



LOGHAT ARABI

Jurnal Bahasa Arab dan Pendidikan Bahasa Arab

<https://journal.iaiddipolman.ac.id/index.php/loghat/index>



The Role of the Total Physical Response (TPR) Method in Improving Arabic Vocabulary Mastery for Prayer Recitations/Peran Metode Total Physical Response (TPR) dalam Meningkatkan Penguasaan Kosakata Bahasa Arab Bacaan Shalat

Nova Aulia^{1*}, Talqis Nurdianto², Najmatuzzahiroh³

¹Universitas Muhammadiyah Yogyakarta, Indonesia

²Universitas Muhammadiyah Yogyakarta, Indonesia

³Sekolah Indonesia Makkah, Saudi Arabia

Article Information:

Received : 10 Oktober 2025

Revised : 11 Oktober 2025

Accepted : 8 Desember 2025

Keywords:

Total Physical Response Method;
Arabic Vocabulary;
Prayer Recitations;
Arabic Language

*Correspondence Address:

nova.aulia.fpb22@mail.umy.a
c.id

Abstract: This research examines the effectiveness of the Total Physical Response (TPR) method in improving Arabic Vocabulary mastery for prayer recitations among elementary school students. Using a quantitative quasi-experimental design. The subjects research were 56 third-grade students from the Indonesian school in Mecca, divided into two groups: 28 students in the experimental group and 28 students in the control group, selected by stratified random sampling. The data were collected using Arabic vocabulary tests, administered before and after the training, and then analysed using IBM SPSS Statistics 27 through assumptions (normality and homogeneity) and hypothesis tests (independent sample t-test). After the test, a significant difference of $p=0.006$ ($p < 0.05$) was found in the independent sample t-test, which supported the normal distribution and homogeneity of variance. These findings indicate that the TPR method is an effective, engaging, and contextual approach to enhancing Arabic vocabulary learning for prayer recitations. This novelty highlights the potential of TPR to faster both language mastery and religious comprehension among elementary learners in an Islamic educational.

Abstrak: Penelitian ini untuk menguji efektivitas metode *Total Physical Response* (TPR) dalam meningkatkan penguasaan kosakata Bahasa Arab untuk bacaan salat di kalangan siswa sekolah dasar. Menggunakan metode kuantitatif dengan desain kuasi-eksperimental. Subjek yang diteliti adalah 56 siswa kelas tiga di Sekolah Indonesia Makkah, dibagi menjadi dua kelompok: 28 siswa dalam kelompok eksperimen dan 28 siswa dalam kelompok kontrol, dipilih secara *stratified random sampling*. Data dikumpulkan menggunakan tes kosakata bahasa Arab, yang diberikan sebelum dan sesudah pelatihan, dan kemudian dianalisis menggunakan IBM SPSS Statistics 27 melalui asumsi (normalitas dan homogenitas) dan uji hipotesis (uji-t independen sampel). Setelah uji coba, perbedaan signifikan $p=0,006$ ($p < 0,05$) ditemukan pada uji-t sampel independen, yang mendukung distribusi normal dan homogenitas varians. Temuan ini menunjukkan bahwa metode TPR merupakan pendekatan yang efektif, menarik, dan kontekstual untuk meningkatkan pembelajaran kosakata bahasa Arab dalam bacaan salat. Hal baru ini menyoroti potensi TPR untuk mendorong penguasaan bahasa dan pemahaman di kalangan pelajar sekolah dasar dalam konteks pendidikan Islam.



Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab

Vol. 6, No. 2, Desember 2025 | DOI: <https://doi.org/10.36915/la.v6i2.579>

This is an open access journal, licensed under a Creative Commons Attribution-ShareAlike 4.0 International License
<https://journal.iaiddipolman.ac.id/index.php/loghat/index>

Introduction

Acquiring Arabic vocabulary is a vital component of studying the Arabic language.¹ Proficiency in vocabulary is considered essential, as it underpins the acquisition of the four primary abilities of the Arabic language: listening, speaking, reading, and writing.² To understand both written and spoken content, students must have a strong vocabulary. In Islamic education, proficiency in vocabulary is essential for comprehending religious texts, including the Qur'an, Hadith, and daily prayers.³ Without adequate vocabulary mastery, learning Arabic often reduces to memorization without a more profound understanding. However, learners usually face various difficulties in understanding Arabic vocabulary. Although words can be memorized, understanding meanings and their application in functional contexts remains weak.⁴ This issue becomes more crucial in the prayer readings every Muslim must perform. The prayer readings are often memorized and pronounced mechanically without understanding their meanings.⁵ This condition indicates that learning the Arabic language has not been fully directed towards meaningful learning, which connects memorization with comprehension.

