

ARABIC LANGUAGE ACQUISITION FOR CHILDREN OF TEACHERS AT THE PONDOK PESANTREN DARUSSALAM PARMERAAN

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Abstrak

Second language acquisition in early childhood is interesting to study. The purpose of this study was to determine the Arabic language acquisition ability of teachers' children at the Darussalam Parmeraan Islamic Boarding School, to find out the problems faced by teachers' children in learning Arabic as a second language at the Darussalam Parmeraan Islamic Boarding School, and to find out solutions to difficulties in learning Arabic as a second language at the Darussalam Parmeraan Islamic Boarding School. The research method used is qualitative and descriptive research using case studies. The data collection methods used are observation, interviews, and documents, and the data analysis methods used are data collection, data reduction, data presentation, and concluding. The results of this study indicate that the methods used in the learning process at the Darussalam Parmeraan Islamic Boarding School include direct methods, audio-lingual methods, presentation methods, and question-and-answer methods. The learning media teachers use are appropriate and interesting for children, such as pictures, paintings, picture books, games, and audio visuals. The difficulties experienced by children are easily forgetting the vocabulary that has been taught, and children have difficulty pronouncing letters and vocabulary, pronouncing "ro" as "lo". The solutions to overcome these difficulties include getting teachers used to communicating with children directly using Arabic, teachers helping children master pronunciation through continuous practice, providing examples of clear letter pronunciation, and using learning media. The results of this study are expected to be a reference for improving Arabic language learning for children.

Keywords: Arabic Language Acquisition; Children's Second Language; Boarding School.

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INTRODUCTION

Language acquisition is the process of humans assimilating a language or children generally acquiring their first language. Language acquisition usually occurs

naturally, meaning that language acquisition occurs unconsciously, and the child receives the language but realizes that he is using the language to communicate (Dardjowidjojo, 2003). Language acquisition is a process that uses children to adjust hypotheses with

33

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human speech to choose the best and simplest grammar of the related language. Language acquisition usually occurs in a language community environment, either formally or informally, concerning communication needs (Dardjowidjojo, 2003).

Language acquisition is divided into two parts, namely first language acquisition and second language acquisition. First language acquisition occurs if the child has not learned the language and then acquires the language. This acquisition can be one language, or it can be two languages simultaneously, or one or more than two languages (Indah, 2008). According to Bloomfield, language acquisition is a precise measurement given by language, and he learns to make discoveries, and that is how children make analogies (Dardjowidjojo, 2003). Language acquisition takes place without proficiency in language rules but is related to messages or meanings that are understood.

The language environment is one of the factors that greatly influences the development of language skills because language is not a personal product but a social product where each individual takes language from their environment (Abdullah et al., 2020; Aflisia & Harahap, 2019). The classroom where the language teaching process takes place is considered a formal linguistic environment. Formal language environments tend to provide more knowledge about language elements than language skills in general. Where language skills require an informal language environment. Arabic language teaching in

classrooms has been done formally. The lack of interest in creating an informal language environment causes students' lack of language skills.

Creating a language environment is not easy, it requires creativity, especially in educational methods, facilities, and infrastructure. Asrori also stated that language teaching methods include behavior, procedures, methods, steps, or techniques carried out by learners to develop their abilities and self-confidence in using language (Mat et al., 2020). Based on this explanation, it can be said that the language learning method is a strategy carried out through learning to improve language learning competencies, and language skills through self-confidence and behavior to practice speaking Arabic. One way to learn Arabic is with an active learning strategy. The active learning method is a unified source of a set of comprehensive learning strategies that include various ways to make students active to increase the utilization of all potentials possessed by students so that all students can achieve satisfactory learning outcomes according to their abilities. Personal characteristics.

The more students practice their Arabic language skills, the more they will get used to it and will not forget because learning a language is how to form a habit (Ibrahim, 2019). In linguistic education, a concept and theory are meaningless if they are not used or practiced in social interactions. Therefore, to practice communication skills, a supportive environment is needed that is committed to developing Arabic language skills.

