

CHALLENGES OF USING ANASYID AS A LEARNING MEDIUM FOR MUTHOLA'AH IN 7th GRADE AT DINIYYAH PASIA BOARDING SCHOOL

Fadilla¹, Zubaidah², Albaihaqi Anas³, Yelfi Dewi S⁴

¹²³⁴Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi

fadillaaau@gmail.com

ABSTRAK

Pembelajaran muthola'ah membutuhkan media yang mampu menjaga perhatian peserta didik sekaligus membantu mereka memahami teks berbahasa Arab. Anasyid digunakan sebagai salah satu media yang dapat membuat pembelajaran lebih menarik, tetapi penerapannya menghadapi sejumlah tantangan. Penelitian ini bertujuan mendeskripsikan penggunaan anasyid sebagai media pembelajaran muthola'ah dan menganalisis tantangan penerapannya pada kelas VII di Pondok Pesantren Modern Diniyyah Pasia. Penelitian menggunakan pendekatan deskriptif kualitatif. Data diperoleh melalui observasi, wawancara dengan dua guru Bahasa Arab dan sepuluh peserta didik dari dua kelas, serta dokumentasi. Analisis data menggunakan model Miles, Huberman, dan Saldaña melalui reduksi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa anasyid digunakan melalui tahap perencanaan, pelaksanaan, dan evaluasi. Media ini membantu meningkatkan antusiasme, mempermudah pengulangan kosakata, dan mendukung keberanian peserta didik dalam mengikuti pembelajaran. Namun, penerapannya menghadapi tantangan berupa kesesuaian irama dengan harakat dan pelafalan bahasa Arab, keterbatasan materi yang dapat dianasyidkan, pengelolaan kelas, perbedaan gaya belajar dan kepercayaan diri, kecenderungan menghafal tanpa memahami makna, keterbatasan evaluasi, serta waktu persiapan dan pelaksanaan.

Kata kunci: anasyid, media pembelajaran, muthola'ah, pembelajaran bahasa Arab, tantangan

ABSTRACT

Muthola'ah learning requires media that can maintain students' attention while helping them understand Arabic texts. Anasyid can make learning more engaging, but its implementation presents several challenges. This study aims to describe the use of anasyid as a learning medium for muthola'ah and analyze the challenges of its implementation among seventh-grade students at Diniyyah Pasia Boarding School. The study employed a descriptive qualitative approach. Data were collected through classroom observation, interviews with two Arabic language teachers and ten students from two classes, and documentation. Data were analyzed using the Miles, Huberman, and Saldaña interactive model consisting of data reduction, data display, and conclusion drawing and verification. The findings show that anasyid is implemented through planning, implementation, and evaluation stages. The medium increases students' enthusiasm, facilitates repeated practice of vocabulary, and supports students' confidence in participating in learning activities. However, its implementation faces challenges, including matching rhythm with Arabic vowel markings and pronunciation, limited learning materials suitable for songs, classroom management, differences in learning styles and confidence, students' tendency to memorize without fully understanding meaning, limitations in comprehensive assessment, and limited preparation and instructional time.

Keywords: anasyid, learning media, muthola'ah, Arabic language learning, challenges

INTRODUCTION

Arabic language learning in Islamic educational institutions is directed toward developing integrated language skills, including listening, speaking, reading, and writing. In this context, muthola'ah holds an important position because reading activities do not end

at the ability to recognize language symbols, but also encompass the process of understanding, analyzing, and grasping the information contained in texts (Tarigan, 2008: 7). Therefore, muthola'ah instruction needs to be designed by taking into account student characteristics, learning objectives, instructional materials, and the media used.

Learning media serve as an intermediary in conveying instructional messages. The use of appropriate media can help teachers explain material, attract students' attention, and create a more meaningful learning experience (Arsyad, 2013: 15). In Arabic language instruction, media can also help students interact with language elements through visual, auditory, and direct student-involving activities. Furoidah (2020: 63–77) positions media as a vital part of supporting the Arabic teaching and learning process.