Several factors causing these difficulties have been identified. Factors such as differences in students' educational backgrounds, low interest in learning, and the limited competencies of teachers in applying effective methods are common obstacles.⁶ In addition, the teaching materials used are often not well contextualized, while the time allocated for learning Arabic is also relatively limited.⁷ As a result, students' ability to apply Arabic vocabulary in real usage, especially in understanding prayer readings, is

¹ Talqis Nurdianto and Noor Azizi bin Ismail, "Pembelajaran Bahasa Arab Berbasis Common European Framework Of Reference For Language (CEFR) Di Indonesia," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2020): 13, <https://doi.org/10.14421/almahara.2020.061-01>.

² Sean P Collins et al., "Analisis Tingkat Kemampuan Kosakata Bahasa Arab Melalui Teknik Bermain Pada Kelas VIII SMPS Al Furqan Ereng Ereng Bantaeng Sulawesi Selatan," *Al-Maraji'*, 2021, 167–86.

³ Adhriansyah A. Lasawali, "Bahasa Arab: 'Ruh' Pendidikan Islam," *Loghat Arabi Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 2 (2020): 11–21.

⁴ Amr Rabie-Ahmed and Ayman Mohamed, "Collaborative and Individual Vocabulary Learning in the Arabic Classroom: The Role of Engagement and Task Demands," *Foreign Language Annals* 55, no. 4 (2022): 1006–24, <https://doi.org/10.1111/flan.12636>.

⁵ Rabie-Ahmed and Mohamed.

⁶ Hanik Dwi Andarwati, Moefty Mahendra, and Meidawati Suswandari, "Implementasi Kompetensi Pedagogik Guru Dalam Pembelajaran Tematik Pada Siswa Kelas Rendah," *Guru Kita: Jurnal Unimed* 7, no. 4 (2023): 847–61, <https://doi.org/https://doi.org/10.24114/jgk.v7i4.50031>.

⁷ Mohammad Zaki, "Urgensi Bahan Ajar Bahasa Arab Sebagai Penentu Dalam Proses Belajar Mengajar," *Al-Af'idah* 5, no. 1 (2021): 92–104.

still not optimal. Therefore, a more effective and interactive learning method is needed to strengthen vocabulary mastery and improve comprehension of prayer readings.⁸

One method recognized for effectiveness in foreign language learning is Total Physical Response (TPR), introduced by James Asher.⁹ TPR is based on the idea that language acquisition can be optimized when verbal input is combined with physical responses, mimicking the natural process of first language acquisition.¹⁰ By integrating verbal commands and body movements, vocabulary can be acquired more easily and remembered longer. Several studies have shown the positive impact of TPR in Arabic language learning. Various studies indicate that TPR can enhance student engagement and strengthen vocabulary retention.¹¹

The research conducted by Ariska at the Hasyim Asy'ari Malang Elementary School highlights the difficulties students face in mastering Arabic vocabulary, which impacts their learning motivation.¹² The Total Physical Response (TPR) method was applied through classroom action research in two cycles. The learning process focused on reading skills (*maharah qira'ah*) by combining verbal commands and physical movements to instill vocabulary meaning naturally. While field notes, interviews, and observations provided qualitative data, pre-test and post-test scores provided quantitative data. The average post-test score increased by 40% in the first cycle and reached 95.08 with 100% completion in the second, surpassing the 75-point Minimum Completeness Criteria. These findings affirm that TPR effectively enhances Arabic vocabulary while creating a pleasant learning atmosphere.

The research consistently emphasizes that motion-based learning through the TPR method can strengthen vocabulary retention, increase participation, and reduce affective barriers. Elementary school-aged children, including those with special needs,

⁸ Warda Lathifah and Ainur Rofiq Shofa, "Peningkatan Kemampuan Membaca Kata Dan Kalimat Dalam Bahasa Arab Santri Musholla Al-Masykurin Melalui Metode Interaktif," *AL-MUSTAQBAL: Jurnal Agama Islam* 2, no. 1 (2025), <https://doi.org/https://doi.org/10.59841/al-mustaqbal.v2i1.77>.

