

Implementation of Singing Method in Islamic Education Learning to Enhance Students' Learning Interest in Malaysian School

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Abstract: *Students' interest in Islamic Religious Education (PAI) is often a challenge that affects the effectiveness of learning. Lack of engagement and motivation hinders the achievement of learning goals. To overcome this, the singing method was introduced as an innovative approach to create a more fun and interactive atmosphere. This study aims to explore the application of singing methods in PAI lessons to increase students' interest in SB At-Tanzil Kayu Ara in Malaysia. Using a descriptive qualitative approach, data were collected through interviews and documentation. The data analysis follows the Miles and Huberman model, including data reduction, presentation, and conclusions. Managers, teachers, and students are the main informants. The results of the research on the application of the singing method can increase students' interest. By implementing Islamic songs related to the lesson content creates a fun atmosphere, making it easier for students to understand and memorize the material while increasing their engagement. This method also increases students' confidence during learning. Thus, the singing method can be an effective alternative strategy to increase students' interest, especially in PAI lessons, and should be applied more widely in various educational settings.*

Keywords: *Learning Interest, PAI, Singing Method*



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A. Introduction

Islamic Religious Education (PAI) has a strategic role in shaping the character and morals of students, including the children of Indonesian Workers (TKI) who are educated in informal schools abroad. However, the PAI learning process often faces serious challenges, especially related to students' lack of interest in learning. At SB At-Tanzil Kayu Ara, Malaysia, many students show passivity, difficulty memorizing religious materials, and quickly feel bored in learning (Firmansyah et al., 2023).

One of the factors that contributes to this low interest in learning is the use of traditional teaching methods. Teachers often use the lecture method in delivering material, which causes learning to be monotonous and less interesting for students (Kurniawan, 2020). Without variations in the delivery of material, students find it more difficult to understand the concepts taught and feel that PAI learning is not interactive or

fun enough. As a result, they lose motivation to learn optimally and have difficulty mastering the material well (Azmi et al., 2023).

Learning is a process in which there is an interaction between various elements involved in education (Djamaluddin & Wadana, 2019). These elements include students as learners, educators who act as facilitators, and also various learning resources or media used to support this process. This interaction aims to help students achieve certain expected competencies or skills. This learning process can take place in the form of activities that are carried out directly, or indirectly (Wahyuni, 2020). When students have an interest in the material being studied, it will be easier for them to understand and store information in their cognitive memory. This sense of interest helps students to focus more and be involved in learning process activities. As a result, they will perform better learning tasks or activities if they feel interested, but conversely, if interest is not there, then their efforts and learning outcomes tend to decrease. (Villa et al., 2022).

Students' interest in learning is one of the key factors that need to be the main focus in the educational process. Without interest from students, learning will not run effectively and the expected goals will be difficult to achieve (Siswoyo et al., 2024). The singing method in Islamic education learning is closely related to Jean Piaget's cognitive development theory, which emphasizes that children's thinking evolves through stages and is shaped by active interaction with their environment. For elementary school students, who are typically in the concrete operational stage, effective learning involves concrete experiences, symbolic representations, and repetition. (Yusdar et al., 2025). Therefore, it is important for teachers to design Islamic Religious Education lessons in a creative and engaging way. One way that can be used is to invite students to sing in the learning process (Sari, 2021).

Singing is a unique form of communication, in which a person expresses his or her feelings, thoughts, and inner experiences through a combination of tones, rhythms, and lyrics. Through beautiful melodies and balanced harmony, one can convey complex and sincere messages to listeners (Ambarwati, 2023). The lyrics of the selected song must contain vocabulary, concepts, or themes that are directly related to the learning objectives. This aims to ensure that students not only enjoy singing activities, but also get educational benefits from these activities. In addition, the lyrics of the song must also be designed or chosen in such a way that it attracts students' attention and is easy to remember, so that it can help strengthen their understanding of the material being studied (Nurmalaysia & Ibrahim, 2020).

Incorporating Islamic teachings into learning is very important to be adjusted and implemented in the context of the current new normal environment (Abidin et al., 2022). This method has great potential in helping students to memorize prayers, verses of the Qur'an, as well as various Islamic Religious Education (PAI) materials in a more fun and easy way. For example, the lyrics of the song can be adapted to the content of the lesson, such as the five basic principles of Islam, the basic beliefs of faith, good morals, the names of angels, prophets, and important stories in Islamic teachings. By associating the lyrics

of songs containing PAI material, students will indirectly repeat the material, which makes the memorization process more efficient. In addition, singing activities are able to build a more dynamic and interactive learning environment, which has the potential to significantly improve and maintain students' concentration levels during the learning process and engagement during lessons (Zaedi, 2023).

