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aflj@umsb.ac.id

Arabic Learning Strategy for Early Childhood in Raudhatul Athfal Harapan Bunda

Marni¹, Rahmi^{2*}

^aUniversitas Muhammadiyah Sumatera Barat, Indonesia^{1,2}

¹geminiponsel@gmail.com, ²rahmi@umsb.ac.id*

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*Corresponding author

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ABSTRACT

This study examines the challenges and strategies of teaching Arabic in Raudhatul Athfal Harapan Bunda, an Islamic early childhood education institution in Indonesia. Despite Arabic's religious significance, young learners face difficulties due to its complex script, limited exposure, and reliance on traditional methods like rote memorization. Additionally, systemic barriers—such as teachers' low Arabic proficiency (70% lack formal training), scarce interactive resources (65% of schools lack multimedia tools), and minimal parental involvement (only 40% support home practice)—hinder effective instruction. The research aims to: 1) analyze current Arabic teaching strategies, 2) evaluate their alignment with child-centered pedagogies, and 3) propose evidence-based improvements. Using a qualitative case study design, data were collected through classroom observations, teacher interviews, and document analysis. Findings reveal that multisensory methods (e.g., vocabulary songs, TPR for body parts) and interactive media (e.g., flashcards, apps) enhance engagement, corroborating theories like play-based learning and multimedia learning. However, teacher training gaps and resource shortages limit efficacy. The study concludes by advocating for phonetics-focused teacher workshops, low-cost digital tools, and parental engagement programs to optimize Arabic acquisition.

Childhood; Arabic education; play-based learning strategies; teacher proficiency challenges

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مستخلص البحث

تدرس هذه البحث تحديات واستراتيجيات تعليم اللغة العربية في روضة الأمل للأطفال، وهي مؤسسة تعليمية إسلامية في إندونيسيا. على الرغم من الأهمية الدينية للغة العربية، يواجه المتعلمون الصغار صعوبات بسبب تعقيد الخط العربي، وقلة التعرض للغة، واعتماد الأساليب التقليدية مثل الحفظ. كما توجد عوائق نظامية مثل ضعف كفاءة المعلمين (٧٠٪ غير مدربين)، ونقص الموارد التفاعلية (٦٥٪ من المدارس تفتقر إلى الأدوات)، وضعف مشاركة أولياء الأمور (فقط ٤٠٪ يدعمون التعلم في المنزل). تهدف الدراسة إلى (١) تحليل استراتيجيات التدريس الحالية، (٢) تقييم توافقها مع نظريات التعلم الحديثة، و(٣) اقتراح تحسينات قائمة على الأدلة. باستخدام منهج دراسة حالة نوعية، جُمعت البيانات عبر الملاحظة الصفية ومقابلات المعلمين وتحليل الوثائق. كشفت النتائج أن الأساليب متعددة الحواس مثل الأغاني التعليمية وطريقة الاستجابة الجسدية (والوسائط التفاعلية) مثل البطاقات والتطبيقات تعزز التفاعل، مما يؤيد نظريات مثل التعلم

القائم على اللعب ونظرية التعلم بالوسائط المتعددة. ومع ذلك، فإن نقص تدريب المعلمين والموارد يحد من الفعالية. تُختتم الدراسة بالتوصية بورش عمل لتحسين النطق للمعلمين، وأدوات رقمية منخفضة التكلفة، وبرامج لمشاركة أولياء الأمور.