⁹ Lia Monita and Agung Prasetyo, "Studi Meta-Analisis Metode Total Physical Response (TPR) Dalam Pembelajaran Bahasa Inggris," *JEdu: Journal of English Education* 1, no. 1 (2021): 19–27.

¹⁰ Arina Putri and Mega Febriani Sya, "Pembelajaran Bahasa Inggris Di Sekolah Dasar : Tinjauan Metode Total Physical Response," *Karimah Tauhid* 3 (2024): 8360–72.

¹¹ Soimatul Afiah and Lili Musyafa, "Penerapan Metode Total Physical Response Dalam Pembelajaran Bahasa Arab," *KOLEKTIF: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran* 1, no. September (2024): 50–58, <https://doi.org/10.70078/kolektif.v1i1.14>.

¹² Ani Ria Ariska, Yusuf Hanafi, and Moh. Fauzan, "Penerapan Metode Total Physical Response (TPR) Untuk Meningkatkan Perbendaharaan Kosakata Bahasa Arab Pada Maharah Qira'ah," *JoLLA: Journal of Language, Literature, and Arts* 3, no. 3 (2023): 381–90, <https://doi.org/10.17977/um064v3i32023p381-390>.

can benefit from this approach since it blends meaningful understanding with entertaining and relevant physical activities.¹³ These findings provide a strong empirical basis for applying TPR in Arabic vocabulary learning in various educational contexts.

Although these findings are promising, most previous research has focused on vocabulary learning in a general context. The application of TPR specifically to vocabulary learning related to the reading of prayers is rarely studied, whereas understanding the meaning of prayer words is just as important as their pronunciation in fostering the solemnity of worship.¹⁴ This gap indicates the need for more contextual study, integrating TPR into teaching prayer reading vocabulary.

The existing research gap emphasizes the need for more contextual study. While previous research has established that TPR effectively improves vocabulary mastery, little attention has been given to its application in assisting students in understanding the readings of prayers. Investigating how the TPR approach affects third-grade children at the Indonesian School of Mecca's comprehension of Arabic words in prayer readings is the goal of this study.

This research is unusual in its emphasis on utilizing the TPR approach for vocabulary acquisition specifically related to the reading of prayers, a topic that has not been extensively explored in prior studies. This study aims to enhance Arabic language pedagogy theory and the actual use of more effective learning methods in Islamic education by contextualizing vocabulary acquisition within religious practices.

Methods

This research uses a quantitative method.¹⁵ Consequently, a pre-test post-test control group design model coupled with a quasi-experimental quantitative technique design is employed.¹⁶ By comparing the outcomes before and after the therapy, the research seeks to assess the efficacy of the learning strategy, which is why this design was chosen. This strategy may allow for a more objective and quantifiable assessment of

¹³ Davi Sofyan et al., "Alternatif Meningkatkan Kemampuan Motorik Siswa Sekolah Dasar: Pendekatan Bermain," *Jurnal Cakrawala Pendas* 8, no. 2 (2022): 438–48, <https://doi.org/10.31949/jcp.v8i2.2260>.

¹⁴ Kaltsum Ulma Syafiqah K et al., "Praktik Ibadah Dalam Menghasilkan Kecerdasan Spiritual Dan Ketenangan Jiwa," *Proceeding Conference on Da'wah and Communication Studies* 3 (2024): 12–19.

¹⁵ Erik Saut H Hutahaean and Tiara Anggita Per dini, *Metode Penelitian Kuantitatif Untuk Mahasiswa Psikologi*, 2023.

¹⁶ Abigail Soesana et al., *Metodologi Penelitian Kuantitatif*, ed. Devy Dian Pratama (Yayasan Kita Menulis, 2023).

the impact of the TPR technique on the acquisition of Arabic vocabulary associated with reading prayers.

The research population includes all third-grade students at the Indonesian School of Mecca for the academic year 2024/2025, totaling 56 students. From this population, one group of 28 students was selected as the experimental class research sample, and another group of 28 students was chosen as the control class research sample using a stratified random sampling technique. This technique was selected to ensure that each stratum or group (students with low, medium, and high abilities) is proportionally represented in the research sample, thus minimizing selection bias.¹⁷ The randomization process was conducted with the assistance of the class teacher, who helped form groups to include students with a diverse range of abilities in understanding prayer readings. Therefore, the sample form represents the population's characteristics proportionally and reflects the actual conditions in the field.