One medium that can be utilized in language learning is anasyid or songs. The rhythm and repetition in songs can help students memorize vocabulary and language patterns. Research on the use of songs in Arabic instruction shows that songs can serve as an engaging medium for students, especially when adapted to their learning objectives and ability levels (Hanifah, 2021: 73–82; Nurfathonah, 2023: 1–12). Thus, anasyid has the potential to be used to create a more active and non-monotonous muthola'ah learning environment.

However, using anasyid in muthola'ah learning does not automatically guarantee effective instruction. The medium must be aligned with learning goals, student characteristics, and content. In reading instruction, certain texts may feature long sentence structures, abstract vocabulary, or meanings that require deep explanation, making them difficult to adapt into song form. In addition, an unsuitable rhythm can affect the accuracy of Arabic pronunciation and vowel markings (harakat). Using media also demands the teacher's ability to manage the classroom so that an active atmosphere does not turn into noise and a loss of focus.

This condition was observed in 7th grade muthola'ah learning at Diniyyah Pasia Boarding School. Based on preliminary observations, anasyid was used to increase student enthusiasm, facilitate vocabulary repetition, and connect text content with more enjoyable activities. However, difficulties were also found in following lyrics to specific rhythms, differences in student abilities, time constraints, and the need for more targeted classroom management. These initial findings indicate a gap between the potential of anasyid as an engaging medium and the demands of comprehension-oriented muthola'ah instruction.

Several previous studies have discussed songs as a medium for learning Arabic. Nurkhasanah (2024) discussed the use of song media in Arabic instruction within the Merdeka Curriculum, while Anastasia (2021) examined the implementation of song media to aid vocabulary mastery. Wahdi and Fakhri (2022) researched the use of song videos in teaching mufradat. While these studies highlight the benefits of song media, this research focuses on the challenges of using anasyid in 7th grade muthola'ah instruction, particularly regarding the selection process, implementation, classroom management, and evaluation.

Based on the explanation above, this study is directed toward addressing two questions. First, how is anasyid used as a learning medium in 7th grade muthola'ah instruction at Diniyyah Pasia Boarding School? Second, what challenges are faced in implementing anasyid as a muthola'ah learning medium? This research is important to conduct so that the use of anasyid is understood not merely as an enjoyable activity, but as part of a learning strategy that remains focused on text comprehension and the achievement

of learning objectives.

RESEARCH METHODS

This study used a descriptive qualitative approach. This approach was selected because the study focused on describing the process of using anasyid and the challenges that arise in naturally occurring classroom settings, without applying special treatments to the research subjects. Qualitative research enables researchers to obtain in-depth data through direct interaction with data sources (Widayanti & Dewi, 2024: 11; Anggito & Setiawan, 2018).

The research was conducted at Diniyyah Pasia Boarding School, Agam Regency, West Sumatra. Based on the thesis, the research took place from September 2025 to January 2026. Primary data sources consisted of Arabic language teachers who taught muthola'ah and 7th grade students who participated in learning using anasyid. Secondary data consisted of supporting documents, including lesson plans, muthola'ah textbooks, lists or texts of the anasyid used, teacher notes, activity documentation, and available student achievement data.

Data collection was carried out through observation, interviews, and documentation. Observation was conducted by directly attending the muthola'ah learning process and recording activities as they occurred in class. Interviews were conducted with two Arabic language teachers, namely Teacher Dési and Teacher Ferliza, as well as ten students from two classes to gather information regarding experiences, responses, and obstacles in using anasyid. Documentation was used to supplement observation and interview findings, including anasyid texts and instructional documents.

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014) through three stages: data reduction, data display, and conclusion drawing and verification. In the reduction stage, data related to the use and challenges of anasyid were selected and categorized. Next, data were presented in thematic narratives so that patterns and relationships between findings could be understood. The final stage was completed by drawing conclusions and verifying them against the available data.

Data validity was strengthened through source triangulation and technique triangulation. Source triangulation was performed by comparing information from teachers and students, whereas technique triangulation was conducted by cross-checking results from observation, interviews, and documentation. These procedures were used to ensure that research findings did not rely on only a single source or a single data collection technique.

