

Improving Early Childhood Interest In Learning Arabic Through Play-Based Methods

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ABSTRACT This study aimed to improve early childhood interest in learning Arabic through the implementation of play-based methods at RA AL Huda Pamulang. The research employed a Classroom Action Research (CAR) design involving 10 students aged 5–6 years. The study was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. Data were collected through observation sheets, field notes, and documentation. Students' learning interest was measured based on five indicators: attention, participation, enthusiasm, responsiveness, and task persistence. The results showed a significant improvement in students' learning interest across research stages. In the pre-cycle stage, the overall percentage of learning interest was 45% (Fair category). After the implementation of play-based activities in Cycle I, the percentage increased to 68% (Good category). Further refinements in Cycle II, including storytelling, movement-based games, and structured group activities, resulted in an increase to 85% (Very Good category), exceeding the predetermined success criterion of 75%. The findings indicate that play-based learning effectively enhances motivation, engagement, and active participation in Arabic language instruction for young learners. The study concludes that integrating games, songs, role-play, and interactive storytelling into Arabic lessons creates a positive emotional learning environment that supports both linguistic development and intrinsic motivation. Therefore, play-based methods are highly recommended for early childhood Arabic education, particularly in Islamic educational settings.

KEYWORDS: *Play-based learning; Early childhood education; Arabic language learning; Learning interest; Classroom action research; Islamic early childhood education.*

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INTRODUCTION

Early childhood education represents a foundational stage in human development, setting the stage for lifelong learning, cognitive growth, and socio-emotional competence. During early childhood typically defined as birth through eight years of age children experience rapid neurological and psychological development that makes this period especially receptive to language acquisition and structured learning interventions (Sitorus, Siregar, & Irma Sari, 2024). In the context of RA AL Huda Pamulang, an early childhood institution in Indonesia with a focus on Islamic education, fostering interest in Arabic language learning is both an educational priority and a cultural necessity, given that Arabic serves as the liturgical language of Islamic practices as

well as a gateway to deeper religious understanding.

Nevertheless, despite its importance, early childhood interest in learning Arabic often encounters challenges. Many young learners exhibit low sustained attention, limited intrinsic motivation, and difficulties engaging with conventional language instruction that relies heavily on rote memorization and formal drills. Traditional pedagogical approaches, which emphasize repetitive practice without context, may fail to align with the developmental characteristics of young children who naturally learn best through experiential, meaningful interactions (Lubis et al., 2024). Recognizing this misalignment necessitates an exploration of alternative instructional strategies specifically those that leverage the natural proclivity of young children for play and interactive exploration.

Play-based methods have emerged as an influential pedagogical framework in early childhood education, recognized for their ability to make learning both effective and developmentally appropriate. Play is not only intrinsically enjoyable for children, but it also functions as a medium through which they explore language, negotiate social meanings, experiment with symbolic representation, and practice cognitive skills in a self-directed manner. Researchers have documented how play-based learning supports holistic development, including language competence, creativity, social-emotional functioning, and problem-solving abilities (Sitorus et al., 2024; Sitorus, Siregar, & Irma Sari, 2024). Specifically, play-based methods have been shown to increase young learners' motivation and engagement by embedding academic content within activities that are meaningful and familiarly playful.

In the domain of language acquisition, play-based methods hold particular promise. Play-based learning environments facilitate naturalistic opportunities for communication, vocabulary usage, and linguistic experimentation that mirror authentic language use more closely than traditional drill-based instruction. For instance, interactive games, role-playing, songs, and storytelling permit children to practice new language forms while participating in socially rich contexts, which enhances both comprehension and expressive capabilities. Studies in early childhood literacy and language development consistently report significant gains when play-based approaches are integrated into instructional design (Nur Azizah, 2025; Rifqiyah, Arifin, & Sobri, 2025). Such findings suggest that the allure of play can be harnessed to reignite interest in subjects that might otherwise be perceived as difficult or abstract like a second language such as Arabic.

Application of play-based strategies within Arabic language instruction is not merely pedagogical idealism; it finds empirical support in various educational settings. Research conducted in early childhood institutions across Indonesia indicates that integrating games, songs, and playful interactions into Arabic language lessons substantially improves enthusiasm, participation, and vocabulary retention among learners (Aprilia, Hafiza, & Sholihah, 2023; Sitorus et al., 2025). These playful approaches align with the developmental stages of young learners by accommodating attention spans, promoting intrinsic motivation, and fostering a supportive learning climate that values enjoyment alongside academic goals (Aprilia et al., 2023).