تعليم العربية لمرحلة الطفولة المبكرة، استراتيجيات التعلم القائم على اللعب،
تحديات كفاءة المعلمين، الاكتساب اللغوي متعدد الحواس

الكلمات الرئيسية

INTRODUCTION

The teaching of Arabic at the early childhood education level, particularly in Raudhatul Athfal (RA) institutions, presents unique challenges and opportunities. Arabic, as the language of the Qur'an, holds significant religious and cultural value in Muslim-majority countries like Indonesia. However, young learners often struggle with Arabic due to its complex morphology, unfamiliar script, and limited exposure in non-Arabic-speaking environments. Raudhatul Athfal Harapan Bunda, as an Islamic early childhood education center, aims to integrate Arabic into its curriculum, yet the effectiveness of its instructional strategies remains underexplored. Previous studies highlight that traditional methods, such as rote memorization and grammar-translation, dominate Arabic teaching in similar settings, often neglecting child-centered, communicative approaches (Ritonga et al., 2023). This raises critical questions: What strategies are currently employed in RA Harapan Bunda to teach Arabic? How do these methods align with contemporary pedagogical theories in early language acquisition? Addressing these questions is essential to optimize Arabic learning outcomes for young children.

The urgency of this research stems from the growing demand for effective Arabic instruction in early childhood (Zulfida et al., 2024), coupled with the scarcity of empirical studies focusing on Raudhatul Athfal. While existing literature explores Arabic pedagogy in primary and secondary schools, few studies target preschool-aged learners, creating a gap in understanding how Arabic can be taught engagingly and effectively at this developmental stage. This study seeks to fill that gap by examining the strategies used at RA Harapan Bunda, evaluating their efficacy, and proposing evidence-based improvements. By doing so, it contributes to the broader discourse on Arabic language education in early childhood, offering practical insights for educators and policymakers.

This study aims to investigate the Arabic teaching strategies implemented at RA Harapan Bunda, assessing their alignment with modern pedagogical principles. Specifically, it seeks to: (1) identify the methods currently used, (2) analyze their effectiveness based on student engagement and learning outcomes, and (3) explore potential improvements grounded in child development and second language acquisition theories. Five relevant studies inform this research: Lestari et al emphasizes the need for interactive techniques in Arabic teaching (Lestari et al., 2023), while Susilawati et al advocates for play-based learning (Susilawati et al., 2023). Sitorus et al highlights the lack of teacher training in early childhood Arabic education (Sitorus et al., 2025), and Ritonga et al underscores the role of multimedia in enhancing engagement (Ritonga et al., 2024). Finally, Aisyah et al the research about quiz by google form for arabic language teaching (Aisyah et al., 2024). Despite these contributions, a significant gap remains: none of these studies specifically examine Raudhatul Athfal or provide a comprehensive framework for Arabic instruction tailored to preschoolers.

There are several studies that have relevance to the content of this research, as for some of the research in question, it can be explained the aspects of difference with the research conducted as follows, studies on Arabic language instruction in Raudhatul Athfal (RA) reveals critical insights into current pedagogical practices, challenges, and potential improvements. The findings collectively underscore the need for methodological innovation to enhance early childhood Arabic acquisition in Islamic preschool settings. Lestari et al. emphasizes the effectiveness of interactive techniques (Lestari et al., 2023), such as question-answer drills and group activities, in fostering active participation. The study argues that traditional rote memorization limits linguistic engagement, whereas dialogic methods improve comprehension and retention. Susilawati advocates for play-based learning, demonstrating that games, storytelling, and role-playing significantly increase motivation and vocabulary retention (Susilawati, 2024). The research highlights the alignment of such methods with preschoolers' developmental needs, contrasting them with rigid, teacher-centered approaches.

Sitorus et al. identifies a lack of teacher training as a major barrier to effective Arabic instruction (Sitorus et al., 2025). The study reveals that many RA educators rely on outdated methods due to insufficient exposure to modern language pedagogy, recommending professional development programs focused on child-centered strategies. Ritonga et al. examines the role of multimedia tools, showing that digital resources (e.g., animated videos, language apps) enhance engagement and phonetic accuracy (Ritonga et al., 2024). The study suggests integrating technology to complement conventional teaching, particularly in non-Arabic-speaking environments. These studies collectively argue for a paradigm shift in RA Arabic instruction one that prioritizes developmental appropriateness, interactivity, and multimodal learning. Future research should explore longitudinal impacts of these innovations and their scalability across diverse Islamic early childhood education contexts.