RESULTS AND DISCUSSION

The Use of Anasyid in Muthola'ah Instruction

The results showed that the use of anasyid in 7th grade muthola'ah learning was implemented through a series of planned activities. Anasyid was not placed as a standalone entertainment activity, but was integrated with muthola'ah texts, vocabulary introduction, reading practice, repetition, and evaluation. These findings were obtained from classroom observations, interviews with two Arabic teachers, interviews with ten students, and instructional documentation. This implementation indicates that the teacher's role remains the primary factor in determining how media is used.

In the preparation stage, the teacher ensured student readiness, opened the lesson, performed apperception, and then selected an anasyid deemed appropriate for the topic and student ability level. The teacher also prepared reading texts, vocabulary, and exercises. Song selection considered simple, easy-to-follow rhythms and their connection to the material. This stage shows that media usage cannot be separated from the principle of alignment between media, goals, and student characteristics. This principle aligns with Arsyad's view (2014: 80–83) that media selection must consider compatibility with content, objectives, and the learning process.

In the material presentation stage, the teacher first introduced the vocabulary contained in the text. Vocabulary meanings were explained, pronunciation was modeled, and students were asked to repeat it. Once students gained an initial understanding, the teacher presented the anasyid or sang the adapted text. The teacher served as a model for pronunciation, rhythm, and gestures supporting the text's meaning. This, anasyid functioned as a reinforcement after students gained a foundational understanding of the vocabulary, rather than as a substitute for material explanation.

Group practice followed. Students sang along with the anasyid together and repeated difficult sections. The teacher corrected pronunciation errors and adjusted the tempo to match student capabilities. After joint practice, students were given the opportunity to practice individually or in small groups. The teacher assisted students facing difficulties and assigned written exercises for consolidation. This sequence illustrates that repetition through anasyid was used to aid text mastery, while reading activities and exercises remained necessary to develop broader skills.

In the evaluation stage, the teacher conducted listening checks or requested students to sing or read the text individually. The teacher also asked questions regarding vocabulary meanings and text content. If errors were found, the teacher provided corrections and explanations. At the end of the lesson, the teacher conducted reflections and reinforced key concepts. Thus, the use of anasyid encompassed three main functions: aiding readiness and learning motivation, supporting practice and repetition, and serving as part of an evaluation process combined with questioning and text reading.

Forms of Anasyid Used

The selection of anasyid was tailored to the topic of the material. For body parts material, specifically the vocabulary اليد, the teacher used the melody of "Lihat Kebunku" and connected the lyrics with hand gestures. For traditional transportation material featuring العربة, the rhythm of "Naik Delman" was used with lyrics adjusted to Arabic vocabulary. For livestock material featuring الجاموس, the tune of "Naik Kereta Api" was applied after adapting it to the text content. Other materials utilized tunes such as the names of the months, "Ninja Hattori", "Kopi Dangdut", and "Paman Datang" according to the learning topic.

Using these varied rhythms demonstrates the teacher's flexibility in utilizing media already familiar to students. Repetition through song can make vocabulary easier to remember and increase student engagement. This finding aligns with research by Nurfathonah (2023: 1–12) regarding student interest in vocabulary learning through songs, as well as Hanifah (2021: 73–82), who positions song as a medium capable of supporting enjoyable Arabic learning.

Nevertheless, research findings indicate that anasyid is not a medium that can be applied equally across all instructional material. Simple content with easy vocabulary that can be arranged in repetitive patterns is easier to integrate with songs. Conversely, long materials or those with complex structures and meanings are harder to convert into lyrics without sacrificing content clarity. Therefore, the use of anasyid is more accurately understood as a selectively chosen supporting medium.

Challenges of Using Anasyid in Muthola'ah Instruction

Rhythmic alignment with Arabic vowel markings and pronunciation:

Findings show difficulties when song rhythms do not fully align with Arabic phonetic structures and vowel markings (harakat). Students tended to follow the musical beat, causing some pronunciations to shift to match the song's timing. In the material on اليد, for example, issues arose in pronouncing the words يدان and أصابع when sounds had to adjust to the melody. This indicates that musical aspects aid memory, but can potentially compromise pronunciation accuracy if left unmonitored by the teacher. This aligns with findings cited in the thesis referencing Nurhidayah and Rahmat (2020: 45) that using songs in language learning requires supervision to minimize phonetic errors.

