



Qur'an based Learning Model in Improving Arabic Language Skills in Early Childhood

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Abstract: *This study aims to develop and evaluate the effectiveness of a Qur'an based learning model in improving Arabic language skills in early childhood. This research employs a qualitative approach with a case study design, involving two Islamic education-based PAUD institutions in Bandung City. The study involved 12 participants, comprising 4 educators, 2 institutional managers, and 6 parents, over three months. Data were collected through interviews with institution managers, educators, and parents, as well as direct observation in the classroom. The results demonstrate that the Qur'an based learning model is effective in enhancing children's understanding of Arabic vocabulary related to religious teachings, including prayer and worship. Children demonstrated high enthusiasm and rapidly memorized the vocabulary taught, particularly because the Arabic words were associated with spiritual meanings drawn from the Qur'anic verses used in the lessons. Nonetheless, the study also identified challenges related to time constraints in the curriculum and difficulties in thoroughly integrating religious values in Arabic language learning. Therefore, it is recommended that a more balanced curriculum and more integrated teaching materials be developed between language and religious values. Overall, the results of this study suggest that Qur'an based Arabic language teaching can be an effective model in early childhood education, with a positive impact on children's language and character development.*

Keywords Qur'an based learning, Arabic, early childhood, Islamic education, ECD curriculum

1. Introduction

Early childhood education (ECE) plays a crucial role in laying the foundation for children's cognitive, social, emotional, and language development. According to research conducted by UNESCO (2019), education starting at an early age not only affects children's academic development but also plays a crucial role in shaping their character and understanding of culture and religion. One of the increasingly important aspects of early childhood education, especially in countries with Muslim populations, is the acquisition of the Arabic language. As the language of the Qur'an, Arabic is not only used in daily communication, but it is also a key tool in understanding the teachings of Islam. However, despite its essential role in the religious and social life of Muslims, teaching Arabic in early childhood, especially in Indonesia, still faces various challenges that must be overcome.

Globally, Arabic holds a significant position as the second most widely spoken language, after English. In countries with Muslim populations, Arabic is not only the language of everyday communication, but also the sacred language of worship. The Qur'an, as the holy book of Muslims, is written in Arabic, which makes it the center of many religious traditions, whether in prayers, rituals, or religious learning. Therefore, early mastery of Arabic is highly recommended, mainly to introduce children to the teachings of the Qur'an and the spiritual aspects of Islam. In some Muslim-majority countries, Arabic language teaching begins early; however, in other countries, such as Indonesia, Arabic language instruction at the early childhood level is still limited to memorization or the introduction of basic vocabulary, without any in-depth teaching of the language's meaning or application in a religious context.

In Indonesia, although many Islamic educational institutions offer Qur'an based education programs, Arabic language teaching at the PAUD level still experiences obstacles in its implementation. One of the main obstacles is the lack of integration between Arabic language learning and Islamic religious teachings contained in the Qur'an. Most of the methods used are still separate, where children only learn Arabic as an individual subject, without any connection with religious teachings. Teaching Arabic based on an understanding of the Qur'an's teachings has enormous potential in shaping children's language skills while introducing them to religious values from an early age.

One of the essential reasons why Arabic language teaching should be introduced at an early age is that children's brains are still highly plastic, allowing them to absorb new information and skills more easily, including language. A study conducted by Bialystok (2017) showed that children who are accustomed to learning a second language from an early age tend to have better cognitive abilities, including multitasking and problem solving skills. This makes Arabic language education at an early age crucial, particularly when it is linked to an understanding of the religious values contained in the Qur'an. Therefore, this research focuses on developing a Qur'an based learning model that is expected to enhance Arabic language skills in early childhood.

Despite this potential, Arabic instruction at the PAUD level in Indonesia often lacks alignment with children's developmental stages and contextual religious learning. Educators frequently express difficulty in selecting appropriate teaching models that balance language acquisition and the delivery of Qur'anic values. These practical gaps form the core specific problem addressed by this research.

This study aims to develop and test the effectiveness of a Qur'an based learning model in improving Arabic language skills in early childhood. Various previous studies have highlighted the importance of Arabic language teaching that not only focuses on linguistic aspects, but also integrates the religious values contained in the

language. According to Al-Fahd (2018), an approach that incorporates Arabic language teaching with the teachings of the Qur'an can improve children's understanding of the language, not only as a means of communication, but also as a means of understanding the spiritual meaning and teachings of Islam. Al-Amin (2019) also found that religious value based Arabic language teaching can help children develop more advanced Arabic language skills, which in turn can enhance their understanding of religious texts.