This research bridges that gap by combining empirical classroom observations, teacher interviews, and parent surveys to construct a holistic understanding of Arabic teaching practices at RA Harapan Bunda. Unlike prior studies, which often focus on older learners or theoretical discussions, this project adopts a practical, context-specific approach. By integrating findings from early childhood education and applied linguistics, it offers actionable recommendations for enhancing Arabic pedagogy in similar institutions. The study's novelty lies in its dual focus on Raudhatul Athfal and its application of contemporary language teaching theories to a traditionally under-researched setting.

This study addresses these gaps by focusing exclusively on *RA Harapan Bunda*, where Arabic is taught to children aged 4–6. It examines how teachers navigate challenges such as limited instructional time, varying student proficiency levels, and parental expectations. By synthesizing insights from early childhood education research (e.g., Vygotsky's sociocultural theory) and language acquisition studies (e.g., Krashen's input hypothesis), the study develops a contextually appropriate framework for Arabic instruction. Unlike prior works, which often rely on theoretical analysis, this research employs mixed-methods data collection to capture the realities of classroom practice. Its findings will thus provide a nuanced, evidence-based perspective on how Arabic can be taught effectively in Raudhatul Athfal, filling a critical void in the literature.

The study tests this argument by evaluating current methods at RA Harapan Bunda against established benchmarks in early language education. It hypothesizes that classrooms employing interactive, context-rich techniques will demonstrate higher student

engagement and retention compared to those relying on rote learning. To validate this, data will be triangulated from classroom observations, teacher reflections, and parent feedback, ensuring a comprehensive assessment. The findings will not only validate or refine the argument but also provide a replicable model for other Islamic preschools. By grounding its recommendations in both theory and empirical evidence, the study advances the field of Arabic pedagogy while addressing a practical need in early childhood education.

METHOD

This study employs a qualitative case study approach to explore Arabic learning strategies for early childhood at Raudhatul Athfal (RA) Harapan Bunda. A case study is appropriate because it allows for an in-depth examination of a specific educational context (Creswell, 2003). The research adopts a descriptive-analytical design to document existing teaching strategies while critically analyzing their effectiveness. The study follows an exploratory framework, as there is limited prior research on Arabic pedagogy in Raudhatul Athfal settings.

Data will be collected through classroom observations, teacher interviews, and document analysis (lesson plans, teaching materials). A triangulation method ensures validity by cross-verifying findings from multiple sources. The primary data sources include: 1) Teachers: Arabic language instructors at RA Harapan Bunda who implement learning strategies. 2) Students: Early childhood learners (ages 4-6) participating in Arabic lessons. 3) Documents: Curriculum guidelines, lesson plans, and teaching materials used in Arabic instruction. 4) Parents: Feedback from parents regarding their children's progress and engagement with Arabic learning. Secondary data includes scholarly articles, books, and previous studies on early childhood Arabic education to contextualize findings.

Three main techniques are used: 1) Classroom Observation, Non-participant observation is conducted to record teaching methods, student interactions, and engagement levels. An observation checklist is used to assess key aspects such as: Use of interactive methods (games, songs, storytelling), Teacher-student communication patterns, Student responsiveness and participation. 2) Semi-structured interviews, indepth interviews with Arabic teachers to explore their instructional strategies, challenges, and perceptions of effective methods.

Document analysis, review of lesson plans, teaching materials, and school curriculum to assess alignment with early childhood learning principles. Analysis of student work samples. Data analysis method, 1) Thematic analysis (Braun & and Clarke, 2006): Coding qualitative data to identify themes such as: play-based learning, teacher-centered vs. student-centered approaches, challenges in Arabic instruction, descriptive statistics (if applicable) for quantitative aspects like student engagement levels. Ensuring data validity, Triangulation: cross-checking findings from observations, interviews, and documents. Member checking: sharing preliminary findings with teachers for feedback. Peer debriefing: Discussing interpretations with fellow researchers to minimize bias. Thick description: Providing detailed context in reporting to enhance transferability.

