom atmosphere becomes livelier and more interactive than when learning relies solely on the lecture method. *Santri* appear more enthusiastic and active in participating in the learning process. These conditions indicate that the singing method has a role in creating a more conducive learning atmosphere (Nuzula & Ammar, 2024).

The singing method not only serves as entertainment in learning, but it can also assist learners' cognitive processes. Rhythm and repetition in songs can help strengthen memory retention of the material being studied. In the context of *balaghah* learning, the use of songs helps *santri* more easily remember terms, rule classifications, and examples related to the material. In addition, an enjoyable learning atmosphere can help reduce the psychological pressure *santri* experience when studying difficult material. Thus, the singing method can become one of the learning strategies that support the gradual improvement of *santri* understanding. The use of this method also aligns with learning approaches that emphasize learners' active involvement (Djohan, 2009).

Theoretically, learning that involves audio elements and rhythm is related to improved memory and understanding of information. The use of songs in learning allows learners to receive material through a combination of listening, pronunciation, and repetition. These activities help make the process of material internalization more effective than purely verbal learning. In educational science, methods that involve multiple senses are often considered capable of improving the quality of the learning process. Therefore, the singing method can be regarded as one form of learning approach that supports the optimal understanding of material. In the context of *balaghah* learning, this approach is relevant because the material studied is closely related to aspects of language and the beauty of expression (Hamalik, 2014).

Several previous studies have shown that the singing method can positively influence learning processes and outcomes. Research conducted by Mudinillah (2024) showed that creative and interactive learning methods can increase learners' involvement in the learning process. Other studies have also shown that the use of songs in language learning improves learners' memory retention and motivation. However, most of these studies still focus on general learning and have not examined the implementation of the singing method in *balaghah* learning within the pesantren environment in depth. In fact, the characteristics of *balaghah* learning are more complex than those of other subjects. Therefore, research on the singing method in *balaghah* learning still needs further development (Akmilan et al., 2024).

The limitations of previous studies indicate an opportunity to conduct a more specific study regarding the correlation between the singing method and *santri* understanding in *balaghah* learning. This research becomes important because there are still limited studies that

specifically discuss the use of the singing method in *balaghah* learning in *pesantren*. In addition, this research also seeks to examine the correlation between the implementation of the singing method and the level of *santri* understanding of the material being studied. This type of study is expected to provide an overview of the effectiveness of more creative learning methods in Arabic language learning. Thus, this research not only has academic relevance but also practical relevance in the development of learning methods in *pesantren* (Qomaruddin, 2017).

Santri understanding of *balaghah* learning is an important consideration because it relates to the ability to understand Arabic texts more deeply. *Santri* who have a good understanding of *balaghah* will find it easier to grasp the meaning, language style, and literary values in the Qur'an and classical works. Conversely, a low level of understanding of *balaghah* can hinder a *santri's* ability to comprehend Arabic texts. Therefore, learning strategies are needed to help *santri* understand the material more effectively. In this context, the singing method is considered to have the potential to support the improvement of *santri* understanding because it creates a more enjoyable and communicative learning atmosphere (Aflisia et al., 2022).

In addition to helping the understanding of the material, the singing method can also improve the learning motivation of *santri*. An enjoyable learning atmosphere tends to make learners more enthusiastic about participating in learning activities. When learning motivation increases, *santri's* attention to the material also improves. These conditions allow the learning process to take place more effectively and interactively. In *balaghah* learning, often considered difficult, motivation plays an important role in helping *santri* remain engaged and focused throughout the learning process. Therefore, the use of the singing method can be regarded as one effort to create a more positive learning experience for *santri* (Anisah et al., 2022).

In the *pesantren* environment, the use of learning methods that are appropriate to the characteristics of *santri* becomes important. *Pesantren* have a distinctive learning culture that emphasizes understanding classical texts and developing religious character. Therefore, the learning methods implemented need to be adjusted to the conditions and needs of *santri*. The singing method is considered sufficiently appropriate for implementation because it can be combined with the memorization tradition already familiar within the *pesantren* environment. In addition, the use of songs in learning does not eliminate the substance of the material being taught, but rather facilitates the process of delivering and understanding it. Thus, this method can become one of the relevant learning alternatives in the *pesantren* environment (Hidayat, 2017).