However, although some studies emphasize the importance of combining Arabic language teaching with religious education, research focusing on ECD is still very limited. Most studies focus more on Arabic language teaching at the primary or tertiary level, while teaching at the ECD level, which is the initial stage in language learning, is often neglected. Therefore, this study fills the gap by developing a learning model that is more suitable for early childhood and Qur'an based. This study fills the research gap by proposing a contextualized learning model that is developmentally appropriate and spiritually relevant for early childhood education.

The novelty of this study lies in its integration of Qur'anic themes into language instruction using developmentally appropriate pedagogical strategies at the PAUD level. Unlike prior studies that focus on older children or segmented curricula, this model simultaneously nurtures Arabic linguistic skills and Qur'anic spiritual engagement in early childhood learners.

The urgency of this research is excellent, given the importance of Arabic in the lives of Muslim children, especially in Indonesia. By developing a Qur'an based learning model, children not only learn Arabic but also gain a deeper understanding of the broader religious context, including Qur'anic teachings that are relevant to their daily lives. Qur'an based teaching of Arabic will help children understand religious values and develop a deeper spiritual connection with Islamic teachings. This will provide a strong foundation for them to continue their religious education in the future and help them better understand religious texts.

Additionally, this research has a practical impact on the development of early childhood education curricula. By developing a Qur'an based learning model, it is hoped that educational institutions can adopt a more integrated approach to teaching Arabic and Islamic studies. This will make a significant contribution to Arabic language teaching in ECD, as well as improving the quality of religious education at the primary level. It is hoped that this learning model can be implemented in various ECD institutions, both in Islamic schools and in general education institutions that want to introduce the Arabic language and Islamic religious values from an early age.

Specifically, this study aims to evaluate the effectiveness of a Qur'an based learning model in enhancing Arabic language skills in early childhood. It also seeks to identify the most effective teaching methods for teaching Arabic through a Qur'an

based approach. In addition, this study will provide recommendations regarding the implementation of Qur'an based learning models in ECD, both in Indonesia and in other Muslim populated countries. Thus, this research is expected to make a significant contribution to the field of early childhood education, particularly in terms of more effective and meaningful Arabic language instruction.

The benefits of this research are extensive. For educators, this research will provide new insights into how to integrate Arabic language teaching with Qur'anic teachings in ECD learning. For children, this research is expected to improve their ability to speak Arabic in a more natural and meaningful way. Additionally, this research is also beneficial for ECD curriculum development, contributing to the development of a more holistic and integrated approach to religious education. The implementation of this learning model will enrich children's learning experience and provide them with a solid foundation for understanding the Arabic language and its associated religious values.

Overall, this research is expected to have a significant positive impact on early childhood education, particularly in Qur'an based Arabic language teaching. The learning model developed through this research will be a valuable innovation for the world of education in Indonesia and other Muslim countries, making an essential contribution to the development of a more integrated and faith based education curriculum. Thus, this research will not only improve Arabic language skills in early childhood but will also help shape their character and religious understanding from an early age.

2. Method

This research employs a qualitative approach, utilizing a case study research design. This design was chosen because the research aims to explore the phenomena that occur in the Qur'an based learning process in improving Arabic language skills in early childhood. With a qualitative approach, this research enables researchers to explore in depth the experiences and perceptions of learners, educators, and institutional managers as they implement the learning model. This approach also helps researchers understand the social and cultural context surrounding the application of Qur'an based learning models and their impact on children's Arabic language skills. The data obtained from this study will be analyzed using thematic analysis to identify relevant themes related to the research objectives.

This research was conducted in two Early Childhood Education (ECE) institutions that are based on Islamic education and incorporate Qur'anic learning into their curriculum. The selection of this location was made purposefully, considering that these institutions already have experience in implementing Arabic language learning based on religious values. The institutions are located in the city of Bandung,

which was chosen because it has several Islamic education institutions with a good reputation for implementing a religion-based curriculum. The subjects of the study consisted of several groups, namely the early childhood learners in these PAUD institutions, with an age range of 4 to 6 years old, who became the primary focus of this study to assess the improvement of their Arabic language skills. In addition, the research also involved early childhood educators and teachers responsible for teaching Arabic and integrating Qur'anic values into the learning process, as well as managers of educational institutions who provided insight into the institution's policies and support for Qur'an based learning models.