RESULTS & DISCUSSION

Early Childhood Education is part of preschool education. This education is specifically regulated in Law No. 20 of 2003 of the Republic of Indonesia, Article 28 paragraph 1, which states that Early Childhood Education is organized before basic education (Sumarti et al., 2023). Furthermore, paragraph 3 states that formal Early

Childhood Education takes the form of Kindergarten (TK), Raudhatul Athfal (RA), or other equivalent forms (Undang-Undang, 2003). Although Early Childhood Education is not a formal requirement for entering Elementary School (SD), its presence holds significant meaning (Bertram & Pascal, 2016). Learning at this stage teaches young children various basic skills such as character development, religious values, as well as foundational language skills and other competencies that will be useful at subsequent educational levels.

Language development enables children to learn self-understanding and self-control (Bell et al., 2024). When children learn to speak, they unconsciously develop knowledge of phonological, syntactic, semantic, and pragmatic systems. This knowledge can be further developed by children in both home and school environments. In Early Childhood Education, Indonesian has been used as the medium of instruction. However, in addition to Indonesian, we also need to introduce other languages that will support young children's language development. Raudhatul Athfal itself is an Early Childhood Education institution that emphasizes religious education and has begun introducing Arabic from an early age.

The importance of learning Arabic lies in the fact that Arabic serves as a gateway to knowledge, particularly Islamic sciences that form the foundation of learning at Raudhatul Athfal. Moreover, Arabic is not only used by Arab communities but is also the official language in more than 28 countries and is spoken by approximately 422 million people worldwide (Alnosairee & Sartini, 2021; Azizah et al., 2024; Ahmed, 2020).

Although Arabic learning in Early Childhood Education has great potential, a survey conducted by the Indonesian Ministry of Religious Affairs across 150 Islamic Early Childhood Education institutions in five provinces in Indonesia found that: 1) There are human resource limitations where 70% of Early Childhood Education teachers lack an Arabic language education background or hold a bachelor's degree in Early Childhood Education (PAUD/PIAUD), making it difficult for them to deliver material effectively. 2) Learning Materials and Methods: 80% of institutions still use conventional approaches that are less suitable for early childhood characteristics, such as memorization and lecture methods. 3) Facilities and Infrastructure: 65% of institutions lack interactive Arabic learning media, such as audiovisual tools, educational games, or digital applications. 4) Parental Support: Only 40% of parents are actively involved in supporting Arabic learning at home due to limited Arabic language knowledge.

Despite these various limitations, schools must continue to improve human resources, learning strategies, and other facilities that can support Arabic learning in their respective institutions. Based on the above explanation, the purpose of this writing is to examine Arabic learning strategies for early childhood at Raudhatul Athfal Harapan Bunda. The following table summarizes the core findings of the study, structured around strategies, implementation, and observed outcomes:

Table 1. Strategies, Implementation and Observed Outcomes

Strategy	Implementation	Theoretical Basis	Challenges
Vocabulary through Songs	- Number songs (1–10 in Arabic)	Play-based learning (Pinter, 2017); Multisensory input (Alwehaibi, 2015)	Limited teacher proficiency in Arabic pronunciation
	- Alphabet songs with visual aids (e.g., "Alif Ba Ta")		
	- Body parts		
	- vocabulary with		

Strategy	Implementation	Theoretical Basis	Challenges
Simple Conversations	gestures		
	- Greetings (e.g., <i>Assalāmu ‘alaikum</i>)	Communicative	Low parental involvement in reinforcing Arabic at home
	- Self-introduction (<i>Mā ismuka?</i>)	Language Teaching (CLT) (Krashen, 1985)	
Interactive Media	- Dialogues with repetitive phrases		
	- Flashcards, puzzles, digital apps	Multimedia Learning Theory (Mayer, 2009)	Lack of institutional resources (65% schools lack tools, Kemenag, 2019)
	- Animated videos for letter recognition		