The research began with administering a pretest to all sample students to measure their initial ability to read vocabulary and mastery of prayer.¹⁸ The pretest was designed as a written multiple-choice test and a matching of images with their meanings.¹⁹ After obtaining the initial data, the experimental group received treatment using the TPR method over several meetings. In each session, students were guided to follow verbal instructions accompanied by simultaneous physical movements so that the meaning of the vocabulary could be understood through direct experience. The learning was conducted in groups, where each group was formed randomly according to the teacher's allocation to ensure that each group consisted of students with varying ability levels.

On the other hand, the control group received learning with conventional methods in the form of explanations and memorization without any involvement of physical movement. After the entire series of treatments, both groups were given a post-test using equivalent instruments to measure the improvement in vocabulary mastery and

¹⁷ Nidia Suriani and M. Syahrani Jailani, "Konsep Populasi Dan Sampling Serta Pemilihan Partisipan Ditinjau Dari Penelitian Ilmiah Pendidikan," *IHSAN: Jurnal Pendidikan Islam* 2, no. 1 (2023): 29–39, <https://doi.org/10.30640/jmcbus.v2i1.1998>.

¹⁸ Asyha, "Pengembangan Multimedia Untuk Kecakapan Melafalkan Bacaan Dan Gerakan Salat Pada Siswa Kelas Ii Madrasah Ibtidaiyah Negeri Teladan Pontianak," *JIP: Jurnal Ilmiah PGMI* 5, no. 2 (2019): 131–42.

¹⁹ Amiruddin and Satriani, "Enhancing Students' Vocabulary Ability Through Matching Picture By Word," *ETDC: Indonesian Journal of Research and Educational Review* 1, no. 2 (2022): 129–36, <https://doi.org/10.51574/ijrer.v1i2.331>.

understanding of reading prayers.²⁰ The post-test instruments were tested for equivalence at a difficulty level with the pre-test to ensure the validity of the comparison.²¹

The pre-test and post-test results were examined quantitatively.²² A thorough summary of the data, including the frequency distribution, mean, standard deviation, and minimum and maximum values for each group, is given by the statistical analysis conducted in the first phase. The purpose of descriptive analysis is to illustrate trends within the data and identify potential outliers prior to conducting additional testing.²³

Testing for homogeneity and normalcy was a requirement for the analysis that followed. A normal distribution of the data within each group is confirmed by the normality test. The consistency of variances between pre-test and post-test responses is also assessed using a homogeneity test.²⁴

The study hypothesis was addressed using a parametric statistical test, more precisely the independent sample t-test.²⁵ This test was selected to align with the objective of comparing the average post-test results between two independent groups: the experimental class, which underwent treatment with the TPR method, and the control class, which received instruction through a conventional method. The independent sample t-test is suitable because it may be used to ascertain if the difference in average scores between the two groups is significant or just the result of random fluctuation in the sample.²⁶ According to the research's goals, the independent sample t-test provides a

²⁰ Sathiyaseelan Balasundaram, Jain Mathew, and Sridevi Nair, "Microlearning and Learning Performance in Higher Education: A Post-Test Control Group Study," *Journal of Learning for Development* 11, no. 1 (2024): 1–14, <https://doi.org/10.56059/jl4d.v11i1.752>.

²¹ Muawiyah et al., "Pengaruh Penggunaan Media Kartu Bergambar Terhadap Peningkatan Minat Belajar Bahasa Arab Peserta Didik Kelas VII MTs DDI Kanang Polewali Mandar (The Effect of Using Picture Card Media on Increasing Interest in Learning Arabic for Class VII Students of MTs)," *Loghat Arabi Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 3, no. 2 (2022): 112–36.

²² Komalasari, Abdul Wahid, and Kamal, "Efektivitas Pendekatan Kontekstual Dengan Media Interaktif Animasi Dalam Meningkatkan Motivasi Dan Hasil Belajar Siswa Kelas V MIN 2 Manggarai Timur," *Education, Language, and Culture (EDULEC)* 5, no. 1 (2025): 90–106, <https://doi.org/https://doi.org/10.56314/edulec.v5i1.308>.

²³ Putu Gede Subhaktiyasa, "Pendekatan Metodologi Penelitian Kuantitatif Dan Kualitatif," *Jurnal Ilmiah Profesi Pendidikan* 9, no. 4 (2024): 2721–31.

²⁴ Chrisantus Bongbeebina and Mezbahur Rahman, "Assessing Homogeneity : A Comparative Study For Robust Statistical Analysis," *Far East Journal of Mathematical Sciences (FJMS)* 142, no. 2 (2025): 139–71, <https://doi.org/https://doi.org/10.17654/0972087125009>.