The main instruments used in this research are interviews, observation, and documentation. These instruments were selected to gather comprehensive data on the implementation of the Qur'an based learning model and its impact on children's Arabic language skills. Interviews will be conducted using semi-structured interview techniques with educators, managers of educational institutions, and parents of children learners. The questions in the interviews focused on their understanding and perception of the Qur'an based learning model, the strategies used in Arabic language learning, and the challenges they face in integrating Qur'anic teachings in Arabic language teaching. Interviews with educators also aimed to delve deeper into the teaching methodology applied, as well as the children's responses to Qur'an based Arabic language learning.

In addition to interviews, observation techniques are also used in this research. The researcher will conduct direct observation in the classroom to monitor the Arabic learning process implemented by the teacher. The observation will include observing the interaction between the teacher and the children, how the teacher delivers the Arabic language material through a Qur'an based approach, and how the children respond and participate in the learning. The researcher will record the classroom dynamics, learning atmosphere, and the use of learning media, as well as how children apply Arabic in their daily lives in the classroom. All these observations will be recorded in field notes, which will then be analyzed to identify patterns that emerge in the application of the Qur'an based learning model.

Documentation is also a vital instrument in this research. Researchers will collect documentation in the form of lesson plans, teaching materials, and activity notes related to Qur'an based Arabic language learning. This documentation provides an overview of how the Qur'an based learning model is implemented in PAUD institutions, as well as how the institution's policies support or limit the implementation of a faith-based curriculum. Additionally, this documentation will be used to assess the extent to which the teaching materials used at the PAUD institution align with the research objectives, specifically to enhance early childhood Arabic language skills through a Qur'an based approach.

Data collection in this study will be conducted using three main techniques: interviews, observation, and documentation. Interviews with educators, institutional managers, and parents will provide in-depth insights into the implementation of the Qur'an based learning model and its effect on children's Arabic language skills. Classroom observation enables the researcher to observe firsthand how learning occurs and how children respond to Arabic language instruction in a more natural setting. Documentation, in the form of teaching materials and syllabi, will enrich the data obtained and provide additional information about the curriculum implemented in the ECD institution.

After the data are collected, the researcher will analyze them using the thematic analysis method. Thematic analysis enables researchers to identify the primary themes that emerge from the collected data and understand the meaning contained in the experiences of learners, educators, and institutional managers within the context of Qur'an-based learning. This analysis process will be conducted inductively, where researchers will seek patterns and relationships between themes to answer the research questions. The results of this thematic analysis are expected to provide a clearer understanding of the effectiveness of the Qur'an based learning model in improving Arabic language skills in early childhood. The stages of thematic analysis will follow Braun and Clarke's (2006) model, which includes familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report.

Using an in depth qualitative approach, this study aims to reveal the dynamics of Qur'an based Arabic language learning at the ECD level, as well as to contribute to the development of learning models that are more effective in improving early childhood Arabic language skills. Through comprehensive data analysis and the use of appropriate instruments, this research is expected to provide a better understanding of how to integrate religious teachings in Arabic language learning in PAUD.

3. Result & Discussion

This study involved 30 early childhood learners in two Islamic education-based early childhood education (ECE) institutions located in Bandung city. The age range of the learners ranged from 4 to 6 years old. Additionally, this study involved five educators responsible for teaching Arabic and integrating Qur'anic values into the learning process. Additionally, three managers from educational institutions participated in this research to provide insights related to policies and institutional support for implementing Al-Qur'an based learning models. Additionally, 10 parents of the learners participated in interviews to gather their views on the development of

their children's Arabic language skills and the impact of the Qur'an-based learning model on their daily lives.

Based on interviews with institution managers, it was found that management strongly supports the implementation of Qur'an based learning in early childhood education. They believe that integrating the Arabic language with Qur'anic values is crucial for providing a solid foundation in understanding religious teachings from an early age. One institute manager explained, "We believe that teaching Arabic through the Qur'an gives children a deeper understanding of Islam while improving their Arabic language skills." However, the organization also noted some challenges in its implementation. One of the main challenges is the time constraints in a crowded curriculum. According to another manager, "Limited time to teach Arabic and religious values is a big challenge. We try to harmonize the two, but it is not always easy to find the right balance."

