A Philosophical Understanding of the Arabic Language Acquisition Process in Early Childhood: A Philosophy of Language Perspective and its Implications for Teaching Methods

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ARTICLE INFO	ABSTRACT
                  *Corresponding author	This research aims to explore how the philosophy of language approach can be applied in teaching Arabic to early childhood, especially in Raudhatul Athfal (RA) in Bintan Regency. The background of this research is the importance of Arabic language teaching as a means of communication, religious understanding, and culture in the context of Islamic education in Indonesia. This research uses a qualitative approach with a case study design. Data were collected through in-depth interviews and direct observation. Interviews involved 30 teachers and 20 students. Thematic analysis was used to identify key themes related to the effectiveness of teaching methods. The results showed that the integration of pragmatics, semantics, and hermeneutics concepts in Arabic language teaching supports effective language acquisition. The use of daily life contexts, visualisation of real objects, and daily stories and prayers proved to improve children's understanding of vocabulary and cultural values. However, obstacles such as the lack of social environment support and the complexity of Arabic grammar pose significant challenges. To overcome them, this study recommends collaboration between teachers, parents and communities, as well as the utilisation of interactive learning technologies. In conclusion, teaching Arabic to young children can be improved with an integrated approach of language philosophy, technological innovation and community participation. This research makes practical and theoretical contributions to the development of more effective Arabic language teaching methods that are relevant to children's needs and their socio-cultural contexts.
Keyword	

مستخلص البحث

يهدف هذا البحث إلى استكشاف كيف يمكن تطبيق فلسفة المنهج اللغوي في تعليم اللغة العربية في مرحلة الطفولة المبكرة، وخاصة في روضات الأفضل في محافظة بنتان. تتمثل خلفية هذا البحث في أهمية تعليم اللغة العربية كوسيلة للتواصل والتفاهم الديني والثقافي في سياق التعليم الإسلامي في إندونيسيا. يستخدم هذا البحث منهجًا نوعيًا مع

تصميم دراسة حالة. وتم جمع البيانات من خلال المقابلات المتعمقة والملاحظة المباشرة. وشملت المقابلات ٣٠ معلمًا و٢٠ طالبًا. تم استخدام التحليل الموضوعي لتحديد الموضوعات الرئيسة المتعلقة بفعالية أساليب التدريس. أظهرت النتائج أن تكامل المفاهيم التداولية والدلالية والتأويلية في تدريس اللغة العربية يدعم اكتساب اللغة الفعال. وأثبت استخدام سياقات الحياة اليومية، وتصور الأشياء الحقيقية، والقصص والأدعية اليومية تحسين فهم الأطفال للمفردات والقيم الثقافية. ومع ذلك، تشكل عقبات مثل نقص دعم البيئة الاجتماعية وتعقيد قواعد اللغة العربية تحديات كبيرة. وللتغلب عليها، توصي هذه الدراسة بالتعاون بين المعلمين وأولياء الأمور والمجتمعات المحلية، بالإضافة إلى استخدام تقنيات التعلم التفاعلي. في الختام، يمكن تحسين تعليم اللغة العربية للأطفال الصغار من خلال نهج متكامل من فلسفة اللغة والابتكار التكنولوجي والمشاركة المجتمعية. يقدم هذا البحث إسهامات عملية ونظرية لتطوير أساليب أكثر فعالية في تعليم اللغة العربية تتناسب مع احتياجات الأطفال وسياقاتهم الاجتماعية والثقافية.

الكلمات الرئيسية	فلسفة اللغة؛ تعلم العربية؛الطفولة المبكرة؛ البراغماتية؛ علم الدلالة

INTRODUCTION

Arabic has a very important role, not only as a means of communication but also as a language of religion and culture.(Oueslati dkk., 2020) In the Islamic context, Arabic is the main key to understanding sacred texts such as the Qur'an and Hadith, so mastery of this language has profound implications in the teaching of Islam.(Ikhwanul Abrori dkk., 2024) In Indonesia, Arabic language teaching has developed significantly, particularly through Islamic educational institutions such as Islamic boarding schools and madrasahs.(Musaddad, 2023) In these institutions, Arabic is not only taught as a language skill, but also as a medium to understand religious teachings and strengthen religious identity. The importance of learning Arabic from an early age is increasingly relevant in the context of globalisation and cultural diversity, where mastery of this language also opens up opportunities to expand international interactions and understand Arab culture more deeply (Mohammad Kamel Al Dwakat dkk., 2023).