Several previous studies have shown the existence of modern Arabic language teaching methods, including Jaka's research which shows that the Maojok method used in teaching Arabic based on Minangkabau is directed at understanding Arabic texts with mantiq (Mahesa et al., 2022), and connecting Arabic language studies with other sciences such as Sufism and using the Sorogan method, halaqah, debate, and lecture methods.

There is a Pondok Pesantren Darussalam in Parmeraan, North Sumatra, which is known to be successful in teaching Arabic. Children start to get used to speaking Arabic at the age of two, as seen on YouTube, he said, *"bihaza fatih, unzur! Unzur! Araqa abi, harra abi, hunaka jokowi fi jakarta fi hunaka, fi... fi... fi.. madza abi... jokowi baid jiddan jokowi, na'am abi... maujud, jaddi jokiwi abi? La, yumkin yata'awan jokowi, abi maujud naml, ana uhibbu ustadz jokowi* (Bustaman, 2021).

Based on the introduction above, the researcher is interested in researching language acquisition for children of teachers at the Darussalam Parmeraan Islamic Boarding School. This study aims to determine the ability to acquire Arabic among children of teachers in the Darussalam Parmeraan Islamic Boarding School environment, to find out the problems faced by children of teachers in learning Arabic as a second language, and to provide solutions to their problems in learning Arabic. The results of this study are expected to be a reference for improving Arabic language learning for children.

RESEARCH METHODS

A. Research Type

The method used in this study is a qualitative method, the data of this study are descriptive data, not numbers (Lexy J Moleong, 2005). This study is field research (Arikunto, 2010; Gunawan, 2022), namely at the Darussalam Parmeraan Islamic Boarding School (Lobu Naginjang), Dolok District, Padang Lawas Regency, North Sumatera.

B. Research Sample

The population of this study were Arabic teachers and children of teachers, and the researcher did not take samples because of the small population. The subjects of this study were Arabic teachers and children of teachers, and the object was Arabic teaching at the institution. The primary source is children and Arabic teachers at the institution and the secondary source is data taken from other than Arabic teachers.

C. Data Collection Technique

The data collection techniques used in this study were interviews, observation, and documentation (Robert, 2006).

1. Interview, is a conversation with certain purposes (Lexi .J Moleong, 2021). The researcher interviewed the teacher's children, teachers, and parents of the children.
2. Observation, is direct or indirect observation/recording by the researcher of the research object (Sidiq

et al., 2019). The researcher conducted observations to obtain data on the children of teachers at the Darussalam Parmeraan Islamic Boarding School who can speak Arabic.

3. Documentation, is a method of data collection to produce direct data from the research site, such as related books, regulations, activity reports, documents, photography, documentaries, and information that is useful for research (Jusnidar et al., 2024). In this study, the purpose of documentation is to take photos of children while learning Arabic and record their Arabic conversations.

D. Data Analysis Technique

and the data analysis technique was the Miles and Huberman technique, where the analysis consisted of four activities: collecting data, presenting data, classifying data, and concluding (Miles et al., 1992).

RESULT AND DISCUSSION

1. The process of acquiring the Arabic language among the children of teachers at Pondok Pesantren Darussalam in Permaraan.

- a. Second language acquisition materials in learning Arabic.

In the context of education to achieve proficiency in communication in the Arabic language, there are two main processes: the educational process and the behavioral process, and these two processes depend on four language skills: listening, speaking,

reading, and writing. For the acquisition of the Arabic language among preschool children, there are also skills that are taught, but the two most prominent skills are listening and speaking.