Furthermore, curriculum design that integrates play and thematic learning aligns with Developmentally Appropriate Practice (DAP), a framework emphasizing teaching methods that are congruent with children's psychological and social development. This reconstruction of early language curriculum, which prioritizes children's love for language rather than purely linguistic outcomes, has been identified as instrumental in fostering a positive attitude toward Arabic from an early age (Aziz & Rido'i, 2024). When learners view language learning as enjoyable and socially rewarding, they are more likely to engage persistently and transfer learned skills to new contexts.

Yet, despite evidence in favor of play-based learning, its implementation in many early childhood Arabic language programs remains limited or inconsistent. Challenges include lack of teacher training in play pedagogy, cultural assumptions about the seriousness of language instruction, and institutional pressures to achieve formal language competence early. These issues underscore the need for context-specific research especially within reverential Islamic educational

settings like RA AL Huda Pamulang where instructors and stakeholders may struggle to balance religious learning objectives with developmentally sensitive pedagogies.

RA AL Huda Pamulang provides a compelling context for exploring how play-based methods can influence early childhood interest in learning Arabic. As an institution committed to both religious and linguistic education, RA AL Huda operates within a dual mandate: nurturing children's spiritual foundation while equipping them with linguistic competencies that support religious understanding. Within this environment, the use of play as a pedagogical tool carries a dual benefit it can embody religious content in familiar, joyful activities, and simultaneously cultivate linguistic skills in a naturalistic way.

The central hypothesis guiding this inquiry posits that play-based methods will not only improve children's interest in Arabic but will also produce measurable improvements in intrinsic motivation, classroom participation, and expressive language output. Such outcomes are expected to contribute to both immediate learning gains and long-term attitudes toward language learning. From a theoretical standpoint, this hypothesis draws on constructivist and socio-cultural approaches to learning, which argue that learners construct knowledge through active engagement with meaningful tasks and social interactions.

A growing body of research supports the assertion that integrating play into language learning can deepen learners' affective connection to content and stimulate ongoing curiosity. At RA Sa'adatuddarain, for example, play-based literacy activities were shown to enhance students' engagement with reading and vocabulary, leading to more enthusiastic participation and stronger language-related self-efficacy (Nur Azizah, 2025). These findings exemplify the potential of play-based instruction to transcend mere content delivery and cultivate an enduring interest in learning.

In sum, this study aims to investigate how play-based methods can improve early childhood interest in learning Arabic at RA AL Huda Pamulang. By exploring how play fosters engagement, motivation, and linguistic performance, this research seeks to contribute both to the local educational practice in Pamulang and to broader discourses on early childhood pedagogy. Incorporating play into language education holds promise not only for improving academic outcomes but also for nurturing a lifelong appreciation for language learning that aligns with children's developmental needs and cultural values.

METHOD

This study employed a *Classroom Action Research* (CAR) design to improve early childhood interest in learning Arabic through play-based methods at RA AL Huda Pamulang. The research was conducted with 10 children aged 5–6 years in Class B, selected using total sampling because all students in the class participated in the study. The research was implemented in two cycles, and each cycle consisted of planning, action, observation, and reflection stages. During the planning stage, lesson plans were designed by integrating play-based Arabic learning activities such as language games, singing Arabic songs, role-playing simple conversations, storytelling, and picture-card matching. Learning media including flashcards, puppets, and visual aids were prepared to support interactive engagement. The action stage involved implementing these activities in the classroom, emphasizing joyful participation and active involvement in learning basic Arabic vocabulary such as greetings, numbers, colors, and simple daily expressions.

Data were collected through structured observation sheets, field notes, and documentation. The observation instrument measured students' learning interest based on five indicators: attention, participation, enthusiasm, responsiveness, and task persistence, using a four-point rating scale. Quantitative data were analyzed using descriptive statistics by calculating percentages to determine the level of students' learning interest, while qualitative data from field notes were analyzed through data reduction and interpretation to support the findings. The success criterion of the study was achieved if at least 75% of students reached the "Good" or "Very Good" category of learning interest. Reflection at the end of each cycle was conducted to

evaluate the effectiveness of the play-based methods and to make necessary improvements in subsequent implementation.

RESULTS AND DISCUSSION

This study aimed to improve early childhood interest in learning Arabic through play-based methods at RA AL Huda Pamulang. The findings are presented based on data collected from observation sheets, field notes, and documentation during the pre-cycle, Cycle I, and Cycle II stages. The results focus on five key indicators of learning interest: attention, participation, enthusiasm, responsiveness, and task persistence. Quantitative findings are presented in percentage form, while qualitative findings support the interpretation of classroom dynamics and behavioral changes.