At an early age, a child's ability to learn language is at its peak. This critical period of language development, aged 0-6 years, allows children to absorb language in a natural and efficient way. Language acquisition in this context not only includes verbal communication skills but also reflects children's cognitive and social abilities. In the study of philosophy of language, this acquisition process can be understood through the concept that the meaning of language is constructed through interaction between the individual and his/her social environment (Hartshorne dkk., 2018). Pragmatics and semantic theories, for example, explain that children learn language by understanding the social context and the meanings contained therein. In Arabic language teaching, an understanding of this context is crucial, given that Arabic has unique characteristics related to culture and religion (Khaironi, 2018;Dewi & Eliza, 2021).

Various studies have shown that innovative approaches in Arabic language teaching, such as the use of audio-visual media and multisensory methods, can increase the effectiveness of learning in early childhood (Labat dkk., 2020). In addition, educational games are also considered effective in Arabic language acquisition (Putria dkk., 2021). Aziz et al., (2022) noted that the integration of technology in Arabic language teaching helps children understand vocabulary and language structures more easily. In addition, context-based learning methods, which relate language to real situations, have been shown to be effective in increasing children's motivation to learn Arabic (Arıbaş & Cele, 2021; Ngarifah

dkk., 2022). However, these studies often focus more on technical aspects rather than philosophical analyses underlying the language acquisition process. Research integrating philosophy of language, especially theories of meaning and pragmatics, into Arabic language teaching curriculum design is still very limited. Therefore, there is a need to explore how the principles of philosophy of language can provide new insights in supporting early childhood Arabic language acquisition.

In the context of philosophy of language, an understanding of meaning and its use in real situations is an important basis for designing effective teaching methods. Ludwig Wittgenstein, for example, emphasised that the meaning of language lies in its use in everyday life (Li, 2024). This view is relevant in Arabic language teaching, where children need to understand not only grammar and vocabulary but also how language is used in social interaction. Ferdinand de Saussure adds that the relationship between words and their meanings is arbitrary, which means that language understanding should be built through structured and contextualised learning (McDonald, 2012). In Arabic language teaching, this theory can be applied by introducing new vocabulary in relevant cultural and social contexts. For example, the introduction of the word "kitab" not only as a literal "book", but also as a symbol of knowledge in the Islamic tradition, can help children understand the broader meaning of the word (Dinata dkk., 2021;Rohayati, 2023).

However, there is still a significant gap in research related to Arabic language teaching in early childhood. Most studies focus more on technical and practical approaches without linking this teaching to a deeper conceptual framework. The complexity of Arabic language which includes phonology, morphology, syntax and semantic aspects is considered as a big challenge for non-Arabic students (Ramadani & Sutriyani, 2023). Research highlighting the influence of philosophy of language on Arabic language teaching is still very limited, especially in the context of early childhood education (Fathy Ismail dkk., 2024). For example, although many studies point out the importance of social interaction in language learning (Kuhl, 2010; Wulantari dkk., 2023), there are still few that examine how pragmatics theory or language use theory can be applied to enhance the effectiveness of Arabic language teaching. Moreover, pedagogical approaches that consider the unique characteristics of Arabic, such as complex morphology and phonology, are also rarely integrated with deep philosophical understanding.

To address this gap, this research aims to examine how a philosophical understanding of Arabic language acquisition can influence teaching methods designed for early childhood. By integrating philosophy of language theories, such as pragmatics and semantics, this research will offer a new approach that combines technical and conceptual aspects in Arabic language teaching. Research shows that the selection of appropriate strategies and methods in language learning will affect the results of language acquisition. One of the methods offered in learning Arabic is by using the method of games and songs. The use of game methods such as quizzes (Putria dkk., 2021) and songs (Hanifah, 2021) is proven to improve students' Arabic language skills. The research will also make a theoretical contribution by enriching the existing literature on Arabic language teaching, as well as providing practical guidance for educators in designing a more relevant and effective curriculum. For example, approaches that integrate Arabic cultural elements into language learning can increase children's motivation and help them understand the context of language use more deeply .

This research is also expected to make a practical contribution to Arabic language teaching at the early childhood education level. By understanding how children construct

language meaning through social interaction, educators can create a more supportive learning environment. In addition, this research will provide insights into how the use of technology, such as interactive media and educational apps, can support the Arabic language learning process. In this context, an understanding of how technology can be used to create interactive and fun learning experiences is crucial, especially to increase children's interest in learning Arabic.