As the teacher said (B. P. Siregar, 2024): *“We teach Arabic using four language learning skills: listening, speaking, reading, and writing. The most important is the listening and speaking skill because the child can remember what he hears and practice it repeatedly. Therefore, as teachers, we speak to children in Arabic directly without translating sentences, which helps children get used to hearing sentences and understanding their meanings. As for the reading and writing skills, we only introduce letters and numbers, because teaching preschool children focuses on introducing letters and numbers without forming complete sentences.”*

At this School, Arabic is taught in a way that encourages children to listen to Arabic vocabulary. The teacher invites children to interact with the language during lessons so that they can understand the ongoing conversations, eliminating the need to translate sentences into Indonesian. In this way, the teacher enhances children’s ability to understand sentences in direct daily communication and uses this as an introduction to learning. As the teacher stated (B. P. Siregar, 2024): *“We teach Arabic vocabulary and alphabet sounds by inviting children to speak Arabic simply and understandably, using body language to clarify meanings. For example, when I ask children to sit in Arabic, I say to them: “Isyabil ma!!” and I act out the act of*

drinking so that the children understand what I mean."

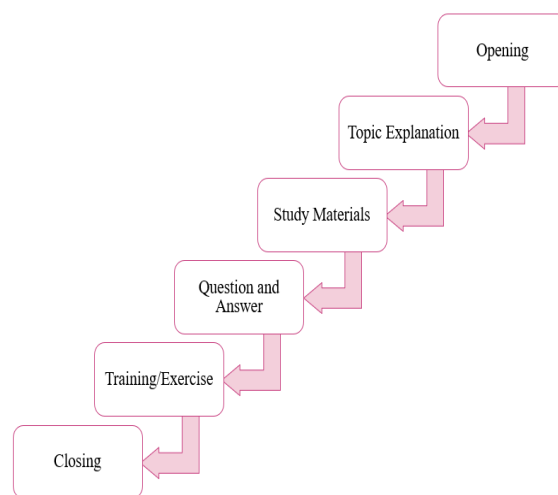
From the previous interview, children's acquisition of a second language in learning Arabic among the children of teachers at Pondok Pesantren Darussalam in Parmeraan is done through direct communication between the teacher and the child, such as using commands and asking questions to get their responses. This process helps children acquire the language unconsciously, as daily communication takes place between them and their teachers, making them unaware that they are learning Arabic.

From the researcher's observations in this research, the researcher collected data on second language acquisition in learning Arabic at Pondok Pesantren Darussalam in Parmeraan, through an interview with the Arabic language teacher there. The teacher says (B. P. Siregar, 2024): *"In this School, we teach easy vocabulary according to the topics specified in the curriculum, such as plants, animals, fruits, my home country, the universe, food, work, communication tools, means of transportation, body parts, numbers and introduction of Arabic letters. The vocabulary provided to children is simple and common in their environment, to suit their age capabilities and facilitate their memorization. We do not teach grammar or construct useful sentences at this age because their ability to remember is limited to only one word. Therefore, we focus on teaching Arabic vocabulary and introducing the alphabet."* He added: *"We also teach Arabic letters, numbers, songs, as well as vocabulary and phrases so that children*

aged 4-5 years can express their feelings or desires even with just one word."

- b. The method of learning Arabic in acquiring a second language

The researcher found that the process of learning Arabic at Pondok Pesantren Darussalam in Parmeraan takes place every morning. The process of acquiring a second language in learning Arabic at this institute follows a certain pattern (Mansur, 2024).



The opening includes several activities, such as reading prayers sometimes before starting the lessons, asking children about their conditions, and implementing the educational process. The general explanation of the topic is that teacher provides a general explanation of the topic and explains it in a way that is understandable to the children to make it easier for them to understand. The materials in this process are that the teacher interestingly reads each word, and presents it using pictures and audio-visual means, and the question and answer in this process

requires encouraging activities and responses from the children, and training/exercise in this process, that the teacher evaluates the extent of the child's ability to understand and master the Arabic vocabulary that was previously taught, and the conclusion in this process is to offer praise to each child to entertain the children and motivate them so that they do not feel lazy about learning.