1. Pre-Cycle Results

The pre-cycle was conducted to identify the initial condition of students' interest in learning Arabic before the implementation of play-based methods. During this stage, the teacher used conventional instruction, primarily relying on repetition, drilling vocabulary, and simple question-answer techniques without structured play activities.

Based on observation results, the overall percentage of students' learning interest in the pre-cycle stage was 45%, categorized as *Fair*. The detailed findings showed:

- Many students had difficulty maintaining attention for more than 10 minutes.
- Participation was limited to a few active students.
- Enthusiasm appeared low; some children seemed distracted.
- Responsiveness to teacher questions was minimal.
- Task persistence was weak, with several students leaving activities unfinished.

Children tended to lose focus quickly when learning Arabic vocabulary such as greetings and numbers. Some students appeared passive and waited for direct instructions rather than engaging independently. The learning atmosphere was relatively teacher-centered, and interaction was limited.

These findings indicated that improvement was necessary, particularly in creating a more engaging and developmentally appropriate learning environment.

2. Cycle I Results

In Cycle I, play-based methods were introduced through interactive games, Arabic songs, flashcard matching, and simple role-playing activities. The teacher emphasized joyful learning and encouraged active participation.

The overall percentage of learning interest increased to 68%, categorized as *Good*. This represents a 23% improvement compared to the pre-cycle stage.

Table 1. Improvement of Learning Interest from Pre-Cycle to Cycle II

Stage	Percentage (%)	Category	Improvement
Pre-Cycle	45%	Fair	–
Cycle I	68%	Good	+23%
Cycle II	85%	Very Good	+17%

From Table 1, it can be seen that a significant increase occurred after the implementation of play-based learning strategies.

Indicator Analysis – Cycle I

- Attention improved as students showed greater focus during games.
- Participation increased because children were invited to play actively.
- Enthusiasm was visible when students sang Arabic songs together.
- Responsiveness improved during role-play sessions.
- Task persistence showed moderate improvement, though some students still needed encouragement.

Field notes indicated that children responded positively to Arabic vocabulary

games. For example, during the flashcard matching activity, students competed enthusiastically to match pictures with Arabic words. Singing Arabic greeting songs created a lively classroom atmosphere. However, some children still depended on peer imitation rather than independent participation.

Reflection at the end of Cycle I suggested that while progress had been achieved, further refinement was needed. The teacher decided to incorporate more varied and structured play activities in Cycle II to strengthen engagement and independence.

3. Cycle II Results

Cycle II involved improved implementation of play-based learning by adding storytelling with puppets, group competitions, interactive movement games, and reward-based participation systems. The activities were designed to increase intrinsic motivation and collaborative learning.

The overall percentage of learning interest reached 85%, categorized as *Very Good*. This indicates a 17% increase from Cycle I and a total improvement of 40% from the pre-cycle stage. The success criterion at least 75% of students reaching “Good” or “Very Good” was successfully achieved in Cycle II.

- a. Attention (Very Good)
Students maintained focus throughout the learning sessions. Few distractions were observed.
- b. Participation (Very Good)
Nearly all students actively engaged in games and volunteered during role-play.
- c. Enthusiasm (Very Good)
Students showed excitement when Arabic vocabulary was introduced through storytelling and movement games.
- d. Responsiveness (Good–Very Good)
Students confidently answered questions and repeated Arabic expressions without hesitation.
- e. Task Persistence (Good)
Most students completed assigned tasks independently and demonstrated improved confidence.

Observational data revealed remarkable behavioral changes. Students eagerly anticipated Arabic lessons and asked when the next game would begin. During storytelling sessions using puppets, children repeated Arabic words spontaneously. Group competitions encouraged cooperation and healthy motivation.

Unlike the pre-cycle stage, where only a few students participated actively, Cycle II showed nearly full-class engagement. Even previously passive students became more confident. The classroom atmosphere shifted from teacher-centered to child-centered learning.