This research is expected to contribute to the development of Arabic language learning methods, particularly in *balaghah* learning in *pesantren*. Theoretically, this research can enrich the existing literature regarding the use of creative learning methodologies in Arabic language learning. In practice, the results of the research are expected to be a consideration for teachers in selecting learning methods appropriate to the characteristics of the material and learners. In addition, this research is expected to serve as a reference for future studies on *balaghah* learning methods and Arabic language learning in general. With the existence of this research, *balaghah* learning is expected to take place more effectively and attractively for *santri* (Sunarti, 2021).

Based on the description above, this research was conducted to determine the correlation between the singing method and *santri* understanding of *balaghah* in Pondok Pesantren Al-Baqiyatush Shalihah Kuala Tungkal. This research was based on the assumption that interesting and interactive learning methods can improve *santri* involvement and understanding of the material being studied. Through this research, it is expected that a clearer overview regarding the correlation between the singing method and the level of *santri* understanding in *balaghah* learning will be obtained. The results of the research are expected to benefit the development of more effective learning strategies in the *pesantren* environment. In addition, this research is

also expected to become one of the academic contributions to the development of studies in Arabic language education and *balaghah* learning (Khoerunnisa & Aqwal, 2020).

RESEARCH METHOD

Research Design

This research utilized a quantitative approach with a non-experimental correlational research design. The quantitative approach was selected to obtain empirical data regarding the correlation between the singing method, which served as the independent variable, and santri understanding in *balaghah* learning, which served as the dependent variable. A non-experimental correlational design was deemed appropriate because the study aimed to analyze the relationship between these two variables based on naturally occurring learning conditions within the pesantren environment, without introducing any specific treatments, interventions, or manipulation of the learning situation

Research Target/Subject

The research was conducted at Pondok Pesantren Al-Baqiyatush Shalihat Kuala Tungkal. This location was chosen based on academic considerations, specifically because the pesantren implements the singing method in *balaghah* learning a phenomenon that remains understudied in the context of pesantren education. The population for this study consisted of all 42 santri who participated in *balaghah* learning at the institution. Because the population size was relatively limited, the researcher employed a total sampling technique, inclusion of all population members as the research sample. This approach was selected to provide a more comprehensive and representative overview of the variables being studied.

Research Procedure

The study was carried out systematically through several consecutive stages during the active learning process. The first stage involved initial observations to gain a general overview of the *balaghah* learning environment, santri characteristics, and teacher-student interaction patterns. The second stage focused on developing research instruments based on predetermined variable indicators. The next stage was the implementation of data collection, which involved distributing questionnaires, administering a *balaghah* understanding test, and conducting direct classroom observations. In the final stage, the collected data were examined, classified, and processed using statistical analysis techniques to ensure the results objectively reflected the true learning conditions.

Instruments, and Data Collection Techniques

Data collection was performed using a combination of questionnaires, tests, direct observations, and documentation to ensure data validity and comprehensiveness. Questionnaires featuring a four-level Likert scale (strongly agree, agree, disagree, and strongly disagree) were used to measure the implementation, motivation, and engagement level of the singing method (Zayrin et al., 2025). Cognitive tests were administered to empirically evaluate the santris' capability to understand, identify, and apply *balaghah* concepts in Arabic texts. Direct observations captured live classroom interactions and student participation (Sugiyono, 2023), while documentation provided necessary institutional and administrative context. To ensure data accuracy, all instruments underwent content validity testing by expert validators and reliability testing using Cronbach's Alpha. The instruments demonstrated high consistency with a reliability coefficient greater than 0.70, confirming their feasibility for the study.