²⁵ Ana Taqwa Wati and Sri Wahyuni, "Effectiveness of the Teams Games Tournament (TGT) Cooperative Learning Method towards the Arabic Language Learning Achievement of Students at SMP Muhammadiyah 2 Kalasan," *Maharaat: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2024): 10–25, <https://doi.org/10.18196/mht.v6i1.20543>.

²⁶ Khalis Syahril Suryana, Syahla Anisah, and Aceng Komarudin Mutaqin, "Uji Dua Rata-Rata Waktu Belajar Mandiri Antara Mahasiswa Laki-Laki Dan Perempuan," *Jurnal Riset Statistika*, 2024, 103–10, <https://doi.org/10.29313/jrs.v4i2.5002>.

strong statistical basis for extrapolating results to a larger population by identifying a significant difference in the analysis results.²⁷

Results and Discussion

Descriptive Analysis

Descriptive analysis is used to analyze data by describing or expressing it as it is, without attempting to make broad inferences.²⁸ The results of the descriptive analysis can be seen in Table 1.

Tabel 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	28	30	90	62.32	17.239
Posttest Experiment	28	50	100	77.86	13.973
Pretest Control	28	20	80	54.11	13.881
Posttest Control	28	40	90	68.21	10.905
Valid N (listwise)	28				

Data Assumption Testing

Doing a normality test to see if the gathered data has a normal distribution is known as assumption testing.²⁹ In the meantime, the homogeneity test assesses whether the data exhibits homogeneity or heterogeneity. The findings of the normality assessment are presented in Table 2.

Table 2. Normality Test Calculation Results

Kolmogorov-Smirnov Test			
Hasil	Statistic	df	Sig.
Pretest Experiment	0.133	28	0.200
Posttest Eksperimen	0.117	28	0.200
Pretest Control	0.149	28	0.115
Posttest Control	0.152	28	0.098

The experimental class's pre-test variable has a significance value of 0.200, which is more than 0.05, according to the findings of the Kolmogorov-Smirnov Test for

²⁷ Asyha, "Pengembangan Multimedia Untuk Kecakapan Melafalkan Bacaan Dan Gerakan Salat Pada Siswa Kelas Ii Madrasah Ibtidaiyah Negeri Teladan Pontianak."

²⁸ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, & R&D," in *Alfabeta* (Alfabeta, 2024), 344.

²⁹ Banush K. Wijekularathna, Ananda B. W. Manage, and Stephen M. Scariano, "Power Analysis of Several Normality Tests: A Monte Carlo Simulation Study," *Communications in Statistics - Simulation and Computation*, 2019, <https://doi.org/https://doi.org/10.1080/03610918.2019.1658780>.

Normalcy in Table 2. Similarly, the post-test data indicates a significant level of 0.200, over the 0.05 threshold. Overcoming the 0.05 criterion, the control class's pre-test yields a significant value of 0.115. The post-test result likewise exceeds the 0.05 limit with a significant value of 0.098 too. As all significance values are more than 0.05, the data is regularly distributed.

Homogeneity Test

To determine if two or more sample data sets originate from populations with the same variance, the homogeneity test is used.³⁰ Table 3 displays the homogeneity test's findings.

Table 3. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	2.622	3	108	0.054

The mean in Table 3 indicates that the homogeneity test findings using Levene's statistic show a significance value of 0.054, which is higher than 0.05. Consequently, it can be inferred that the variance of the data across groups is consistent.

The conducted assumption tests reveal that the data for both research variables exhibit a normal distribution and possess homogeneous variances. This condition suggests that the data satisfies the criteria for parametric statistics, a type of inferential statistics that employs sample data to derive conclusions or generalize about a population.³¹ Once these prerequisites are satisfied, the analysis is ready to advance to the hypothesis testing phase.

Independent Sample T-Test

The collected data were then put through an independent t-test to see if the experimental and control groups' post-test scores differed significantly from one another among third-grade students at the Indonesian School of Mecca. The following outcomes were attained.

³⁰ Rektor Sianturi, "Uji Homogenitas Sebagai Syarat Pengujian Analisis," *JURNAL Pendidikan, Sains, Sosial, Dan Agama* 8, no. 1 (2022): 386–97, <https://doi.org/10.53565/pssa.v8i1.507>.