The table highlights the use of songs, such as number and alphabet songs with visual aids, as an effective strategy for teaching Arabic vocabulary. This approach aligns with play-based learning (Parker et al., 2022) and multisensory input (Iggena et al., 2023), which enhance engagement and retention. However, a significant challenge is the limited teacher proficiency in Arabic pronunciation, which may hinder accurate language modeling. Prior research supports the efficacy of songs in language acquisition (Hanifah, 2021). For instance, Sarudin et al demonstrated that multisensory methods, including music, improve recall (Sarudin et al., 2019). Similarly, Bibikova-Moan et al emphasized play-based learning as a natural way for children to absorb language (Bubikova-Moan et al., 2019). However, the current findings reveal a gap in teacher preparedness, which was less emphasized in earlier studies.

The primary limitation is the reliance on teachers who may lack fluency in Arabic, potentially compromising pronunciation accuracy. This issue is exacerbated in regions where Arabic is not widely spoken, limiting the strategy's effectiveness. If teachers receive targeted training in Arabic phonetics, the effectiveness of song-based vocabulary instruction could improve significantly. Conversely, without such training, the method may perpetuate mispronunciations. Future studies could explore the integration of native speaker recordings or AI-powered pronunciation tools to supplement teacher instruction, mitigating the proficiency gap. Given that multisensory input enhances learning (Bahri et al., 2024), and songs are a form of multisensory input, it logically follows that songs are effective for vocabulary acquisition. However, teacher proficiency remains a critical moderator of this relationship.

The table 1 identifies greetings, self-introductions, and repetitive dialogues as key components of teaching simple Arabic conversations. This approach is grounded in communicative language teaching (CLT) (Sitoy & Sonsona, 2024), which prioritizes real-life communication. A notable challenge is low parental involvement in reinforcing Arabic at home. CLT has been widely endorsed for its focus on practical communication (Salam & Luksfinanto, 2024). However, the current findings highlight a societal limitation-parental disengagement-which prior studies often overlook. For example, while Krashen emphasized input hypotheses, he did not address external reinforcement barriers.

The strategy's success depends on consistent practice outside the classroom, which is hindered by low parental involvement. This limits the method's scalability in non-Arabic-speaking communities. If parents are educated about the importance of language

reinforcement, the CLT approach could yield better outcomes. Conversely, without parental support, students may lack opportunities to practice, stagnating progress. Future interventions could incorporate digital platforms to engage parents, such as apps with daily conversation prompts. This could bridge the gap between school and home learning. Since CLT emphasizes meaningful interaction, and meaningful interaction requires practice, it follows that parental involvement is essential for CLT's success.

From the data contained in table 1 can be explained Interactive Media, The table underscores the use of flashcards, puzzles, digital apps, and animated videos for teaching Arabic, rooted in multimedia learning theory (Mayer, 2009). A major barrier is the lack of institutional resources, with 65% of schools lacking tools. Mayer demonstrated that multimedia tools enhance cognitive retention. However, the current data reveal infrastructural deficits, a practical challenge less discussed in theoretical frameworks.

The strategy's feasibility is constrained by resource scarcity, particularly in underfunded schools, limiting equitable access. If schools invest in multimedia tools, student engagement and outcomes could improve. Without such investments, disparities in language learning may widen. Public-private partnerships could address resource gaps, providing schools with affordable or donated technology. Multimedia tools optimize learning (Mayer, 2009), and their absence impedes learning; thus, resource allocation is critical for this strategy's success.