The diagram above illustrates the steady improvement in students’ learning interest across research stages:

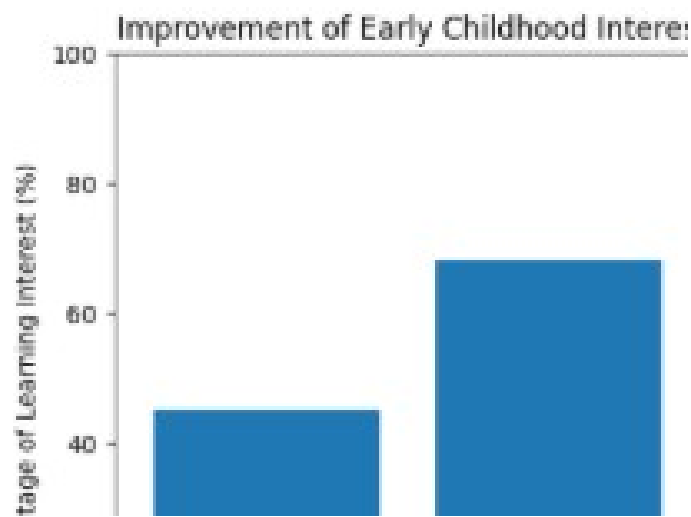


Figure 1. Steady Improvement in Students' Learning Interest

The bar chart clearly shows a consistent upward trend, demonstrating the effectiveness of play-based methods in increasing early childhood interest in learning Arabic.

The results confirm that play-based learning significantly improves early childhood interest in Arabic language learning. The gradual improvement from 45% to 85% demonstrates that instructional strategy plays a critical role in fostering motivation and engagement.

Several important findings emerged from the implementation of play-based methods in Arabic learning. Children naturally engaged more actively in activities that felt like play rather than formal instruction. When Arabic vocabulary was embedded in games, songs, storytelling, and movement activities, students perceived learning as enjoyable instead of demanding, which aligns with early childhood learning theories emphasizing experiential and joyful engagement. Role-playing and group competitions provided meaningful social contexts for practicing Arabic expressions, transforming language from an abstract subject into an interactive communication tool. This approach strengthened both comprehension and confidence. Moreover, a positive emotional atmosphere characterized by laughter, movement, and supportive interaction significantly increased students' enthusiasm and reduced anxiety, creating a safe space for language experimentation. The Classroom Action Research (CAR) design also enabled systematic reflection and refinement after each cycle; improvements made in Cycle II, such as incorporating movement-based games and reward systems, effectively enhanced task persistence and participation. With Cycle II achieving 85% exceeding the 75% success indicator the intervention was considered successful.

These findings suggest several important implications for early childhood Arabic education. First, play-based methods are highly effective for fostering learning interest in young learners and should be integrated systematically into Arabic language instruction. Second, teachers need adequate training to design and implement engaging activities such as games, songs, and storytelling that align with developmental characteristics. Third, Arabic lessons in Islamic early childhood institutions should prioritize engagement, interaction, and enjoyment over rote memorization to build long-term positive attitudes toward the language. Finally, classroom environments should consistently support interactive, child-centered learning approaches that nurture motivation, confidence, and active participation.

Discussion

The findings of this study demonstrate that the implementation of play-based methods significantly improved early childhood interest in learning Arabic at RA AL Huda Pamulang. The steady increase from 45% in the pre-cycle stage to 85% in Cycle II indicates that instructional strategies aligned with children's developmental characteristics can substantially influence motivation, participation, and overall engagement. This discussion interprets the results in light of contemporary theories of early childhood education, language acquisition, and play-based pedagogy, as well as recent empirical studies conducted within the last decade.

The improvement in students' learning interest confirms that young children learn most effectively when instructional approaches are consistent with Developmentally Appropriate Practice (DAP). DAP emphasizes that teaching strategies must consider children's age, individual needs, and socio-cultural context (Coppie & Bredekamp, 2016; NAEYC, 2020). In this study, the integration of games, songs, and role-play created a learning environment that matched the cognitive and emotional characteristics of children aged 5–6 years.

Early childhood learners are naturally active, curious, and socially oriented. They tend to learn through direct experience rather than abstract explanation. The pre-cycle results revealed that traditional teacher-centered instruction limited engagement because it relied heavily on repetition and memorization. This finding is consistent with research indicating that rigid instructional methods can reduce intrinsic motivation in early learners (Zosh et al., 2017). Conversely, play-based instruction allows children to construct knowledge through active exploration, supporting constructivist learning theory (Parker & Thomsen, 2019).

The observed improvement in attention and participation during Cycle I and Cycle II aligns with studies showing that guided play enhances cognitive engagement while maintaining academic rigor (Weisberg et al., 2016). Guided play where teachers structure playful experiences with clear learning objectives bridges the gap between free play and direct instruction. In this study, the teacher structured activities such as vocabulary games and storytelling with puppets to maintain educational focus while preserving enjoyment.