³¹ Hasny Delaila Siregar et al., "Analisis Uji Hipotesis Penelitian Perbandingan Menggunakan Statistik Parametrik," *Al Itihadu Jurnal Pendidikan* 3, no. 1 (2024).

Table 4. Independent Sample T-Test Results

	Leven's Test for Equality of Variances				t-test for Equality of Means				
	F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	2.072	0.156	2.879	54	0,006	9.643	3.350	2.927	16.358
Equal variances not assumed			2.879	50.990	0,006	9.643	3.350	2.918	16.367

A significant value of 0.006, which is below the cutoff of 0.05, is shown in Table 4. This implies that students understanding of the Arabic language has significantly improved after the TPR approach was put into practice.

Based to the data analysis, there were notable differences in the Arabic language proficiency of the experimental and control groups. While the standard deviation decreased from 17.239 to 13.973, the experimental group's average pre-test score increased from 62.32 to 77.86 in the post-test. According to this, the TPR method improves word understanding and yields comparable learning results for children. Conversely, although the control group had an average improvement from 54.11 to 68.21, this improvement is still not as substantial as that of the experimental groups.

A prerequisite test for normality and homogeneity was subsequently conducted. The Kolmogorov-Smirnov method was employed to conduct the normality test, given that the sample size exceeded 50. The pre-test variable's normality evaluation in the experimental group showed a significant value of 0.200, over the 0.05 cutoff. Additionally, the post-test results showed a significance level of 0.200, above the 0.05 criterion for significance. The control group's pre-test result, with a significant value of 0.115, was over the 0.05 threshold. The post-test also produced a noteworthy value of 0.098, which was higher than the 0.05 cutoff. The data exhibits a normal distribution, as all significance values exceed 0.05. A homogeneity test was then performed to determine if the data exhibited homogeneity.

Using the Levene statistic, the homogeneity test was conducted, resulting in a significance value of 0.054 based on the mean, which is >0.05 . Thus, it may be said that the experimental and control groups' data variances are indistinguishable.

Parametric tests can be used since the assumption analysis shows that the study data is homogeneous and has a normal distribution. With a significant value of 0.006, below 0.05, the independent t-test revealed a clear difference between the two groups. Thus, the use of the TPR approach greatly improves the level of Arabic vocabulary understanding among third-grade student at the Indonesian School of Mecca.

The interpretation of the results indicates that the TPR method effectively creates a more active, contextual, and enjoyable learning atmosphere.³² Through a combination of physical and verbal activities, Arabic vocabulary is not only memorized cognitively but also practiced through relevant movements.³³ This way, vocabulary becomes easier for the students to understand, remember, and apply. These findings align with the theory proposed by Asher (1977), which states that the TPR method works effectively because physical involvement in the language learning process can strengthen long-term memory and facilitate the understanding of new vocabulary.³⁴

The results of this study support the findings of Salim, who stated that the TPR method effectively enhances vocabulary mastery of the Arabic language among elementary-level students.³⁵ Similarly, research by Adawiyah shows that students taught using the TPR method have a higher vocabulary retention rate than those who learn through lecturing methods.³⁶ Additionally, this study's results are consistent with research by Hafif, who found that the TPR method effectively reduces student boredom in learning Arabic by creating a more interactive and enjoyable educational experience.³⁷

³² Robiatul Adawiyah, "Akuisisi Kosakata Bahasa Arab Siswa Dengan Menggunakan Metode Total Physical Response (TPR)," *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan* 3, no. 4 (2025): 4341–52, <https://doi.org/https://doi.org/10.31004/jerkin.v3i4.1260>.

³³ Muh Naim Madjid, "Peningkatan Kosa Kata Arab Murid Tpa Prima," *PROSIDING SEMNAS PPM 2020*, no. 2007 (2020): 901–8, <https://doi.org/10.18196/ppm.35.70>.

³⁴ Liqaa Habeb Al-Obaydi and Marcel Pikhart, "Revisiting Total Physical Response: Evaluating Its Impact on Vocabulary Acquisition and Retention in EFL Classrooms," *Forum for Linguistic Studies* 6, no. 5 (2024): 822–32, <https://doi.org/10.30564/fls.v6i5.7028>.

³⁵ Nur Oktaviani A Salim, A. Fajriwati T, and Nur Fadilah Amin, "Efektivitas Metode Totally Physical Response (Tpr) Dalam Meningkatkan Penguasaan Ungkapan Harian Berbahasa Arab Santri Putri Kelas Viii Madrasah Tsanawiyah Pondok Pesantren Darul Istiqamah Lappae Sinjai," *Al-Maraji* 6 (2022): 40–55.