This study is organised in a systematic structure to provide an in-depth understanding of Arabic language teaching in early childhood. The first section of this article will discuss the introduction which includes the background and purpose of the study. The second section outlines the theoretical study, including language acquisition theory, philosophy of language, and relevant previous research. The third section explains the research methodology, focusing on qualitative research design and content analysis. The fourth section presents the research results and discussion, while the fifth section presents conclusions and recommendations for further research. With this structure, it is hoped that this study can make a significant contribution to the development of Arabic language teaching, both in theoretical and practical terms, while enriching the understanding of the relationship between philosophy of language and language acquisition in early childhood.

METHOD

This research uses a qualitative approach with a descriptive research type (Nassaji, 2015), to explain the process of Arabic language acquisition in early childhood and its implications for teaching methods based on language philosophy. The focus of the research was to understand the experiences of teachers and students in Raudhatul Athfal (RA) in Bintan Regency, Riau Islands. The purposive sample consisted of 30 RA teachers with Arabic teaching experience and 20 students who had studied Arabic for at least one semester. The data collection methods used were observation and interview. Interviews were conducted with teachers and students to understand teaching methods, challenges faced, as well as the application of language philosophy principles. Direct classroom observation was conducted in three Raudhatul Athfal as research sampling, namely RA Al-Hikmah Bintan, RA Bahrul Ulum Bintan and RA Al-Bukhori Bintan. Observation activities were conducted to record teacher-student interaction and students' response to learning.

The data analysis process uses the Miles & Huberman model, namely by using the steps: 1. Data reduction; that is, researchers obtain information about the process of Arabic language acquisition in early childhood and its implications for teaching methods based on language philosophy, 2. Data presentation; data are classified based on research problems and analysed, 3. Drawing conclusions; the findings are described in the form of descriptive conclusions (Miles & Huberman, 1994). To explore the data needed, the researcher used the following research instruments:

Table 1: Research instruments

Interview List	Informant
An understanding of language acquisition in early childhood	Teacher
Language acquisition process	Teacher
Stages of acquisition	Teacher
Support strategies in the acquisition process	Teacher
Application of Language philosophy in teaching	Teacher

Concepts of Language philosophy	Teacher
Meaning and teaching	Teacher
Practical application	Teacher
Experience and reflection	Teacher
Successes and challenges	Teacher
Expectations and recommendations	Teacher
Arabic language learning experience	Students
First impressions of Arabic	Students
Favourite thing about learning Arabic	Students
Understanding of Arabic	Students
Favourite words	Students
Meaning and context	Students
Differences between Arabic and other languages	Students
Difficulty in learning Arabic	Students
Expectations and desires	Students

This research aims to provide an in-depth insight into how philosophy of language can be applied in Arabic language teaching. By delving into the experiences of teachers and students, the research explores innovative ways to improve teaching, such as the use of more contextualised and interactive methods. The results of the study are expected to contribute to the development of language acquisition theory and Arabic language teaching practice, especially at the early childhood education level, by enriching the understanding of socio-cultural influences and philosophy of language in the learning process.

RESULTS & DISCUSSION

Key Concepts in Philosophy of Language Relevant to Early Childhood Arabic Language Acquisition

This research shows that a philosophy of language approach in teaching Arabic to young children plays an important role in supporting language acquisition. In the context of early childhood Arabic language acquisition, some of the key concepts in philosophy of language that are relevant include pragmatics, semantics and hermeneutics. Each of these concepts has important implications in Arabic language teaching and can help educators design more effective methods.