The researcher concluded that the process of acquiring children's language occurs when the learning process occurs because the teacher in knowledge always uses the Arabic language in every educational process. This is to make children hear and communicate using the Arabic language. The acquisition of a second language is inherent in the child in the process is communication about the activities present in the opening and conclusion because the activity is repeated every day with the same sentence.

In the teacher interview, he stated (B. P. Siregar, 2024): *"In the process of teaching Arabic vocabulary, we provide easy topics according to the government regulations for early childhood learning. We do not provide too much vocabulary in each lesson, as we teach more than 10 vocabulary items per lesson. We focus on improving children's understanding of vocabulary so that they can master it better. If we teach too much Arabic vocabulary, it will be difficult for children to understand and master it. Therefore, we limit the number of vocabulary items we teach to provide deep understanding so that children do not forget them easily. It is better to teach a small*

number of vocabulary items so that the child can master and understand it well rather than teaching a lot of vocabulary items without mastery."

From the previous interview, the researcher concluded that improving the learning of Arabic vocabulary among the children of teachers at Pondok Pesantren Darussalam requires the teacher to teach easy and limited vocabulary items, not exceeding 10 vocabulary items in each teaching session. This is done to enhance children's understanding and mastery of these vocabulary items, and some of the vocabulary items are lion, rabbit, duck, tiger, cat, chicken, cow, monkey, and fish.

c. Method used to learn vocabulary

The teacher shows pictures of animals and sometimes points to the animal directly, then says the name of the animal in Arabic without translating it into Indonesian. The teacher asks the children questions in an interactive and fun way in the form of games. When it appears that the children have memorized the names of the animals presented, the teacher conducts exercises in the form of a game containing random pictures of animals and asks the children to describe the animals that the teacher points to and names them in Arabic. The teacher shows a random picture and asks the child in Arabic: *"aina baqarah?"* The child answers in Arabic: *"hadzihi baqarah"*. This process is repeated with each child. If the child is able to choose the correct picture and pronounce the name of the animal in Arabic correctly, the teacher rewards him such as praise or candy. If the child is unable to

answer correctly, the teacher repeats the name of the animal and asks him again until the child can answer correctly.

The researcher concluded from the previous learning process that acquiring Arabic vocabulary as a second language for children is done by attracting their attention by using interesting pictures, then naming them in Arabic without translating them into Indonesian and repeating the process in fun ways such as the "guess the words" game. This helps children remember vocabulary easily. Language acquisition is also done effectively by children listening to answers and questions, which helps them develop a new language.

As the teacher said (Ritonga, 2024): *"I teach children Arabic vocabulary by giving them words and then asking them to repeat them, this method helps them remember words more quickly. Sometimes I ask each child to repeat a certain word repeatedly because children usually feel happy when repeating vocabulary with their friends at the same time, which makes them excited. This creates a fun learning atmosphere for children"*.

At Pondok Pesantren Darussalam in Parmeraan, in addition to the teacher using Arabic to communicate with children, she presents a lot of Arabic vocabulary in each educational topic according to the lesson schedule set by the school. However, the language acquisition process for children learning Arabic is limited to vocabulary and sometimes forming short complete sentences.

As the teacher pointed out, at Pondok Pesantren Darussalam, Arabic is introduced by learning some Arabic vocabulary according to the topic specified for that day. For example, if today's topic is "Animals", we will focus on teaching vocabulary related to animals. The word is not mentioned immediately, but a picture of an animal is first shown, and then the teacher asks the child to express this picture, which encourages him to focus and pay attention during the lesson. After getting an answer from the child, the teacher announces the name of the animal in Arabic and then asks the children to repeat the word to enhance memory and use it in communication (Ritonga, 2024).