³⁶ Adawiyah, "Akuisisi Kosakata Bahasa Arab Siswa Dengan Menggunakan Metode Total Physical Response (TPR)."

³⁷ Hafif Syihamuddin and Khoirul Mubin, "Enhancing Arabic Language Learning Outcomes Through The Total Physical Response (TPR) Method," *Al Mi ' Yar : Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (2025): 50–59, <https://doi.org/http://doi.org/10.35931/am.v8i1.4693>.

TPR greatly improves student engagement and learning results by combining spoken instructions with physical movement. Thus, this study adds to the empirical evidence that TPR is a good way to introduce vocabulary in the beginning of learning Arabic, especially when it comes to understanding meanings.

The findings of this research contribute both theoretically and practically. Theoretically, this research supports a language learning approach that emphasizes integrating cognitive and psychomotor aspects in mastering a foreign language. This enriches the study of the effectiveness of the TPR method in Arabic language learning, especially in introducing vocabulary with religious content. This research provides alternative strategies for teaching Arabic in schools with foreign language subjects, particularly for elementary-level students. Using the TPR approach has been shown to assist students in getting a deeper understanding of the meanings of prayer readings, which can help them meet religious learning objectives in addition to enhancing their language proficiency.

Nonetheless, this study presents certain limitations. The sample size is relatively small, consisting of 28 students per group, which limits the ability to generalize the results widely.

In addition, the research was conducted only at the Indonesian School of Mecca, which has a specific context regarding both environment and learning culture. The duration of the method implementation is also relatively short, so it has not yet shown long-term effects on students' vocabulary retention.

Based on these limitations, future research is expected to involve a larger sample with different school backgrounds so that the results are more representative. Longitudinal studies also need to be conducted to assess vocabulary retention in the long term. In addition, exploring combinations of TPR with other methods, such as language games or digital media, can enhance the effectiveness of Arabic vocabulary learning more comprehensively.

Conclusion

This research examines how well primary school students at the Indonesian School of Mecca can improve their Arabic vocabulary using the TPR approach. Data research shows that the TPR technique, which is defined as a movement-based learning strategy, significantly enhances students' vocabulary comprehension.

According to the findings of the homogeneity and normality tests, the data have homogenous variance and a normal distribution. Furthermore, a significant difference between the experimental and control groups in the post-test findings is demonstrated by the independent t-test hypothesis testing, with a significance value of 0.006 ($p < 0.05$).

Consequently, an increase in the intensity and consistency of implementing the TPR method in learning correlates with an elevated level of vocabulary mastery in Arabic among students. Especially for Arabic language learners in primary school, the TPR technique provides a more interesting, pleasurable, and successful learning experience.

However, this investigation is restricted by the comparatively small sample size and the fact that the research was exclusively conducted at the Indonesian School of Mecca. Future research should examine the sustainability effects of the TPR method on vocabulary retention by utilizing a larger sample size, conducting the study in a variety of institutions with varying backgrounds, and conducting the study over a longer period.

In addition to confirming the effectiveness of the TPR method, this study provides a novel contribution by contextualizing vocabulary learning within the religious practice of prayer recitations, an area rarely explored in previous research. This integration of linguistic and spiritual learning demonstrates an innovative pedagogical approach that enhances both Arabic language proficiency and students' comprehension of religious content, thereby expanding the theoretical and practical application of the TPR method in Islamic education.

References

- Adawiyah, Robiatul. "Akuisisi Kosakata Bahasa Arab Siswa Dengan Menggunakan Metode Total Physical Response (TPR)." *Jurnal Pengabdian Masyarakat Dan Riset Pendidikan* 3, no. 4 (2025): 4341–52. <https://doi.org/https://doi.org/10.31004/jerkin.v3i4.1260>.
- Afiah, Soimatul, and Lili Musyafa. "Penerapan Metode Total Physical Response Dalam Pembelajaran Bahasa Arab." *KOLEKTIF: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran* 1, no. September (2024): 50–58. <https://doi.org/10.70078/kolektif.v1i1.14>.
- Al-Obaydi, Liqaa Habeb, and Marcel Pikhart. "Revisiting Total Physical Response: Evaluating Its Impact on Vocabulary Acquisition and Retention in EFL Classrooms." *Forum for Linguistic Studies* 6, no. 5 (2024): 822–32. <https://doi.org/10.30564/fls.v6i5.7028>.
- Amiruddin, and Satriani. "Enhancing Students' Vocabulary Ability Through Matching Picture By Word." *ETDC: Indonesian Journal of Research and Educational Review*