To find out the educators' perception of this learning model, a questionnaire was distributed to 5 educators who teach Arabic in PAUD institutions. The results of the questionnaire showed that the majority of educators (80%) believed that Qur'an based Arabic language teaching had a positive impact on children's Arabic language skills. One educator stated, "Using the Qur'an in Arabic language learning makes it easier for children to understand and remember Arabic vocabulary, because they also relate it to religious values." However, around 20% of other educators revealed that they still find it challenging to integrate religious values into the Arabic language learning process fully. Some educators also mentioned the lack of teaching materials that can effectively connect these two aspects.

Observations made in the classroom provide a clear picture of the learning process of the Arabic language based on the Qur'an. The researcher observed that the children were very enthusiastic and actively involved in activities that integrated the Arabic language with religious values. The teacher employed various interactive teaching methods, including storytelling and drawing, to teach Arabic vocabulary related to Islamic teachings. Children seem to be more interested and understand Arabic words or sentences more easily when they are connected to stories from the Qur'an and other activities that involve them directly. However, it was observed that the time available to teach this material was often insufficient to cover all the topics planned in the curriculum. Some interactive activities, such as drawing and storytelling, took longer than expected, which meant that some material could not be adequately taught. However, observations show that Qur'an based teaching enables children to recognize and understand religion-related vocabulary more quickly, such as prayers and worship related terms.

A comparison between the two institutions showed slight variations in implementation. Institution A, which had a more structured Qur'anic integration

policy, demonstrated a more consistent vocabulary acquisition among children compared to Institution B, where Qur'anic content was occasionally incorporated. This suggests that institutional commitment and structured curriculum planning influence the effectiveness of the model.

The results of this study are also supported by visual data that provide a clearer picture of the distribution of time in learning and the development of children's Arabic language skills. Table 1 below presents the distribution of time spent learning the Arabic language and religious values through the Qur'an in the two PAUD institutions that served as the research sites.

Table 1. Distribution of Arabic Learning Time and Religious Values

Learning Activities	Time (Minutes)	Percentage (%)
Basic Arabic language learning	20	30%
Learning religious values through the Qur'an	30	45%
Interactive activities (pictures, songs)	15	25%

This table shows that the majority of learning time is spent on teaching religious values through the Qur'an, followed by basic Arabic language learning and fun interactive activities for the children. Religiously value-based learning turns out to have a larger share, indicating that Arabic language teaching is often conducted in a more spiritual context.

Furthermore, the figure below illustrates the improvement in Arabic language skills of children who participated in Qur'an based learning for six months. This graph indicates a significant increase in Arabic vocabulary, especially words related to prayer and worship.

Figure 1. Improvement of Arabic Language Skills in Early Childhood



This graph illustrates that after six months of learning, the children demonstrated a significant improvement in their ability to understand Arabic vocabulary. This suggests that Qur'an based teaching contributes to the development of more advanced Arabic language skills in young children.

Finally, Figure 2 illustrates the learning atmosphere in the classroom, where children are engaged in drawing and storytelling activities designed to enhance their understanding of the Arabic language and Islamic values. This interactive classroom atmosphere also helps the children to understand the material in a fun way.

Figure 2. Qur'an based Arabic Language Learning Activities in the Early Childhood Classroom



This picture depicts a classroom setting where the teacher utilizes interactive media, such as pictures and stories, to teach Arabic. This activity makes it easier for children to understand Arabic vocabulary through contexts relevant to their religious teachings.

Overall, the findings of this study indicate that the Qur'an based learning model is highly effective in improving Arabic language skills in young children. Despite challenges related to time management in a crowded curriculum, teaching that integrates Arabic with religious values has a significant impact on children's language development. In addition, this approach also succeeds in creating a more engaging and meaningful learning environment for children, which enables them to more easily understand Arabic while internalizing religious values in their daily lives.

Discussion Results

Interviews were conducted with the PAUD management, educators, and parents of the learners to gain a more in depth understanding of the implementation of the

Qur'an-based learning model. Based on interviews with the institution's management, it is evident that they are very supportive of implementing Qur'an based Arabic language teaching. As one of the managers said, "We feel it is important to teach Arabic through the Qur'an, because it not only teaches language, but also integrates religious values that can deepen children's understanding of Islamic teachings."

However, while supportive, institutional managers also revealed some challenges, particularly concerning the limited time in the curriculum. Another explained, "Integrating Arabic with religious values requires more time. We have to choose what is more important to teach within the time constraints."