Data Analysis Technique

The data were analyzed using both descriptive and inferential statistical analysis techniques, processed systematically through SPSS software. Descriptive analysis was used to provide an overview of the implementation levels of the singing method and the current state of santri understanding (Sugiyono, 2019). Prior to testing the hypothesis, a normality test was conducted as a prerequisite for parametric analysis. To determine the strength, direction, and significance of the relationship between the independent and dependent variables, the researcher utilized the Pearson Product-Moment correlation analysis (El Hasbi et al., 2023). The resulting coefficients were then interpreted using standard correlation criteria. Additionally, all analytical and administrative processes strictly adhered to academic research ethics, including securing institutional permission and maintaining full respondent confidentiality.

RESULTS AND DISCUSSION

The research results were obtained through the distribution of questionnaires, the administration of understanding tests, learning observations, and documentation involving *santri* who participated in *balaghah* learning at Pondok Pesantren Al-Baqiyatush Shalihah Kuala Tungkal. This research aimed to determine the correlation between the singing method and *santri* understanding of *balaghah*. The data obtained were then analyzed using the Product-Moment correlation statistical technique after validity, reliability, and normality tests had first been conducted.

In general, the results of the research showed that the singing method was implemented quite well in the *balaghah* learning process. The use of songs and rhythms in delivering the material helped create a more active and enjoyable learning atmosphere. *Santri* appeared more enthusiastic in participating in the learning process and were able to remember the material delivered by the teacher more easily. In addition, learning that used musical elements also helped reduce *santri* boredom with *balaghah* material, which had previously been considered difficult and abstract.

Based on observations during the learning process, *santri* showed higher involvement when the teacher delivered the material through songs than in the conventional lecture method. *Santri* appeared more focused, actively repeated the material, and were more confident when asked to explain what had been learned. The use of the singing method not only helped the memorization process but also created more communicative learning interactions between teachers and *santri*.

The questionnaire data showed that the implementation of the singing method in *balaghah* learning was in the good category. Most respondents stated that the singing method helped them understand the material more easily because the delivery of the material became more interesting and less monotonous.

Table 1. Level of Implementation of the Singing Method

Yes	Assessment Aspects	Category
1	Clarity of material delivery through songs	Good
2	Activeness of santri in learning	Good
3	Ease of memorizing material	Good
4	Enthusiasm of santri during learning	Good
5	Enjoyable learning atmosphere	Very Good

Based on the table, the learning atmosphere aspect received the highest assessment. This finding indicates that the singing method created learning that was more enjoyable and less stressful. In addition, the singing method also helped *santri* remember *balaghah* terms and rules more easily through the repetition of tones and rhythms. The observation results showed that *santri* memorized the material more quickly when the teacher used songs in the learning

process. Material that had previously been considered difficult became easier to understand when delivered through simple, repetitive rhythmic patterns. On several occasions, *santri* also appeared able to recite *balaghah* material without looking directly at their notes.

The use of the singing method in *balaghah* learning showed that elements of creativity in learning influenced learner involvement. Enjoyable learning helped improve the attention and concentration of *santri* during the learning process. Thus, the singing method can serve as an alternative learning approach in the study of Arabic language sciences, particularly for theoretical material that requires memorization skills.

The results of the understanding test showed that the *santri's* ability to understand *balaghah* material was in the fairly good category. Most *santri* understood the basic concepts of *balaghah*, remembered certain rules, and explained simple examples related to the material studied.

Table 2. The Level of *Santri* Understanding of *Balaghah* Materials

Yes	Understanding Indicator	Category
1	Understanding the meaning of <i>balaghah</i>	Pretty Good
2	Remembering the rules of <i>balaghah</i>	Good
3	Understanding examples of <i>balaghah</i>	Pretty Good
4	Distinguishing the types of <i>balaghah</i>	Pretty Good
5	Re-explaining the material	Pretty Good

The data showed that the most prominent ability among *santri* was remembering *balaghah* rules. This finding indicates that the use of songs and rhythms strengthened *santri* memory retention of the learning material. The repetition of material through songs made *santri* more able to remember *balaghah* terms and formulations that had previously been difficult to understand. Nonetheless, some *santri* still had difficulty analyzing and explaining the material in greater depth. This finding indicates that the singing method was more effective in supporting memorization and basic understanding than in developing analytical abilities that require more complex reasoning. Therefore, the singing method still needs to be combined with other methods, such as discussions, text analysis exercises, and conceptual explanations, to optimize the learning process.