1. Pragmatics. Pragmatics focuses on how context affects language use. In the pragmatic approach, teachers utilise the context of everyday life to teach Arabic vocabulary and phrases (Traugott, 2012). There are several applications of the pragmatic approach in learning, including: **a. Use of Daily Life Contexts.** In the pragmatic approach, teachers can use real situations that children often face to teach vocabulary and phrases (Jusslin dkk., 2022). For example, when teaching the words "syukran" (thank you) and "afwan" (you're welcome), teachers can create scenarios where children have to interact with each other, such as in situations at the market or when receiving help from friends. As expressed by one informant who is a teacher at RA Al Hikmah Bintan, who stated: *"I usually use role play to teach words such as 'shukran' and 'afwan'. For example, children play as buyers and sellers in the market. They have to use those words when interacting, such as saying 'syukran' after receiving goods and 'afwan' when returning thanks."* In this way, children not only learn words, but also understand the context in which the words are used Sulastri & Masriqon (2021). **b. Role Play.** Role-playing is an effective method in pragmatics-based Arabic language teaching (Salgado,

2017). In role play, children can practice using vocabulary and phrases in appropriate contexts. For example, they can play the role of sellers and buyers in the market, where they have to use appropriate expressions when interacting. This is in line with what one of the teachers at RA Bahrul Ulum Bintan said: *"Children are most enthusiastic when playing roles, such as pretending to be restaurant waiters. In this scenario, they are trained to say 'syukran' when receiving food and 'afwan' when they serve their friends. This makes learning Arabic relevant and fun."* This approach provides hands-on experience that supports language learning and helps children feel more confident in using Arabic in real situations. **c. Interactive Dialogue Activities.** Interactive dialogue activities are also an effective way to teach Arabic with a pragmatic approach (Al Rousan dkk., 2020). In this activity, children can pair up or work in groups to practice dialogues using the vocabulary and phrases they have learned. For example, they can practice saying "shukran" after receiving something from their friends and responding with "afwan." One of the teachers who was an informant in this study stated that: *"In interactive dialogue activities, I give examples of everyday situations. For example, I ask, 'If your friend lends you a pencil, what should you say?' The children then answer 'syukran' and learn that this is a way of expressing gratitude in Arabic."* This activity not only improves their speaking skills but also strengthens their understanding of language use in social contexts.

Thus, the pragmatic approach in Arabic language teaching provides an opportunity for children to learn the language in a more interactive and contextualised way. By making use of daily life contexts, role plays, and interactive dialogue activities, teachers can help children understand how to use vocabulary and phrases in real situations. This not only improves their language skills but also builds confidence in communicating in Arabic.

2. Semantics. Semantics is a branch of linguistics that focuses on understanding the meaning of words and sentence structure (Zheng dkk., 2021). In the context of language acquisition, especially Arabic, semantics plays an important role in helping children recognise letters, build vocabulary, and understand how words and sentences are formed and used. This process is crucial for children's language development, as a good understanding of meaning can improve their communication skills (Alduais dkk., 2022). There are several processes of Language Acquisition Through Semantics, including: **a. Letter Recognition and Vocabulary.** In the early stages of language acquisition, children begin to learn to recognise letters and build vocabulary (Ehri, 2014). This process involves recognising Arabic letters and how they form words. By understanding letters and their associated sounds, children can begin to form simple words which are the foundation for more complex language acquisition. This is as applied by one of the teachers at RA Al-Bukhori Bintan, that: *"In the early stages, I always make sure the children know the hijaiyah letters first. We use songs and picture cards to introduce the letters. After they understand the shape and sound of the letters, I start teaching simple vocabulary. The vocabulary I teach is always related to everyday things. For example, after the children recognise the letter 'ب (ba), I will introduce words like 'baba' or 'bayt' (house), so they can see how the letters are used to form meaningful words."* By using this method, the children can understand and remember the vocabulary more quickly. **b. Use of Clear Context.** Introducing new vocabulary through clear context is very important in language acquisition (Hammer dkk., 2014). When children learn new words, they should be able to associate the word with the right meaning. For example, as one informant did when introducing the word "kitab" book, namely: *"The vocabulary I teach is always related to everyday things. For example, after the children recognise the letter 'ب (ba), I will introduce words like 'baba' or 'bayt' (house), so they can see how the letters are used to form meaningful words."* In this way, children not only learn the word itself, but also build stronger meaning associations between the word and the object it refers to. **c. Meaning Association.** Learning processes that involve