Limited materials suitable for anasyid:

Not all muthola'ah content easily fits into songs. Texts that are lengthy, informative, contain abstract vocabulary, or feature complex sentence structures are difficult to set to simple rhythms. For some short materials, such as القط, الدجاجة, الكلب, and الديك, teachers struggled to find suitable songs because the texts lacked sentence patterns and lengths that supported a melody. This finding reinforces the principle that media effectiveness depends on alignment with material characteristics (Arsyad, 2013). Forcing anasyid onto all materials could ultimately reduce text clarity.

Classroom management and increased noise levels:

Group singing made the classroom environment livelier, but it also increased noise. Classroom observations revealed that some students chatted with peers, laughed, or paid insufficient attention to the text during singing activities. Teachers must prevent enthusiasm from turning into undirected activity. This highlights the importance of classroom management when using audio media. As referenced in the thesis, Djamarah (2010) identifies classroom management as a crucial factor in successful instruction.

Differences in learning styles, interest, and confidence:

Student responses to anasyid were not uniform. Some students thoroughly enjoyed singing and showed greater confidence in participating, while others felt shy or lacked confidence, especially when asked to read or sing individually. During group activities, confidence tended to rise due to peer support, but hesitancy re-emerged during solo performances. This demonstrates that a single medium does not deliver the same experience for all students. Therefore, teachers should combine anasyid with reading tasks, discussions, and individual practice.

Tendency to memorize without comprehension and difficulty reading without rhythm:

A key finding was that some students could recall text while following the rhythm, but struggled when reading the text without the song or explaining its meaning. This shows that rhythmic memorization is not necessarily equal to comprehension. The main objective of muthola'ah is text comprehension; thus, singing activities must be followed by explanations of meaning, comprehension questions, and non-rhythmic reading practice. In this way, anasyid acts as a bridge toward comprehension rather than the final learning goal.

Limitations in comprehensive comprehension evaluation:

Evaluating through group singing makes it difficult for teachers to assess individual student competence. Blended voices mask individual errors, and smooth singing does not always indicate text comprehension. Thus, evaluation needs to be supplemented with individual reading, oral questions on meaning, and written exercises. However, conducting a more thorough evaluation requires extra time. This finding underscores the need to balance media activities, practice, and assessment.

Time constraints and teacher readiness:

Utilizing anasyid requires time to select songs, adapt lyrics, check language accuracy, train students, repeat difficult sections, and execute evaluations. Limited class time obliges teachers to determine which material sections are truly suitable for anasyid. This challenge indicates that media creativity must be balanced with realistic time management. Effective anasyid usage does not mean increasing singing activities, but selecting parts that best support learning objectives.

Meaning of Findings and Pedagogical Implications

Overall, the research demonstrates that the primary strength of anasyid lies in its ability to create lighthearted repetition, boost engagement, and help students retain vocabulary or text segments. This aligns with the concept of learning media as tools that attract attention, influence emotional responses, and assist information delivery (Mahmuda, 2018: 130–138). In Arabic language learning, this function is critical because students face vocabulary and language structures that require repeated practice.

However, research findings also show that the success of anasyid relies heavily on the teacher's role. Teachers must select suitable materials, adjust rhythms to Arabic phonetics, model pronunciation, manage classroom dynamics, and ensure students do not merely memorize sounds. In other words, the practical novelty of this research lies in emphasizing that anasyid is most effectively positioned as a supporting medium within a broader learning sequence, rather than as a standalone method.

The theoretical implication is that media usage in muthola'ah instruction must be understood contextually. An engaging medium is not automatically suitable for all learning goals. In reading, success is measured not just by enthusiasm or rhythmic fluency, but by student comprehension of vocabulary, text content, and underlying information. This supports the view that media must be selected based on goals, materials, learner characteristics, and instructional conditions.