The results of the research also showed that a comfortable and enjoyable learning atmosphere influenced *santri* readiness to receive the learning materials. When the learning process was interactive and not monotonous, *santri* tended to concentrate more easily and understand the material being taught more effectively. These conditions indicate that psychological factors and the learning atmosphere are related to the level of learners' understanding.

The results of the Product-Moment correlation analysis showed a positive correlation between the singing method and the *santri* understanding of *balaghah*. This finding indicates that the implementation of the singing method was correlated with the level of the *santri* understanding of *balaghah* material (El Hasbi et al., 2023).

Table 3. Results of the Product-Moment Correlation Analysis

Variable	Analysis Results	Description
Singing Method and the Santri Understanding	There is a positive correlation	Hypothesis accepted

It can be understood that the implementation of the singing method in learning, when carried out more effectively, correlates with a better understanding of *balaghah* material among *santri*. This positive correlation indicates that creative and enjoyable learning methods can improve understanding of the material, particularly in *balaghah*, which contains many abstract concepts and theoretical rules.

The use of the singing method helped *santri* remember the material through the repetition of rhythms and tones; thus, the learning process was easier to understand. In addition, the singing method encouraged *santri* to be more active in learning, as the learning atmosphere became more communicative and less monotonous. This finding shows that variations in learning methods are related to the involvement and attention of *santri* during the learning process.

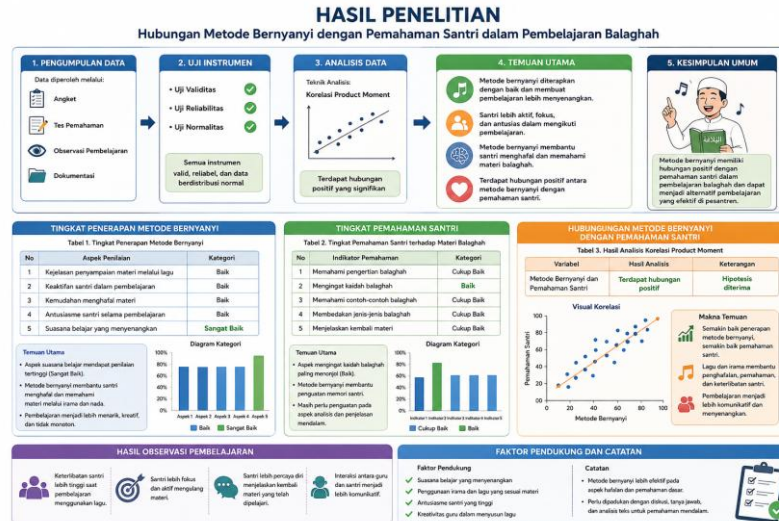


Figure 1. Results of the Research Showed that the Singing Method was Positively Correlated

The results of the research showed that the singing method was positively correlated with *santri* understanding of *balaghah* learning at Pondok Pesantren Al-Baqiyatush Shalihat Kuala Tungkal. These findings indicate that creative learning methods can facilitate the delivery of abstract and theoretical material. In the context of *balaghah* learning, the singing method helped *santri* understand terms, rules, and examples of the material more simply and memorably (Fatonah & Holik, 2026).

The findings of this research are consistent with learning theories that emphasize the use of interesting and enjoyable methods to enhance the effectiveness of the learning process. The use of musical elements in learning helps improve learners' attention, concentration, and memory retention. Through songs and rhythms, complex material can be arranged in simpler form; thus, it is easier for *santri* to understand (Djohan, 2009).