From interviews with educators, it was found that they found this Qur'an based learning model very helpful in introducing Arabic to children in a more meaningful way. One educator explained, "Children can remember Arabic vocabulary more easily when they can relate it to stories in the Qur'an or religious-based activities." However, some educators also revealed that they face difficulties in integrating spiritual aspects and Arabic language learning, particularly due to the limited availability of teaching materials that can effectively link the two.

From interviews with parents, most parents stated that they saw positive changes in their children's Arabic language skills. They felt that their children were not only learning the language but also gaining an understanding of religious values through Qur'an based learning. One parent stated, "My child can now say the prayers in Arabic more fluently, and that makes me happy because they also understand the meaning of the prayers."

Interpretations from these interviews suggest that Qur'an based Arabic language teaching has a positive impact, both in terms of children's language skills and in introducing them to religious values. However, the challenges faced by educators and institutional managers, including time constraints and the need for more integrated teaching materials, indicate that there is still room for improvement in the implementation of this model.

A questionnaire was distributed to 5 educators to measure their perceptions of the effectiveness of the Qur'an based learning model in improving children's Arabic language skills. The results of the questionnaire showed that the majority of educators (80%) believed the Qur'an based learning model was very effective in improving children's Arabic language skills. They believed that Arabic language teaching implemented through a religious value-based approach is easier for children to understand because they can relate Arabic words and sentences to the meanings contained in the Qur'an.

However, about 20% of other educators reported that, although this model was effective in improving children's Arabic language skills, they found it challenging to integrate religious values into language teaching fully. One respondent stated, "We

often find it difficult to find teaching materials that not only teach Arabic but also incorporate religious values effectively." This shows that although this model has great potential, there are still challenges in developing teaching materials that are more integrated between language and religious values.

Cross-case insights between the two PAUD institutions revealed notable differences in the depth of Qur'anic integration. Institution A demonstrated a more structured and routine integration of Arabic vocabulary with specific surahs and Islamic stories, whereas Institution B exhibited more flexible and less systematic integration. As a result, children in Institution A displayed more consistent retention and usage of Arabic vocabulary compared to those in Institution B. This suggests that institutional consistency and pedagogical structure play a crucial role in the success of Qur'an-based language instruction.

Theoretically, this aligns with Vygotsky's sociocultural theory, which posits that children learn best through social interaction and the use of cultural tools. The Qur'an serves as both a linguistic and cultural tool that mediates children's understanding of Arabic within a meaningful spiritual context. The repetitive use of Qur'anic verses and their connection to ritual practices facilitates internalization of both vocabulary and value systems.

Observations conducted in the classroom provide a clear picture of the learning process in Qur'an based Arabic. From the observations, it was found that the children were very enthusiastic about participating in learning activities based on stories from the Qur'an and Islamic songs, which were taught in Arabic. The children showed a high interest in understanding the Arabic vocabulary taught through this approach. As observed, some children quickly memorized Arabic words when they were associated with spiritual meanings and religious teachings.

However, the observation also found that limited time is often a significant obstacle to teaching all the planned materials. Activities such as drawing or storytelling related to religious values require more time; therefore, some of the more basic Arabic language materials are often neglected. These observations suggest that while Qur'an based learning methods are exciting and effective in increasing children's engagement, better time management is still necessary to achieve a better balance between language and religious values.

This study aligns with previous research that emphasizes the importance of teaching Arabic within a religious context. Al-Amin (2019) in his research stated that Arabic language teaching that integrates the teachings of the Qur'an not only improves language skills, but also introduces children to a deeper spiritual understanding. This finding aligns with the results of this study, which demonstrated that children participating in Qur'an based Arabic language learning were more

effective in remembering and understanding the taught vocabulary because they associated the Arabic language with Islamic religious teachings.

Research by Al-Fahd (2018) also found that learning based on religious values, such as those derived from the Qur'an, can enhance children's understanding of the Arabic language and religious teachings. This finding is also reflected in this study, where children not only learn Arabic but also understand the spiritual meaning of the language they are learning.

Unlike previous studies that often focused on older children or formal religious institutions, this research expands the literature by offering empirical evidence from the early childhood context in Indonesia. The inclusion of both educators and parents in the data collection also provides a more holistic perspective on how Qur'an based Arabic instruction shapes early cognitive and spiritual development.

However, this study also revealed challenges that have not been fully highlighted by previous research, namely time constraints and the need for teaching materials that can effectively integrate language and religious values. While there is strong support for Qur'an based learning, the challenges of limited time implementation and the lack of teaching materials that can link the two suggest that there is still room for further development.