real objects or concepts familiar to children help them understand the meaning of words better (Baer, 2022). When children interact with objects they see and touch, they can associate words with real experiences, which strengthens their understanding of meaning. For example, when learning about fruits, one teacher stated: *"I often bring real objects into the classroom to help children understand the meaning of words. For example, when teaching the word 'tuffah' (apple), I will bring a real apple. The children will see, hold and even taste the apple while saying the word 'tuffah'. This process makes learning more meaningful for them."* On another occasion, another informant stated that: *"When learning about colour names in Arabic, I ask the children to look for objects around them that correspond to the colour mentioned. For example, for the word 'ahmar' (red), they have to show a red coloured object. This makes them better understand and remember the meaning of the word."* Thus, learning Arabic becomes more meaningful for students and provides direct experience and makes long-term memory. **d. Sentence Formation.** In addition to recognising words, children also need to learn how to form sentences (Rebuschat dkk., 2021). By understanding sentence structure and how words function in sentences, children can begin to communicate more effectively. Teaching that involves simple example sentences and the use of vocabulary in sentences can help children understand how words relate to each other and form more complex meanings. This is as stated by one of the RA teachers. Al-Bukhari Bintan in her interview*: "I often use short dialogues to teach sentence structure. For example, I ask 'mada hadha?' (What is this?) while pointing to a particular object, and the children will answer 'hada kitab' or 'hada qalam' (this is a book, this is a pencil). This helps them understand how vocabulary is used in everyday communication."* In this way, students can learn how words connect to form meaningful sentences.

Semantics therefore plays an important role in the language acquisition process, especially in helping children understand word meanings and sentence structures. By introducing new vocabulary through clear contexts and real objects, children can more easily associate words with their proper meanings. This approach not only improves their language skills, but also builds a strong foundation for effective communication in Arabic.

3. Hermeneutics. Hermeneutics is the process of understanding language as an interpretation of deeper meaning (Al-Raisi dkk., 2020). In Arabic language teaching, hermeneutics is applied through interactive stories and daily prayers. By using stories rich in cultural and social meanings, children can learn to interpret and understand the context in which language is used. This helps them not only in understanding the language technically, but also in understanding the values and norms contained in Arabic (Ridwan, 2023). Application of Hermeneutics in Arabic Language Teaching: **a. Interactive Stories**. The use of interactive stories in Arabic language teaching allows children to be actively involved in the learning process (Alsharbi dkk., 2021). The stories chosen should reflect Arabic cultural values and relevant social situations. Through discussion and reflection on the story, children can learn to interpret the deeper meaning of the words and phrases used. For example, during an observation at RA Al-Hikmah Bintan, in one session, the teacher read a story entitled *"Generous Friend"* which tells the story of a child who shares food with his friends. The children were invited to discuss the meaning of words such as "ikram" (generosity) and "ukhuwah" (brotherhood). This discussion not only helps children understand the new vocabulary but also relates it to their everyday experiences, such as sharing provisions with friends. This activity emphasises the importance of integrating Arabic cultural values in learning to create deeper meaning. **b. Daily Prayer.** Teaching daily prayers is also an effective way to apply the hermeneutic approach. Arabic prayers often contain deep meanings and reflect spiritual and moral values (Tahir, 2023). In one session, the teacher taught daily prayers such as *"Allahumma barik lana"* (O Allah, bless us).

This prayer is taught with an explanation of the meaning of each word, such as "Allahumma" which means a call to Allah, "Barik" which means to give blessings, and "Lana" which means for us. Children are encouraged to understand the situations in which the prayer is used, such as before eating or studying. This activity not only improves their Arabic language skills but also instils spiritual values that are relevant to everyday life. The children seem to enjoy this learning as they feel that the prayers have a direct connection to their activities at home and at school. By teaching the children to understand the meaning behind the prayers, they are not only learning the language, but also the values contained in the religious practices. This helps children relate Arabic to their spiritual experiences, thus deepening their understanding of Arabic language and culture (Nidia et al., 2022). **c. Cultural and Social Context.** The hermeneutic approach emphasises the importance of context in understanding meaning. In Arabic language teaching, it is important for educators to relate vocabulary and phrases to relevant cultural and social contexts (Nawas dkk., 2023). For example, teachers teach vocabulary such as "salam" (greeting or greeting) by introducing different forms of greetings, such as *"Assalamu'alaikum"*, *"Ahlan wa sahlan"*, and *"Marhaban".* The teacher explains the context in which each greeting is used, such as *"Assalamu'alaikum"* used in formal situations, *"Ahlan wa sahlan"* when welcoming guests, and *"Marhaban"* for casual greetings. Children are then invited to role-play in a social simulation, such as being a host and a guest exchanging greetings. This activity helps children understand when and how to use greetings appropriately in various social situations. They also learn to understand the cultural values contained in the Arabic language, such as respect and hospitality.