In *balaghah* learning, the singing method helped create a learning atmosphere that was more active and interactive. *Santri* not only listened passively to the teacher's explanations but were also directly involved through activities that involved memorizing and repeating the material using songs. This active involvement helped *santri* understand the material more easily because the learning process was conducted communicatively and enjoyably (Ridwan & Awaluddin, 2019).

The results of this research also showed that the singing method was associated with improved motivation for *santri* to learn. Monotonous learning often causes learners to become bored and lose concentration quickly. In contrast, the use of songs in learning helped create a more relaxed learning atmosphere, making *santri* feel more comfortable participating in the process. These positive psychological conditions influenced *santri's* readiness to receive and understand the learning material (Sadirman, 2016).

In addition to helping memorization, the singing method also strengthened the *santri* to memorize the *balaghah* rules. The repetition of material through tones and rhythms made it easier for *santri* to recall the material during the evaluation process. These findings indicate that the use of creative methods in Arabic language learning can help address learning difficulties that have long been evident in *balaghah* material (Ni'mah, 2017).

However, this research also found that the singing method was not fully able to support *santri*'s in-depth analytical abilities in the study of *balaghah* material. Some *santri* still experienced difficulty when asked to explain concepts in more detail or analyze *balaghah* examples more deeply. This finding indicates that the singing method was more effective in supporting aspects of memorization and basic understanding than in advancing analytical abilities (Parhan & Isyanto, 2025). Therefore, the singing method should be combined with other learning methods, such as discussions, question-and-answer activities, and text analysis exercises, to make the *balaghah* learning process more comprehensive. The combination of various learning methods can help *santri* not only memorize the material but also understand its meaning and application more deeply (Khoerunnisa et al., 2020).

This research showed that Arabic language learning, particularly *balaghah*, requires methodological innovation that is appropriate to the characteristics of the material and the needs of learners. The use of the singing method is one form of learning innovation that can help create a more interesting and communicative learning atmosphere within the *pesantren* environment (Sunarti, 2021). The findings of this research also strengthened previous studies' results showing that creative learning methods are related to improved learners' involvement and learning motivation. However, this research has a distinctive characteristic in the context of *balaghah* learning in *pesantren*, thereby providing an overview that the singing method can be implemented not only in early childhood learning but also in the learning of theoretical Arabic language sciences (Aflisia et al., 2022).

Thus, the results of this research showed that the singing method was positively correlated to *santri* understanding of *balaghah* learning. This method can help create a more active and enjoyable learning atmosphere that facilitates the *santri* understanding of the material. However, its implementation still needs to be adjusted to the material's characteristics and combined with other learning methods to achieve the learning objectives more optimally (Khoirun Nisa et al., 2024).

CONCLUSION

This research showed a positive correlation between the singing method and *santri* understanding of *balaghah* in the Pondok Pesantren Al-Baqiyatush Shalihah Kuala Tungkal. The singing method was proven to contribute to creating a more active and enjoyable learning atmosphere and to improve *santri* understanding, particularly in mastering basic concepts and memorizing retention *balaghah* material. The better the implementation of the singing method in the learning process, the better the level of the *santri* understanding of the material being studied. Based on these findings, the singing method can be recommended as an alternative learning strategy in *balaghah*. However, to achieve more optimal learning outcomes, this method is recommended to be combined with other methods, such as discussions, question-and-answer activities, and text analysis, particularly to improve *santri* analytical abilities in understanding *balaghah* concepts more deeply.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author(s) used Grammarly to assist in improving grammar, language quality, and overall readability of the text. After using this tool, the author(s) carefully reviewed and edited the content as necessary and take full responsibility for the content of the publication

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing – review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation; Formal analysis.

Author 4: Methodology; Formal analysis; Writing – original draft.

DECLARATION OF COMPETING INTEREST

The authors declare that there are no competing interests, either financial or personal correlations, that could have influenced the results of this research. The entire research process was conducted objectively, independently, and in accordance with scientific principles, without any influence from any party that could affect the content or results of this publication.

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