One of the most significant outcomes of the intervention was the increase in intrinsic motivation. During Cycle II, students demonstrated enthusiasm and voluntarily participated in Arabic activities. According to self-determination theory, intrinsic motivation develops when learners experience autonomy, competence, and relatedness (Ryan & Deci, 2020). Play-based activities naturally support these psychological needs. Children were given opportunities to choose roles during role-play, experience success in vocabulary games, and collaborate with peers, thereby fulfilling their need for autonomy and competence. Research within the past decade consistently highlights that playful learning environments promote intrinsic motivation more effectively than rote memorization (Hirsh-Pasek et al., 2022). The findings of this study support that claim: when Arabic vocabulary was embedded in songs and movement games, children perceived learning as enjoyable rather than demanding. This transformation from extrinsic to intrinsic engagement contributed significantly to improved task persistence.

Moreover, emotional climate played a central role. Positive emotions facilitate memory retention and cognitive processing (Immordino-Yang et al., 2019). The joyful classroom atmosphere observed during Cycle II characterized by laughter and movement likely enhanced students' willingness to take risks in speaking Arabic. This aligns with research suggesting that reduced anxiety fosters better second language acquisition outcomes in young learners (Dewaele & MacIntyre, 2016). Language learning in early childhood is inherently social. Sociocultural theory posits that children acquire language through interaction within meaningful social contexts (Vygotsky, 1978; revisited in contemporary discussions by Fleeer, 2016). The role-playing and group competitions implemented in this study provided authentic communicative contexts where Arabic expressions were used interactively rather than mechanically.

The improvement in responsiveness and confidence observed in Cycle II supports research demonstrating that peer interaction enhances language competence (Justice et al., 2018).

When children practiced greetings and simple phrases through role-play, language became functional and purposeful. Instead of repeating isolated vocabulary, students used Arabic within simulated real-life scenarios. This functional application likely strengthened both comprehension and expressive ability.

Recent studies on early foreign language instruction emphasize that play-based interaction accelerates vocabulary acquisition by integrating movement and multisensory engagement (Mavilidi et al., 2018). In this study, incorporating physical movement into vocabulary games helped sustain attention and improved memory retention. Embodied learning theory suggests that physical activity supports cognitive encoding processes, particularly in young children.

The success of the intervention also reflects the effectiveness of Classroom Action Research (CAR) as a methodological framework. CAR enables teachers to refine instructional strategies systematically through iterative cycles (Burns, 2019). The reflective adjustments made between Cycle I and Cycle II such as incorporating reward systems and more dynamic activities demonstrate how continuous evaluation enhances pedagogical effectiveness. Teacher reflection is critical in early childhood settings, where responsiveness to student needs directly affects engagement (Kemmis et al., 2014). The flexibility provided by CAR allowed the teacher to identify weaknesses in Cycle I and implement targeted improvements. This aligns with contemporary perspectives that view teachers as reflective practitioners capable of improving learning outcomes through systematic inquiry (Cain, 2018).

The context of RA AL Huda Pamulang adds a culturally significant dimension to the findings. Arabic in Islamic early childhood institutions is not merely a foreign language but a language of religious importance. However, the challenge lies in presenting it in a manner that aligns with children's developmental needs. Studies on Arabic learning for early childhood in Indonesia indicate that playful strategies increase interest and reduce perceptions of difficulty (Sitorus et al., 2024; Lubis et al., 2024). The findings of this research reinforce those conclusions. By transforming Arabic lessons into joyful experiences, students developed positive attitudes toward the language.

Cultural relevance also played a role. Songs and greetings incorporated Islamic values familiar to students, creating contextual meaning. Research suggests that culturally responsive pedagogy enhances engagement and identity development (Gay, 2018). In this study, integrating religiously relevant vocabulary within playful activities strengthened students' connection to the content.

Each indicator of learning interest demonstrated measurable improvement:

- a. Attention improved as games sustained focus.
- b. Participation increased through interactive group tasks.
- c. Enthusiasm rose due to emotionally positive activities.
- d. Responsiveness strengthened during role-play.
- e. Task Persistence improved with structured guidance and rewards.

These findings correspond with recent research emphasizing that playful learning enhances executive function skills, including self-regulation and persistence (Yogman et al., 2018). Improved task persistence observed in Cycle II suggests that children became more confident and self-directed.