Based on the interviews conducted with teachers and students, the main concepts of philosophy of language that are relevant in the context of Arabic language acquisition in early childhood are as follows:
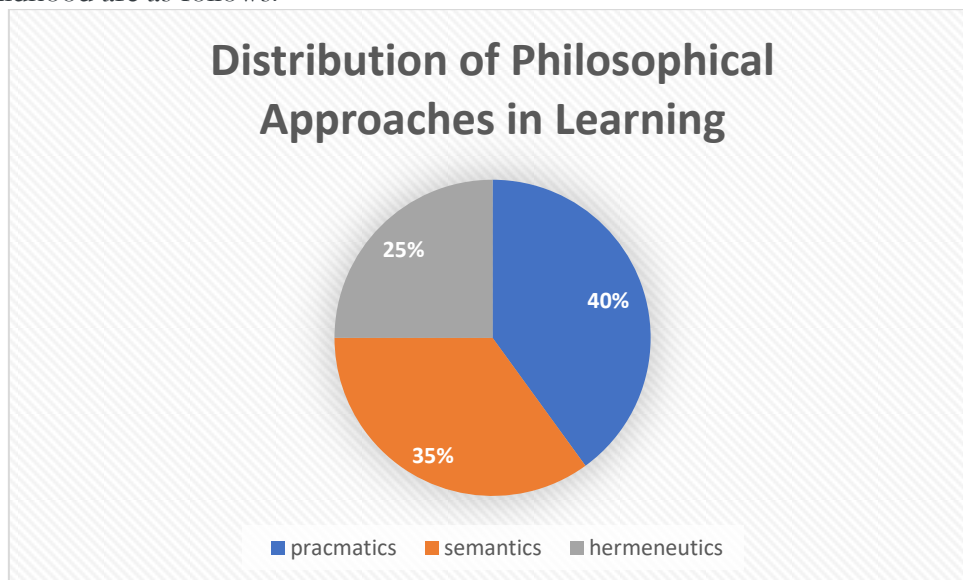
The graph above shows the distribution of the use of philosophical language approaches in teaching Arabic in early childhood. The pragmatic approach occupies the largest proportion of 40%, reflecting the importance of using real contexts in learning. The interviewed teachers often use simulations of daily life, role play, and social interaction to teach Arabic to children. This is in line with Ludwig Wittgenstein's theory which emphasises that the meaning of language lies in its use in social contexts (Tamborini, 2024).

By providing relevant learning experiences, children are able to understand how Arabic is used practically in real situations, enriching their communication skills naturally.

The semantic approach came in second place with a proportion of 35%. Teachers use this method to help children understand the relationship between words, meaning and sentence structure. Vocabulary introduction is done through visual media, songs and stories designed to strengthen children's understanding. This supports Ferdinand de Saussure's theory which emphasises the importance of the relationship between "signifier" and "signified" (Stawarska, 2020). In the context of Arabic language teaching, visual methods such as showing pictures of the word "kitab" to refer to physical books help children build semantic understanding. The semantic approach helps strengthen children's foundation in vocabulary and grammar acquisition, which is essential for the development of their future reading and writing skills.

Hermeneutics occupies the smallest portion at 25%, but still plays an important role, especially in the teaching of cultural and religious values through Arabic. Teachers use stories, daily prayers, and value-based activities to provide a deep understanding of the meaning of language as it relates to cultural and spiritual identity. This supports Chomsky's view that a rich linguistic environment can accelerate language acquisition (Tsuji dkk., 2021). Although the proportion is smaller compared to pragmatics and semantics, this approach makes a significant contribution in helping children internalise Arabic as part of character building and strengthening religious values.

Overall, this chart shows how the three approaches are used in a balanced way to create an effective and holistic Arabic language learning process. The combination of pragmatics, semantics and hermeneutics provides a rich and meaningful framework for early childhood, encompassing communication skills, vocabulary enrichment and identity formation based on cultural and religious values. This approach emphasises the importance of an interactive and contextual learning environment to support optimal language acquisition.

Implications of philosophical understanding in teaching Arabic to young children

Key concepts in the philosophy of language, including pragmatics, semantics, and hermeneutics, provide an important framework for understanding Arabic language acquisition in early childhood. By applying these principles in Arabic language teaching, educators can create more relevant and effective learning experiences, which not only improve children's language skills but also enrich their understanding of the social and cultural contexts associated with Arabic. Some of the approaches that can be applied in the Arabic language acquisition process include the use of interactive methods, environmental support, and cultural integration.