Previous studies provide insights into the use of singing methods in Islamic religious education learning. Research by (Hanipudin, 2021) on the application of the singing method at RA Baitussalam Wringinharjo Cilacap shows that singing can increase students' learning interest by presenting the material in a fun and engaging way. This method enables children to absorb lessons more effectively through simple, rhythmic, and repetitive melodies. Similarly, research by (Malik et al., 2022) found that the implementation of singing methods in Islamic education significantly improved students' memorization and learning outcomes, especially for daily prayers and short Qur'anic verses. The students also demonstrated higher motivation and active participation during learning sessions. Furthermore, (Wahyuningsih & Khoiriyah, 2024) confirmed that the singing method is effective in increasing students' interest and learning outcomes in Arabic language learning, with significant improvements in both aspects.

While these studies have demonstrated the general effectiveness of the singing method in various Islamic learning contexts, they largely focus on early childhood or primary education in typical domestic (Indonesian) settings and often treat the singing method as a standalone strategy. Most previous research has not explored the unique socio-cultural challenges of children of Indonesian migrant workers who are educated outside of Indonesia. Additionally, there is limited examination of how the singing method interacts with students' affective and psychosocial development, such as self-confidence, classroom engagement, and adaptation to multilingual or multicultural learning environments. This study aims to explore the application of singing methods in PAI lessons to increase students' interest in SB At-Tanzil Kayu Ara in Malaysia.

B. Method

This study uses a qualitative method with a descriptive approach to analyze the application of the singing method in Islamic Religious Education (PAI) learning to increase students' interest in learning at SB At-Tanzil Kayu Ara. The data sources in this study consist of primary and secondary data (Sugiyono, 2021). Primary data was obtained through interviews with 1 managers, 1 teachers, and 2 students as the main informants, as well as direct observation in the SB At-Tanzil Kayu Ara class. Meanwhile, secondary data was collected from documents relevant to the study. The data collection techniques used include participatory observation to observe the application of singing methods, in-depth interviews with informants to explore the informant's perspective, and documentation to obtain written data that supports the research. Data analysis was carried out using the Miles, Huberman, and Saldana interactive analysis model which included

three main stages: data condensation to filter relevant information, presentation of data in a systematic format, and drawing conclusions based on the interpretation of findings (Miles & Huberman, 2014). The validity of the data is guaranteed through source triangulation by comparing information from various informants and triangulation methods by combining the results of observations, interviews, and documentation to increase the validity and reliability of the data (Sugiyono, 2021).

C. Results and Discussion

Results

This study reveals that the application of the singing method in Islamic Religious Education (PAI) learning at SB At-Tanzil Kayu Ara Malaysia, has a considerable impact on increasing students' interest in learning. Here are the main findings of the study:

Planning

Material Analysis; The teacher first determines the material that is suitable to be taught using the singing method, such as the pillars of Islam, the pillars of faith, and daily prayers. **Song Selection and Creation;** The songs used must be in accordance with the level of understanding of students and have lyrics that are easy to memorize. Teachers can use songs that students are familiar with or create new songs with simple tones to make them more interesting and easy to understand. **Preparation of Media and Learning Resources;** In addition to songs, teachers prepare additional media such as lyrics, or loudspeakers to make it easier for students to follow the lessons. **Evaluation;** The teacher establishes a way to measure the effectiveness of this method, such as through memorization tests, observation of student engagement, and feedback from students to find out if they can more easily understand the material with the singing method.

Implementation

The first step in applying the singing method in learning is to write down the material to be learned so that students can take notes and understand the basic concepts first. This process aims to provide an initial overview of the material that will be packaged in the form of songs. Teachers ensure that students take complete notes so that they have written references that they can read back. After the recording process is complete, the teacher begins to turn the material into song lyrics using simple and easy-to-memorize melodies. The selection of songs is carried out by considering the suitability of the learning theme and the level of understanding of students, so that they can follow and remember it better.

After the song is ready, the teacher introduces the lyrics to the students and invites them to sing them together. In the early stages, students just listen and try to follow the song slowly. The teacher then guided them by repeating the song several times so that they were familiar with the lyrics and melody used. In this session, the teacher also gave an explanation of the meaning of each part of the song, so that students not only memorized, but also understood the content contained in the lyrics. After the students became familiar, they were invited to sing songs with more confidence. At the end of the

learning session, the songs that had been sung before were repeated together as a form of material reinforcement. This repetition aims to deepen students' understanding of the material that has been taught and ensure that they really memorize it well.

At the beginning of the application of this method, some students showed shyness and lack of confidence to sing in front of their peers. They seemed hesitant and tended to be reluctant to speak out loud. However, after several attempts and seeing their friends enjoying the learning process, they began to feel more comfortable. Gradually, they began to enjoy this method and even showed great enthusiasm. Some students even volunteered to sing the songs at the next meeting. This shows that the singing method succeeds in creating a more enjoyable learning atmosphere, where students do not feel bored or burdened with the material given.