The findings carry several implications. First, they confirm that play-based methods are not merely supplementary activities but central strategies for early childhood language instruction. Second, teacher training programs should emphasize guided play techniques for Arabic education. Third, curriculum design in Islamic early childhood institutions should prioritize engagement over memorization. Finally, policymakers should support child-centered pedagogical reforms aligned with global early education standards.

The improvement from 45% to 85% indicates that instructional design significantly influences learning outcomes. This supports the argument that motivation and engagement are not fixed traits but can be cultivated through appropriate pedagogical interventions (Hidi &

Renninger, 2016). Despite positive results, this study involved a small sample size (10 students), limiting generalizability. Future research should involve larger samples and experimental designs to strengthen causal claims. Longitudinal studies could also explore whether improved interest translates into long-term Arabic proficiency.

CONCLUSION

This study aimed to improve early childhood interest in learning Arabic through the implementation of play-based methods at RA AL Huda Pamulang. Based on the results obtained from two cycles of Classroom Action Research (CAR), it can be concluded that the integration of structured and guided play activities significantly enhanced students' learning interest across all measured indicators: attention, participation, enthusiasm, responsiveness, and task persistence. The initial findings in the pre-cycle stage indicated that students' interest in learning Arabic was relatively low, with an overall percentage of 45%, categorized as Fair. Conventional teaching methods that relied primarily on repetition and teacher-centered instruction were not fully aligned with the developmental characteristics of children aged 5–6 years. At this stage, students demonstrated limited attention span, passive participation, and minimal responsiveness. These findings confirm that early childhood learners require instructional strategies that are experiential, interactive, and emotionally engaging. The implementation of play-based learning strategies in Cycle I marked a substantial improvement. By incorporating language games, Arabic songs, flashcards, and simple role-play activities, students' learning interest increased to 68%, categorized as Good. Children became more attentive and actively involved during lessons. The classroom atmosphere became more dynamic, and students showed visible enthusiasm when participating in group-based activities.

However, reflection after Cycle I revealed that further refinement was necessary, particularly in strengthening task persistence and encouraging equal participation among all students. In Cycle II, improvements were made by introducing more varied and structured play activities, including storytelling with puppets, movement-based vocabulary games, group competitions, and simple reward systems. These refinements successfully enhanced students' motivation and engagement, resulting in a final learning interest percentage of 85%, categorized as Very Good. This result exceeded the predetermined success indicator of 75%, indicating that the intervention was highly effective. The findings of this research confirm that play-based learning is not merely a supplementary strategy but a central pedagogical approach in early childhood language education. Play allows children to learn naturally, reduces learning anxiety, and strengthens emotional connections to instructional content. When Arabic vocabulary was embedded in meaningful and enjoyable activities, students no longer perceived the language as difficult or abstract. Instead, they experienced it as part of a joyful and interactive learning process. Another important conclusion is that social interaction plays a critical role in early childhood language acquisition. Role-playing and collaborative games provided meaningful contexts for practicing Arabic expressions. Students used language functionally rather than mechanically, which improved both comprehension and confidence. The positive emotional climate observed during Cycle II further contributed to the effectiveness of the intervention. A supportive and joyful classroom environment encouraged students to take risks, speak more confidently, and complete assigned tasks independently. The use of Classroom Action Research (CAR) proved effective in facilitating continuous improvement. The cyclical process of planning, acting, observing, and reflecting allowed the teacher to identify weaknesses and adjust instructional strategies systematically. This reflective practice strengthened the quality of implementation and ensured that learning activities remained responsive to students' needs. From a broader perspective, this study highlights the importance of aligning Arabic language instruction in Islamic early childhood institutions with developmentally appropriate practices. Arabic, although culturally and religiously significant, should be introduced in ways that respect children's cognitive and emotional readiness. Emphasizing engagement over memorization

fosters not only immediate learning interest but also long-term positive attitudes toward language learning. Despite its positive findings, this study has several limitations. The research involved a small sample size of 10 students, which limits generalizability. Additionally, the focus was primarily on learning interest rather than long-term language proficiency. Future research should involve larger participant groups, experimental research designs, and longitudinal studies to examine the sustained impact of play-based Arabic instruction. In conclusion, the implementation of play-based methods at RA AL Huda Pamulang successfully improved early childhood interest in learning Arabic. The steady increase from 45% in the pre-cycle stage to 85% in Cycle II demonstrates that child-centered, interactive, and joyful instructional strategies significantly influence engagement and motivation. Therefore, play-based learning is strongly recommended as an effective approach for Arabic language instruction in early childhood education settings.

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