Through this process, children acquire the Arabic language by learning and remembering vocabulary and using it to develop their language skills during communication.

d. The method used for the alphabet

In the learning process, after the teacher presents the name of the animal, the teacher reminds the students of the composition of the word by reminding them of the letters that form it, for example: When the word "Asadun" is presented, the teacher points to the letters that form the word as "Alif - Sin - Dal", then the students are asked to follow that, and so on for the other words. Then the teacher provides exercises with games for the children, and after the child successfully arranges the letters in the word "Asadun", the teacher asks the child to say the letters out loud. If the child pronounces the letters "Alif - Sin - Dal" correctly, the

teacher will give the child praise as a gift. If the letters "Alif - Sin - Dal" are pronounced incorrectly, the teacher will explain the correct way of pronunciation and the child will be asked to follow the instructions until he can pronounce the letters correctly (Ritonga, 2024).

Through the previous educational process, the researcher concluded that acquiring the Arabic alphabet in early childhood is done by practicing the correct pronunciation them, rather than just memorizing the letters. Children learn the correct form of the letters and practice pronouncing them continuously.

The researcher collected comments on the process of acquiring the Arabic language among children at the Pondok Pesantren Darussalam in Parmeraan by surveying data related to this process, through interviews with figures in the institute. These interviews focused on areas such as learning vocabulary and the Arabic alphabet, including the following:

1. The teacher provides an initial example, such as "baqarah", then shows a picture of a cow to clarify the word to the children and enhance their understanding of it. The teacher does this process several times, and the children repeat the word regularly afterward.
2. The teacher provides examples of pronouncing Arabic words to the children, and then they try to imitate and avoid them. This process is repeated continuously until children

can pronounce the word correctly and remember it well.

3. The application of the process of acquiring the Arabic language through melody includes teaching the names of the days by adding musical notes, which helps children remember them more easily.
4. The process of acquiring the Arabic language through Arabic songs depends on playing Arabic songs for children, which helps them get used to hearing the language. Songs are considered an effective way to encourage children to remember the language, due to their great interest in it and the ease with which they remember what they hear.
5. The educational media used in learning the Arabic language in the process of acquiring the language for the children of teachers at Pondok Pesantren Darussalam.

The teacher said (Ritonga, 2024) :
"There are many educational tools that we use in teaching, such as Arabic writing cards, picture books, correcting letters on the wall, colored pictures, videos, songs, and others. Educational tools are chosen according to the topic of the vocabulary being taught, and not all tools are used at once, but rather according to the teacher's needs during the lesson. For example, if I am teaching the alphabet today, I will use pictures of the alphabet or show videos of alphabet songs, to ensure that the children

do not get bored and remain interested in learning," the teacher said".

There are commercial educational media designed specifically for early childhood development, and they are diverse and include pictures, drawings, picture books, various games, various toys, visual and auditory techniques, and books. These commercially produced educational media aim to improve children's upbringing in early childhood.

2. Problems faced by children in learning Arabic as a second language

In the process of learning a foreign language, especially Arabic for preschool children, language acquisition occurs unconsciously. When a child learns Arabic, it becomes a second language, and it is acquired either intentionally or unintentionally.

The new language is learned intentionally when the child learns consciously, while language acquisition occurs unintentionally when the child imitates a friend, or the teacher uses the new language without the child realizing that he is acquiring it. In the process of language acquisition, children face some difficulties. The researcher will explain some of these difficulties through interviews he conducted with teachers and some children at the Pondok Pesantren Darussalam Parmeraan. As the teacher said: *"The difficulties that children usually face when learning Arabic lie in the fact that it is a new language for them, while the language used at home is*

often their mother tongue. Arabic is the second language learned at the institute, so children find it difficult to pronounce Arabic words and use the Arabic dialect because they are accustomed to the dialect used in their home environment."

Therefore, the difficulty that children face when learning a second language in preschool lies in speaking Arabic, as they only hear and use it during learning.

Other difficulties that the researcher observed in the field of children learning a second language include pronouncing the sounds of Arabic letters. Some preschool children were unable to master the pronunciation of letters correctly, which made it difficult for them to distinguish between the sounds of letters such as: sin (س) and Syin (ش), and also jim (ج) and dzal (ذ) and zay (ز). The researcher also found difficulty for children in pronouncing letters that require special skills, such as ع, غ, ق, خ, ح, ص, ض, ث. This data was collected during the learning process.