1. Interactive Method. The use of interactive methods in Arabic language teaching has proven to be effective in increasing children's interest and engagement. In this context, interactive media such as games and songs play an important role in creating a fun and meaningful learning experience (Samuelsson, 2024). The findings show that children are more engaged and motivated when they learn through fun and interactive activities. This is in line with Vygotsky's theory of interactionism, which emphasises the importance of social interaction in the learning process. Vygotsky argued that children learn better when they engage in interactions with adults and peers, which helps them build a deeper understanding of language (Maflah Alharbi, 2023). The application of Interactive Methods in learning includes: **a. Educational Games.** Educational games can be used to teach Arabic vocabulary and phrases in a fun way. For example, games that involve introducing

new words through physical activities or challenges can increase children's motivation to learn. These games not only make learning more interesting, but also help children remember vocabulary better. **b. Songs and Music.** Songs and Music. Using songs in Arabic language teaching can help children remember vocabulary and sentence structures. The melody and rhythm in songs make the learning process more fun and easy to remember. In addition, songs that contain Arabic cultural values can introduce children to a wider social context. **c. Interactive Dialogue Activities.** Interactive dialogue activities, where children practice speaking in situations similar to real life, are also very effective. For example, teachers can create scenarios where children have to use new vocabulary in everyday conversations. This not only improves their speaking ability but also helps them understand the use of language in different social contexts.

Interactive methods, including the use of games, songs and dialogue activities, provide a great opportunity to increase children's interest and engagement in learning Arabic. By utilising these approaches, educators can create a more interesting and effective learning environment, which supports children's optimal language development. In addition, support from parents in the learning process also contributes significantly to the success of Arabic language acquisition in children.

2. Supportive Environment. Support from parents and the community has also been shown to strengthen children's learning outcomes. Research shows that parents' involvement in their child's learning process, both through daily communication and emotional support, can improve children's motivation and language skills. This is in line with the view that language acquisition cannot be separated from the social context. In this context, an environment rich in social interaction and support from the community is essential to support children's language development. **3. Culture Integration.** Integrating elements of Arabic culture in Arabic language teaching is also very important. Teachers can use stories, songs and value-based activities to introduce children to Arabic culture. This approach supports Vygotsky's socio-cultural theory, which highlights the relationship between culture and language acquisition. By understanding the cultural context in which language is used, children can more easily associate words and phrases with deeper meanings, thus improving their language skills.

The application of philosophical understanding in Arabic language teaching, through interactive methods, environmental support and cultural integration, can enhance the effectiveness of the language acquisition process in early childhood. By adopting this approach, educators can create more meaningful and relevant learning experiences, which in turn will support children's optimal Arabic language development.

Challenges and Opportunities in Integrating Philosophy of Language

While these approaches have shown success, there are a number of challenges. One of the main obstacles is the lack of social environmental support, such as the lack of exposure to Arabic outside the classroom. Children who are not exposed to Arabic at home or in the community often have difficulty in retaining the language skills they have learnt. As expressed by one of the teacher informants: *"I feel this challenge is quite hard, especially for children whose parents do not understand Arabic. They don't get support at home, so their learning process only depends on what we teach them in class. This limits their development."* Teachers also face the challenge of keeping children motivated, especially if they find Arabic difficult or uninteresting. This is in line with what one teacher said in the interview: *"One of the main obstacles is that children feel Arabic is 'hard' because the writing system is different from the alphabet they are familiar with. When children start to feel like they are failing, their motivation drops, and we have to*

find ways to rebuild their confidence." Then, semantic complexity is also an obstacle in the process of Arabic language acquisition for early childhood, such as the rich morphological system of Arabic, also an obstacle for teachers in simplifying learning materials for early childhood. As expressed by one of the teachers who became an informant that*: "Arabic is very rich morphologically, and this is a big challenge when teaching early childhood. For example, verbs in Arabic change depending on gender, number and time. Simplifying this concept for children to understand requires a lot of creativity.*