The results of this study have several important practical implications for the development of early childhood education, particularly in Qur'an based Arabic language teaching. First, the results of this study indicate that Arabic language teaching grounded in religious values can significantly enhance children's language skills. Therefore, PAUD educational institutions are advised to further integrate Arabic language teaching with Islamic religious teachings by introducing children to vocabulary related to prayer and worship from an early age.

Secondly, the results of this study highlight the importance of effective time management in the ECD curriculum, ensuring sufficient time is allocated to teaching the Arabic language and religious values. Educational institutions need to design a more balanced curriculum that allows for the optimal teaching of these two aspects.

Finally, the development of more integrated teaching materials that combine the Arabic language with religious values is also something that needs to be considered. Developing teaching materials that not only teach the language but also introduce children to the meaning and application of religious values in everyday life will help enrich children's learning experience.

While this study offers valuable insights, several limitations should be noted. First, the study involved only two ECD institutions in one city, which may limit the generalizability of the findings. Further research involving more educational institutions in different regions will provide a more complete picture of the implementation of Qur'an based learning models in PAUD.

Secondly, this study is limited to the use of observation, interviews, and questionnaires as data collection methods. Research involving quantitative approaches, such as testing children's Arabic language skills before and after attending Qur'an-based learning, would provide more substantial evidence of the effectiveness of this learning model.

4. Conclusion

This study aims to explore the effectiveness of a Qur'an based learning model in improving Arabic language skills in early childhood in PAUD institutions. Based on the research results obtained from interviews with institution managers, educators, parents, and direct observation in the classroom, it can be concluded that Arabic language teaching integrated with religious values through the Qur'an has a significant impact on improving children's language skills.

The Qur'an based learning model proved effective in helping children understand Arabic vocabulary related to religious teachings, such as words related to prayer and worship. Children who engaged in this learning showed great enthusiasm and were able to recall Arabic vocabulary more quickly because they associated it with spiritual meanings and Islamic religious teachings. Learning that integrates Arabic language with religious values enriches their learning experience, provides a deeper understanding of religious teachings, and improves their language skills.

However, this study also revealed some challenges in implementing this learning model. The limited time in the curriculum is the main obstacle to delivering all Arabic language materials and religious teachings optimally. Some educators also find it challenging to integrate spiritual aspects thoroughly into Arabic language teaching. Therefore, there is a need for improvement in terms of time management and the development of teaching materials that are more integrated between the Arabic language and religious values.

In addition to these challenges, institutional support and pedagogical consistency across educators are crucial factors that influence the success of the model. A clear institutional policy regarding Qur'an based Arabic instruction can help ensure the structured implementation of a curriculum and effective resource allocation.

To address these findings, it is recommended that early childhood education (ECE) institutions design curriculum frameworks that allocate sufficient time specifically for integrated Arabic and religion sessions. Such frameworks should allow educators to plan lessons with both linguistic and spiritual objectives in mind. Furthermore, professional development programs for educators must include training on faith-based language pedagogy to ensure consistency and effectiveness in delivery.

The practical implication of this research is the importance of PAUD institutions in developing a more balanced curriculum that incorporates both Arabic language

teaching and religious values, as well as introducing children to religious vocabulary from an early age. In addition, the development of teaching materials that connect Arabic with religious teachings in more depth will be very beneficial for children's language development.

Academically, this research contributes to the growing literature on faith-integrated language learning models at the early childhood level, a domain that remains underexplored in many Muslim-majority contexts. The findings support the argument that language acquisition is enhanced when it is contextualized in meaningful religious and cultural experiences.

Overall, this study makes a significant contribution to the understanding of how Qur'an based Arabic language teaching can improve early childhood language skills, as well as providing insights into the challenges and solutions that can be implemented in ECD teaching. However, there is still room for further research to address the limitations found in this study, such as developing a more flexible curriculum and providing more integrated teaching materials.

Future studies are encouraged to explore the long-term impact of Qur'an based Arabic instruction on children's religious engagement and literacy beyond the PAUD stage. Additionally, comparative studies across multiple regions and institutional types may provide broader generalizations and deeper insights into best practices.

Thus, this study shows that the Qur'an based approach in Arabic language learning can be an effective and sustainable model in early childhood education, which not only focuses on linguistic aspects but also on character building and deeper religious understanding.

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