Difficulties in learning the alphabet when learning Arabic It was observed in the subject of "Animals" among the children of teachers at the Pondok Pesantren Darussalam in Parmeraan that some children whose pronunciation was not perfect had difficulties in pronouncing the previous vocabulary, while some children whose pronunciation was perfect had no difficulties. The researcher found that learning the vocabulary of "animal" included specific difficulties, such as difficulty in pronouncing the letter "r" where "Ar" turns into "Al" for some children, as

well as difficulty in distinguishing the sounds of the letters "ج" and "ز" for some of them. In addition, some children have difficulty in pronouncing letters that require complex oral skills such as "ق" and "ط" (Mansur, 2024).

Learning Arabic for preschool children includes learning vocabulary and alphabets. Children begin to learn the shape of letters after hearing the word. However, children have difficulties in learning the Arabic alphabet because it is completely different from the Indonesian alphabet they already know, making it difficult for them to learn the Arabic letters. The teacher said (B. P. Siregar, 2024): *“When learning Arabic, children face great difficulty when asked to identify the letters of a word. Most children only know the sounds of the letters and do not know the shapes of the letters. So when you ask them to identify the letters of a word, they feel confused. For example, when I ask a child to identify the letters of the word ‘baqarah’ by showing the letters separately using cards, the child seems confused because he has not yet learned to distinguish the Arabic letters correctly, despite being able to pronounce the word fluently”*.

According to the teacher’s observations, identifying the Arabic letters in a word is difficult for children because they have not yet learned the shapes of the letters that they know the sounds of and can pronounce.

In an interview with a mother of a child about the difficulties of learning Arabic at home, she said (U. F. azzahra

Siregar, 2024): *“The homework given by the teacher usually includes writing Arabic letters and memorizing short verses. If there is difficulty in writing the alphabet, children usually find it difficult to write it because it is completely different from the Indonesian alphabet. In this case, I give them dot-shaped models to make it easier to write the letters”*.

From the explanation of the child’s mother, the researcher concluded that the difficulty children face lies in writing Arabic letters. Therefore, dot-shaped patterns are used to help children follow and write them easily.

The father of another child said (Darslon, 2024): *“When I am at home, I ask my child to review what he has studied with the teacher. The difficulties my child faces are related to the Arabic language, especially in pronouncing missing letters and sometimes forgetting the vocabulary he learned at school. Sometimes my child is lazy at home and refuses to review his lessons, saying, ‘I want to play a little, Mom!’ In this case, I let him play first, then I ask him to review the lessons in the afternoon before sunset to remember the vocabulary and practice pronouncing the letters correctly as he learned at school”*.

Through the mother's explanation, the researcher concluded that the difficulty the child faces lies in pronouncing the letters due to incorrect pronunciation. The solution that the mother does is to organize specific hours for learning, so that the child reviews his lessons, remembers the vocabulary he has learned, and practices the correct

pronunciation every day so that he does not forget.

From some of the interviews mentioned, it can be concluded that the process of acquiring the Arabic language for children at home is greatly affected by what the teacher provides at the institute. At home, children practice writing Arabic letters and mastering their pronunciation, and they face difficulties related to writing the letters and mentioning their sounds and vocabulary. The proposed solution is to use a pattern of dots to form the Arabic letters so that the child follows the pattern and can write the letters correctly, in addition to practicing reading the letters repeatedly until the child can pronounce them and remember them correctly.

The researcher collected comments on the problems in the process of acquiring the Arabic language among the children of teachers at the Pondok Pesantren Darussalam in Parmeraan. These data were obtained through personal interviews at the Pondok Pesantren, which are: (1) Arabic is considered a foreign language for children, as their first language is the mother tongue or the Indonesian language, (2) Children face difficulty in pronouncing some Arabic letters, especially those that do not exist in the Indonesian language, as they pronounce them as if they were Indonesian letters, such as: "ro" which becomes "lo". (3) Children face difficulties in pronouncing some Arabic letters that do not exist in the Indonesian language, such as ح, خ, ذ, ض, ط, ش, ص, ق, and others.