In addition to creating a more fun atmosphere, the singing method also succeeded in increasing student involvement in the learning process. They became more active in participating in each learning session, not only in singing but also in memorizing daily prayers, short verses, and Islamic concepts taught. Through this method, students not only become easier in remembering the material, but also more involved in discussions and reflections regarding the content of the song. In addition, this method also has a positive impact on student confidence. By getting used to singing songs repeatedly, they become more confident in memorizing and delivering material in front of the class. At first, some students still feel awkward, but over time they begin to show courage to sing aloud and even lead their peers. This shows that the singing method not only contributes to improving students' understanding, but also helps them in developing better communication skills and confidence.

Overall, the singing method provides many benefits in PAI learning. Not only does it make learning more interesting and interactive, but it also helps students understand and memorize the material in a more fun way. With the right approach, this method can continue to be developed and applied in various other learning materials to increase the effectiveness of the teaching and learning process.

Evaluation

A thorough observation of the learning process was carried out to see the level of student participation. Teachers actively observe how students respond to this method, whether they are more enthusiastic about participating in lessons, as well as how their involvement in learning activities compares to previous learning methods. These observations are carried out systematically to ensure that the singing method really has a positive impact on students' interest and understanding.

In addition to making direct observations, teachers also compare students' memorization results before and after the application of the singing method. In the early stages, students are tested with conventional memorization methods, where they are asked to memorize the material without the help of a song. The results showed that many

students had difficulty memorizing, often forgetting certain passages, and taking longer to remember the material well.

After the singing method is applied, a memorization test is carried out again to see the changes that occur. The results showed a significant improvement in students' memory. They memorize faster, make fewer mistakes in memorization, and are more confident when delivering material in front of the class. This shows that the singing method not only helps students in understanding the material better, but also increases their confidence in memorizing and re-conveying the information they have learned.

When asked about the effectiveness of this method, teachers stated that the singing method has proven to be very effective in increasing students' interest in learning. Therefore, this method is planned to continue to be used in PAI learning in the future. However, to maintain variation in the learning process and avoid boredom, the singing method will not be the only approach applied. Teachers will combine this method with other learning strategies, such as group discussions, educational games, and the use of digital media, so that the learning process remains interesting and in accordance with the needs of students.

With the combination of various learning methods, it is hoped that the effectiveness of the teaching and learning process can increase. The singing method will remain an important part of teaching strategies because it has been proven to increase student engagement, strengthen their memory of the material, and create a more fun and interactive learning atmosphere



Figure 1 & 2. Application of Singing Method

Table 1. Improvement in The Application of Singing Methods

No	Name	Before	After
1.	U	✓	✓
2.	AR	x	✓
3.	S	✓	✓
4.	F	x	x
5.	D	✓	✓
6.	H	✓	✓
7.	A	✓	✓
8.	FA	✓	✓
9.	FL	x	x
10.	FT	x	✓
11.	Z	x	✓
12.	A	✓	✓
13.	H	✓	✓
14.	K	✓	✓
15.	AM	✓	✓
16.	AL	x	x
17.	R	x	✓
18.	DA	✓	✓
19.	L	✓	✓
20.	N	x	✓
21.	FZ	✓	✓
22.	I	x	x

Discussion

Application of the Singing Method in PAI Learning

The application of the singing method in SB At-Tanzil Kayu Ara is carried out by choosing songs that contain religious values, such as daily prayers and Islamic pillars. These songs are presented in an engaging and memorable form for students. Teachers use music as a medium to convey PAI material, so that learning becomes more fun and interactive. Research by (Winengsih et al., 2025) shows that the application of the singing method can improve students' understanding of religious materials. In the study, students who were taught about the pillars of Islam through songs showed a significant improvement in their understanding of the material.

Interest in learning is an important basis for the success of the educational process. When students have a high interest in a subject, they tend to be more active, focused, and enthusiastic in the learning process (Aulia et al., 2023). On the other hand, without interest in learning, students will have difficulty understanding the material being taught, feel bored, and even lose motivation to engage in learning activities. In the context of Islamic Religious Education (PAI), this is even more important because the content taught not only includes cognitive aspects, but also includes affective and psychomotor elements,

such as religious values, acts of worship, and virtuous character development (Mahdiyyah et al., 2024).