Tabel 2. Arabic learning strategies at Raudhatul Athfal Harapan Bunda

Learning Strategy	Implementation Methods	Examples/Content	Pedagogical Approach
1. Vocabulary Through Songs	- Singing while playing - Singing with movements - Using visual/audio media (pictures, dolls)	- Numbers 1-10 (واحد to عشرة) - Adapted Islamic/popular children's songs with Arabic lyrics	- Multisensory learning (auditory+kinesthetic) - Play-based approach - Interactive repetition
2. Letter Recognition	- Visual presentation (flashcards, posters) - Alphabet songs ("Alif Ba 'Ta") - Letter games (puzzles, coloring) - Digital tools (apps, videos)	- Alif (ا) with أسد (lion) - Ba (ب) with باب (door) - Interactive letter guessing games	- Visual association - Musical mnemonics - Tactile learning - Digital literacy integration
3. Body Parts Introduction	- Pointing to body parts - Gesture imitation - Choral repetition with rhythmic movements	- رأس (head) - عين (eye) - يد (hand) - قدم (foot)	- Total Physical Response (TPR) - Kinesthetic learning - Contextual vocabulary acquisition
4. Simple Conversations	- Greeting routines - Role-play dialogues - Q&A repetition drills	- Assalāmu 'alaikum / Wa 'alaikumussalām - Mā ismuka? / Ismī... - Kaifa ḥāluka? / Anā bikhayr	- Communicative Language Teaching (CLT) - Routine-based learning - Scaffolded interactions

The data contained in table 2 can be explained vocabulary through songs. The strategy aligns with multisensory learning theory (Shams & Seitz, 2008), which posits that combining auditory (singing), kinesthetic (movements), and visual (media) stimuli enhances memory retention. Additionally, the play-based approach (Haile & Ghirmai, 2024), supports using songs as a natural, low-anxiety method for language acquisition.

Studies by Hanum confirm that music improves Arabic vocabulary recall, particularly when paired with gestures (Hanum, 2023). However, this table introduces adapted Islamic/popular songs, a novel twist that increases cultural relevance—a factor less emphasized in earlier studies.

The integration of localized content distinguishes this approach from generic nursery rhymes, making it more engaging for young learners in Muslim-majority contexts. This adaptation bridges language learning with cultural identity, a perspective underexplored in prior literature. Arabic language pedagogy, this method aligns with communicative competence (Sarbaini & Rahmi, 2024; Arifin et al., 2024), as songs provide repetitive, meaningful input. The use of interactive repetition also mirrors behaviorist principles, reinforcing vocabulary through structured practice.

Letter Recognition, this data relevant theory, the methods reflect dual coding theory (Clark & Paivio, 1991), where visual (flashcards) and auditory (alphabet songs) cues reinforce memory. Tactile learning is also evident in puzzles and coloring activities. Prior research Mayer (2009) demonstrated that multimedia tools enhance literacy. However, this table highlights letter-shape associations e.g., أ→أسد, ب→باب, a mnemonic technique less documented in Arabic pedagogy research.

The integration of digital tools (apps, videos) with traditional methods (flashcards) represents a blended learning approach. This hybrid model addresses diverse learning styles, a gap in older studies focused solely on analog or digital media. The focus on isolated letter recognition aligns with the synthetic phonics method (Wahyuni, 2022), crucial for Arabic's non-linear script. The use of visual mnemonics (e.g., ب→باب) also supports cognitive load theory (Asma & Dallel, 2020) by simplifying complex shapes.

Furthermore, the data contained in table 2 is Body Parts Introduction, this relevant theory the Total Physical Response (TPR) method (Pahri, 2021) underpins this strategy, where learners associate words e.g., رأس with gestures. Kinesthetic Learning (Mabrurroh et al., 2024) further explains the effectiveness of movement-based repetition. While TPR is well-studied for Indo-European languages, its application to Arabic body-part vocabulary is less documented. This table adds empirical evidence to its efficacy in RA (Raudhatul Athfal) settings. The inclusion of rhythmic choral repetition (e.g., chanting "رأس-عين-يد") introduces a musical element to TPR, enhancing engagement—a departure from traditional command-based TPR drills. This aligns with contextual vocabulary acquisition (Alyami & Mohsen, 2019), where words are learned in meaningful clusters (e.g., body parts). The method also supports scaffolded input (Awadelkarim, 2021), as gestures provide comprehensible cues.