However, great opportunities are also found through innovations in teaching methods. The utilisation of educational technology, such as interactive learning apps and digital media, has been shown to increase children's engagement in learning. Songs, educational games and technology-based applications provide creative means to introduce vocabulary and grammar in a more fun way. As one informant put it: *"Technology helps me overcome the limitations of conventional learning media. I use interactive videos that show everyday situations, such as greeting a friend or asking for something. Children learn how to use vocabulary in real contexts."* On another occasion a teacher also commented: *"I often use children's songs in Arabic that can be played from digital devices. The children really like it, especially when they can dance while repeating the vocabulary from the song. It helps them remember vocabulary such as animal names, numbers and colours."* In addition, collaboration between teachers, parents and the community is an important element in creating a supportive learning environment. For example, as one RA Bahrul Ulum Bintan teacher revealed, *"I created an activity-based homework programme, where children have to use the new vocabulary learned in class at home. For example, they are asked to say the names of objects in Arabic at home, such as 'kitab' for book or 'kursiy' for chair. Parents are asked to supervise and provide feedback.".* This activity-based homework programme has proven to have a positive impact on children's language acquisition and motivation. Community support through religious activities such as children's recitations also contributed to strengthening children's exposure to Arabic outside the classroom. The research also emphasises the importance of linking language learning to children's social and cultural contexts. A community-based approach involving schools, families and communities is an effective solution to create a more supportive learning environment.

The results of this study are in line with pragmatics theory which emphasises the importance of context in understanding and using language. Teaching Arabic through real-life experiences, such as role plays or simple dialogues, is proven to increase the effectiveness of learning. In addition, semantic theory also supports that introducing vocabulary through direct association with objects or activities helps children understand and remember words more easily. Hermeneutics provides an additional dimension to learning by helping children connect Arabic to cultural and religious values, creating a more immersive and meaningful learning experience. However, challenges such as lack of social support and limitations of the family environment require special attention. Children who are not exposed to Arabic outside the classroom tend to lose the skills they have learnt, compromising the continuity of learning.

To address this challenge, the research recommends a community-based approach that involves co-operation between schools, families and neighbourhoods. For example, Arabic-based co-teaching programmes or playgroups can provide children with opportunities to use the language consistently in social contexts. Teachers are also advised to make creative use of educational technology, such as learning apps designed to teach vocabulary and grammar through interactive games. In addition, the integration of Arabic cultural elements into learning materials, such as folklore or religious traditions, can strengthen children's engagement while enriching their cultural identity. Educational technology is a potential tool to deliver this material in an engaging and easy-to-understand manner, while additional training for teachers in language philosophy can improve the overall quality of learning.

CONCLUSIONS

The conclusion of this study shows that the application of philosophy of language, particularly pragmatics, semantics and hermeneutics approaches, plays a significant role in supporting early childhood Arabic language acquisition. The pragmatic approach emphasises learning through real-life contexts, such as role-playing and interactive dialogues, which give children hands-on experience in understanding language use. The semantic approach focuses on introducing vocabulary through associations with real objects, strengthening the understanding of word meanings and sentence structures. Meanwhile, the hermeneutic approach allows children to internalise cultural and religious values through interactive stories and daily prayers, providing a deeper and more meaningful dimension to learning.

However, this study also found major challenges in the application of language philosophy, such as the lack of social environmental support that limits exposure to Arabic outside the classroom, as well as children's motivation that sometimes decreases due to the complexity of the language. Semantic complexity, including rich morphological rules, is an additional obstacle in simplifying learning materials for young children. Nonetheless, great opportunities arise through innovations such as the use of educational technology, collaboration with families and communities, and the integration of Arabic culture in learning. Digital media, songs and educational games are proven to increase children's engagement and strengthen their motivation to learn.

This research makes a theoretical contribution by integrating philosophy of language into Arabic language teaching, enriching existing literature, as well as offering practical guidance for educators. The synergy between philosophy of language-based approaches, educational technology and community collaboration provides a strong foundation for creating more effective, relevant and inclusive Arabic language learning. The findings also support pragmatics, semantics and hermeneutics theories, which emphasise the importance of context, meaning and values in the language learning process.

For future research, it is recommended to further explore the use of interactive technologies that integrate Arabic cultural elements in more depth, as well as developing community-based programmes that can extend Arabic language exposure beyond the classroom environment. In addition, training for teachers in understanding and applying language philosophy creatively needs to be enhanced to support the quality of learning. Thus, teaching Arabic to young children is not only a means of language acquisition but also a tool to build a stronger cultural and religious identity. These findings provide a solid foundation for the development of innovative and meaningful teaching methods in the future.

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