Students' Experience and Perception of Singing Methods

Interviews with students showed that they felt more interested and motivated to follow PAI learning after using the singing method. Students admitted that they felt happy and it was easier to remember the daily prayers and the pillars of Islam because the material was presented in the form of songs that they enjoyed. Research by (Loka & Ichsan, 2022) supports this finding, by showing that the singing method can increase motivation and the development of religious values in children. This method also increases student confidence. By singing with their friends, students feel more comfortable expressing themselves in front of others. This activity helps to build a sense of community among students, which ultimately creates a more inclusive and collaborative learning environment

The Influence of the Singing Method on the Understanding of PAI

The singing method has proven to be effective in helping students understand PAI material. In learning the pillars of Islam, for example, students can remember the order of the pillars of Islam more easily through songs that contain rhythm and repetition. This shows that the use of music in learning can support the improvement of students' memory. Research by (Hayya et al., 2024) shows that the singing method can improve students' cognitive abilities, including in remembering and understanding subject matter.

Supporting and Inhibiting Factors in the Application of the Singing Method

The creativity of teachers in adapting PAI material into fun and memorable songs for students plays a very important role in the successful implementation of the singing method. Teachers who are able to innovate by choosing songs that are relevant to the teaching material, such as daily prayers or the pillars of Islam, create more interesting learning. Research by (Sari, 2021) shows that teachers' creativity in using alternative methods such as music can increase student engagement in learning, as well as help them understand and remember material more easily. The existence of supportive learning facilities, such as musical instruments or audio media to play songs, is essential in the application of singing methods. By using this facility, teachers can create a more interactive and interesting learning atmosphere. This is in line with findings in a study by (Puspitasari et al., 2023), which showed that adequate learning media, such as audio-visual, can increase the effectiveness of singing methods in PAI learning.

One of the main challenges in implementing the singing method is the limited time available in a busy learning schedule. Students may not have enough time to really enjoy or repeat the song to the fullest in a limited amount of time. Not all students feel comfortable singing in public. Some students may feel embarrassed or lack the confidence to perform in front of their peers. Therefore, teachers need to create a supportive environment and give students the opportunity to practice first in small groups before appearing in front of the class. According to research by (Wulandari et al., 2022) students'

confidence can be increased through more intimate group activities, so they feel more comfortable participating in singing activities.

The application of the singing method in Islamic Religious Education (PAI) learning at SB At-Tanzil Kayu Ara has proven effective in increasing students' interest in learning. This strengthens Jean Piaget's view of the stages of children's cognitive development, especially at elementary school age which is at the concrete operational stage. At this stage, children learn most effectively through direct experience, repetition, and symbolic representation, such as through songs (Yusdar et al., 2025).

The results of this study are also in line with the findings of Hanipudin (2021) and Malik et al. (2022) which stated that the singing method can significantly increase students' interest and learning outcomes in PAI learning, especially in mastering daily prayers and short letters of the Qur'an. Songs with relevant lyrics make it easier for students to understand and memorize the subject matter in a fun way.

Furthermore, the results of observations show that this method not only has an impact on the cognitive aspect, but also on the affective and psychomotor aspects of students. This is supported by the behaviorist learning theory, which states that repetition of stimuli (in this case songs) can strengthen students' memory and responses (Skinner in Djamaluddin & Wadana, 2019). By singing repeatedly, students are able to remember the material more easily and increase their courage in presenting the material orally.

This method also strengthens students' intrinsic motivation. As explained by Deci & Ryan's learning motivation theory (Self-Determination Theory), fun activities that actively involve students can increase self-confidence and independence in learning. This finding is in line with the research results of Loka & Ichsan (2022) which found that the singing method not only arouses interest but also forms important moral and social values in religious education.

In addition, the results of this study also confirm the importance of innovation in learning strategies, as stated by Kurniawan (2020), that monotonous learning such as lectures will only reduce student participation and interest. Therefore, the presence of the singing method is a contextual and adaptive solution in answering the challenges of Islamic Religious Education learning, especially in the community of migrant worker children who have a diverse socio-cultural background.

D. Conclusion

The application of the singing method in learning Islamic Religious Education (PAI) at SB At-Tanzil Kayu Ara Malaysia shows students' interest in learning. The research findings demonstrate that the application of the singing method significantly increased student engagement, improved memorization, and boosted their confidence. Data collected from observations, memorization tests, and student feedback show that students became more involved in the learning process and enjoyed the lessons more, with noticeable improvements in their understanding and retention of PAI material such as the pillars of Islam, daily prayers, and faith. However, the study also faced limitations,

including initial resistance from some students due to shyness and reluctance to sing in front of peers. Resource constraints, such as limited classroom space and the need for more diverse song options, were also observed. Despite these challenges, the method proved effective in creating a more dynamic and engaging learning atmosphere.

For future research, it is recommended to explore the integration of the singing method with other teaching strategies, such as digital tools and educational games, to further enhance its effectiveness. Additionally, investigating the long-term impact of the singing method on students' academic performance and emotional development could provide valuable insights into its broader applicability in educational settings.

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