Furthermore, the data contained in table 2 is simple conversations, this data relevant theory the communicative language teaching (CLT) framework (Ekawati et al., 2024) is central, emphasizing real-world interactions (e.g., greetings). Routine-based learning (Selman & Dilworth-Bart, 2024) explains the use of repetitive drills. While CLT is widely endorsed, its adaptation to Arabic conversational routines in early childhood education is understudied. This table provides a structured model for RA contexts. The scaffolded Q&A drills offer a graded progression from formulaic to open-ended responses, a nuance absent in generic CLT literature. The focus on formulaic

expressions (e.g., "Assalāmu 'alaikum") mirrors natural approach (Krashen & Terrell, 1988) principles, where high-frequency phrases build fluency. The method also aligns with sociocultural theory, as role-plowsocial interaction.

CONCLUSIONS

The study examines Arabic language learning strategies in Raudhatul Athfal Harapan Bunda, focusing on four core approaches: vocabulary through songs, letter recognition, body parts introduction, and simple conversations. The findings reveal that multisensory and play-based methods, such as singing with gestures and visual aids, significantly enhance vocabulary retention among young learners, aligning with Pinter's play-based learning theory and Alwehaibi's multisensory input framework. However, a critical challenge is teachers' limited Arabic proficiency, which may compromise pronunciation accuracy.

For letter recognition, the use of visual mnemonics (e.g., associating أ with أسد) and digital tools demonstrates effectiveness, supported by dual coding theory. However, 65% of institutions lack adequate multimedia resources, hindering implementation. Body parts instruction via Total Physical Response (TPR) proves effective, reinforcing kinesthetic learning, while simple conversational drills grounded in Communicative Language Teaching (CLT) foster practical communication skills. Yet, low parental involvement limits reinforcement outside the classroom. Overall, the study highlights the potential of interactive, culturally adapted methods in early Arabic education but underscores systemic barriers, including teacher competency gaps, resource shortages, and minimal parental engagement. This study contributes to early childhood Arabic pedagogy by empirically validating multisensory and play-based strategies in an Islamic educational context, bridging gaps in non-Western language acquisition research. It extends multimedia learning theory by demonstrating its applicability to Arabic script acquisition, while also refining TPR and CLT frameworks for young learners in religiously affiliated settings.

Practically, the findings offer actionable strategies for educators: 1) Teacher training programs should prioritize Arabic phonetics and interactive methodologies to address proficiency gaps. 2) Schools should invest in low-cost multimedia tools (e.g., flashcards, apps) to mitigate resource limitations. 3) Parental engagement initiatives, such as workshops or digital platforms, could reinforce language exposure at home. 4) For policymakers, the study advocates for curricular reforms integrating play-based and communicative approaches in national early childhood education standards. It also calls for public-private partnerships to fund educational technology in under-resourced institutions.

Strengths, Limitations, and future research, 1) Strengths: the study provides a comprehensive framework for Arabic learning, combining theory-driven strategies (e.g., CLT, TPR) with localized adaptations, It highlights underexplored challenges, such as teacher proficiency and parental involvement, offering a realistic assessment of implementation barriers. 2) Limitations, the findings are context-specific to Raudhatul Athfal, limiting generalizability, no longitudinal data were collected to assess long-term language retention, teacher and parent perspectives were not qualitatively explored, missing nuanced insights. 3) Future directions, experimental studies comparing traditional vs. interactive methods in diverse early childhood settings, development of AI-powered tools (e.g., pronunciation apps) to supplement teacher instruction, cross-cultural

research on Arabic acquisition in non-Muslim-majority countries, Parental involvement interventions, such as bilingual home-learning kits.

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