3. Solutions to the problem of learning Arabic as a second language for children.

In the process of acquiring a second language in early childhood, such as learning Arabic including vocabulary, sounds, and shapes of Arabic letters, children face difficulties that require help from the teacher. The researcher found that the solutions provided by the teacher to help children overcome the difficulties of learning Arabic vocabulary include the following:

a. Solving the difficulty of acquiring Arabic vocabulary

Learning Arabic is something new for young children, as it is a new language for them, and they are not used to hearing it. Therefore, children have difficulty pronouncing Arabic words and need time to remember the vocabulary they have learned. To facilitate the process of remembering and pronouncing Arabic vocabulary correctly, the teacher uses certain strategies that help children learn vocabulary easily, including that the teacher provides educational tools that encourage children to learn through play and rewards for those who answer correctly, and the teacher accustoms children to not translating Arabic vocabulary into Indonesian, and the teacher creates a linguistic environment inside the classroom by always using Arabic in teaching.

- b. Solving the difficulty in pronouncing the sounds of the alphabet.

In the process of learning the sounds of the alphabet, children face difficulty in pronouncing them, as they first get to know these letters in early childhood. Some of the sounds of the alphabet differ greatly from the sounds of the Indonesian alphabet, which makes learning them more challenging for children. Therefore, the teacher provides solutions, including that the teacher trains children to pronounce the sounds of the letters accurately and correctly, and the teacher begins to gradually present the sounds of the letters from the easiest to the most difficult, due to the different abilities of children, the teacher promises to provide the necessary support for each child according to their abilities (Sipahutar, 2024). The teacher uses songs in the educational process to teach children the alphabet. The teacher provides information about the alphabet to children, enabling children to correct their mistakes through constant training and by getting rid of haste and laziness in learning the Arabic language (B. P. Siregar, 2024). The teacher begins by providing easy educational materials for teaching Arabic vocabulary and takes care of words that children can learn easily.

This study has revealed how the process of mastering Arabic for children of teachers at the Darussalam Parmeraan Islamic Boarding School, where they can speak Arabic at a young age. However, there are some difficulties they face, such as not perfectly pronouncing the letter "r", forgetting easily, and others. No matter how, this is a natural thing and can be overcome.

With this study, it is hoped that the same pattern can be applied to children who want to learn Arabic at an early age.

CONCLUSION

The process of acquiring a second language for the children of teachers in Pondok Pesantren Darussalam Parmeraan takes place through developing communication using the Arabic language at all stages of learning, especially in teaching language pronunciation and practice. The methods used in the learning process include the direct method, the auditory-oral method, the presentation method, and the question-and-answer method. The teaching aids used by teachers include appropriate and interesting media for children such as pictures, drawings, picture books, various games, and audio-visual techniques. The difficulties that children face in learning vocabulary and recognizing Arabic letters are that children quickly forget the vocabulary that has been taught. Children whose pronunciation is not perfect face difficulty in pronouncing letters and vocabulary, such as difficulty pronouncing the letter "r (ر)", where the pronunciation of "ro" becomes "lo", difficulty distinguishing between the sounds of letters such as: س و ش, ج وذ و ز, and difficulty distinguishing between short and long vowels in Arabic words. The solutions to overcome these difficulties are to accustom the teacher to communicate with children using the Arabic language and to help the teacher the children master their pronunciation through continuous practice, providing clear examples for the children on the pronunciation of letters, providing

educational tools, and the teacher using time and situations better to enhance the learning process. Researchers hope that this pattern can be applied elsewhere so that more Indonesian children can speak a second language, namely Arabic from an early age. This research can also be compared to Arabic language learning in PIAUD schools.

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