Practical implications for teachers suggest that using anasyid should follow

selective and integrative principles. Teachers can choose short texts or passages with recurring vocabulary, use simple tunes, introduce vocabulary before songs, and wrap up activities with non-rhythmic reading and comprehension questions. For educational institutions, supporting teacher competency development and providing learning facilities can guide creative media usage more effectively. For future researchers, these findings can serve as a foundation to test anasyid across different grade levels, materials, or research designs.

CONCLUSIONS

This study shows that the use of anasyid in 7th grade muthola'ah learning at Diniyyah Pasia Boarding School was implemented in an integrated manner through preparation, material presentation, group and individual practice, evaluation, and reflection stages. Anasyid helped create a more active learning environment, increased enthusiasm, supported vocabulary repetition, and enabled students to follow texts more easily. However, its implementation faced seven main challenges: rhythmic alignment with Arabic vowel markings and pronunciation, limited suitable materials, classroom management, differences in learning styles and confidence, the tendency to memorize without understanding content, limitations in comprehensive evaluation, and constraints regarding time and teacher readiness. Therefore, anasyid should be used selectively and combined with reading, explanations of meaning, discussions, and written exercises. Teachers must also ensure that linguistic accuracy and text comprehension remain the primary goals. Future research could examine the use of anasyid in broader contexts or combine qualitative and quantitative approaches to obtain a more comprehensive picture.

LITERATURE

- Anggito, A., & Setiawan, J. (2018). Metodologi penelitian kualitatif. Sukabumi: CV Jejak.
- Anastasia, I. A. (2021). Implementasi media lagu dalam pembelajaran bahasa Arab untuk meningkatkan kemampuan menghafal kosa kata pada siswa kelas III MI Sultan Fatah Bintaro Demak.
- Arsyad, A. (2013). Media pembelajaran. Jakarta: RajaGrafindo Persada.
- Arsyad, A. (2014). Media pembelajaran. Jakarta: RajaGrafindo Persada.
- Furoidah, A. (2020). Media pembelajaran dan peran pentingnya dalam pengajaran dan pembelajaran bahasa Arab. *Al-Fusha: Arabic Language Education Journal*, 2(2), 63–77. <https://doi.org/10.36835/alfusha.v2i2.358>.
- Hanifah, U. (2021). Fun Arabic learning through songs media. *Tanwir Arabiyyah: Arabic as Foreign Language Journal*, 1(2), 73–82. <https://doi.org/10.31869/afjl.v1i2.2873>.
- Mahmuda, S. (2018). Media pembelajaran bahasa Arab. *Media Pembelajaran Bahasa Arab*, 20(1), 130–138.
- Nurfathonah, L. A. (2023). Pengaruh lagu terhadap ketertarikan siswa dalam pembelajaran kosakata bahasa Arab. *Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 2(1), 1–12. <https://doi.org/10.15575/ta.v2i1.23086>.
- Nurkhasanah, R. F. (2024). Analisis penggunaan media lagu pada pembelajaran bahasa Arab Kurikulum Merdeka Belajar kelas 1 SD S Islam Al-Falah Kota Jambi.
- Nurhidayah, & Rahmat. (2020). Penggunaan lagu dalam pembelajaran bahasa Arab. *Jurnal Pendidikan Bahasa Arab*, 5(2).

- Rizkia, N., Ilham, I. H., Nur Halim, & Zam, M. K. (2021). Metode pembelajaran muthala'ah dalam meningkatkan kemampuan maharah qiraah santri Pondok Pesantren Modern Al-Kinanah Jambi. *AD-DHUHA: Jurnal Pendidikan Bahasa Arab dan Budaya Islam*, 2(1), 104–118.
- Tarigan, H. G. (2008). *Membaca sebagai suatu keterampilan berbahasa*. Bandung: Angkasa.
- Wahdi, R., & Fakhri, N. (2022). Pengaruh penggunaan media video lagu bahasa Arab dalam pembelajaran mufradat di Madrasah Aliyah Negeri 1 Payakumbuh. *Jurnal Kajian dan Pengembangan Umat*, 5(1), 42–51. <https://doi.org/10.31869/jkpu.v5i1.3213>.
- Widayanti, R., & Dewi, Y. (2024). *Metodologi penelitian kualitatif pendidikan bahasa Arab*. PT Literasi Nusantara Abadi Grup.