- 1, no. 2 (2022): 129–36. <https://doi.org/10.51574/ijrer.v1i2.331>.
- Andarwati, Hanik Dwi, Moefty Mahendra, and Meidawati Suswandari. “Implementasi Kompetensi Pedagogik Guru Dalam Pembelajaran Tematik Pada Siswa Kelas Rendah.” *Guru Kita: Jurnal Unimed* 7, no. 4 (2023): 847–61. <https://doi.org/https://doi.org/10.24114/jgk.v7i4.50031>.
- Ariska, Ani Ria, Yusuf Hanafi, and Moh. Fauzan. “Penerapan Metode Total Physical Response (TPR) Untuk Meningkatkan Perbendaharaan Kosakata Bahasa Arab Pada Maharah Qira’ah.” *JoLLA: Journal of Language, Literature, and Arts* 3, no. 3 (2023): 381–90. <https://doi.org/10.17977/um064v3i32023p381-390>.
- Asyha. “Pengembangan Multimedia Untuk Kecakapan Melafalkan Bacaan Dan Gerakan Salat Pada Siswa Kelas Ii Madrasah Ibtidaiyah Negeri Teladan Pontianak.” *JIP: Jurnal Ilmiah PGMI* 5, no. 2 (2019): 131–42.
- Balasundaram, Sathiyaseelan, Jain Mathew, and Sridevi Nair. “Microlearning and Learning Performance in Higher Education: A Post-Test Control Group Study.” *Journal of Learning for Development* 11, no. 1 (2024): 1–14. <https://doi.org/10.56059/jl4d.v11i1.752>.
- Bongbeebina, Chrisantus, and Mezbahur Rahman. “Assessing Homogeneity: A Comparative Study For Robust Statistical Analysis.” *Far East Journal of Mathematical Sciences (FJMS)* 142, no. 2 (2025): 139–71. <https://doi.org/https://doi.org/10.17654/0972087125009>.
- Collins, Sean P, Alan Storrow, Dandan Liu, Cathy A Jenkins, Karen F Miller, Christy Kampe, and Javed Butler. “Analisis Tingkat Kemampuan Kosakata Bahasa Arab Melalui Teknik Bermain Pada Kelas VIII SMPS Al Furqan Ereng Ereng Bantaeng Sulawesi Selatan.” *Al-Maraji*, 2021, 167–86.
- Hutahaean, Erik Saut H, and Tiara Anggita Perдини. *Metode Penelitian Kuantitatif Untuk Mahasiswa Psikologi*, 2023.
- K, Kaltsum Ulima Syafiqah, Dina Anggraini, Ensilia Junisya Putri, Nabila Septia, Sinta Wulandari, Niken Destian Putri, Vani Ramadhanti, Renata Uska Nurmala, and Dwi Reza. “Praktik Ibadah Dalam Menghasilkan Kecerdasan Spiritual Dan Ketenangan Jiwa.” *Proceeding Conference on Da’wah and Communication Studies* 3 (2024): 12–19.
- Khalis Syahril Suryana, Syahla Anisah, and Aceng Komarudin Mutaqin. “Uji Dua Rata-Rata Waktu Belajar Mandiri Antara Mahasiswa Laki-Laki Dan Perempuan.” *Jurnal Riset Statistika*, 2024, 103–10. <https://doi.org/10.29313/jrs.v4i2.5002>.
- Komalasari, Abdul Wahid, and Kamal. “Efektivitas Pendekatan Kontekstual Dengan Media Interaktif Animasi Dalam Meningkatkan Motivasi Dan Hasil Belajar Siswa Kelas V MIN 2 Manggarai Timur.” *Education, Language, and Culture (EDULEC)* 5, no. 1 (2025): 90–106. <https://doi.org/https://doi.org/10.56314/edulec.v5i1.308>.
- Lasawali, Adhriansyah A. “Bahasa Arab: ‘Ruh’ Pendidikan Islam.” *Loghat Arobi Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 2 (2020): 11–21.
- Lathifah, Warda, and Ainur Rofiq Shofa. “Peningkatan Kemampuan Membaca Kata Dan Kalimat Dalam Bahasa Arab Santri Musholla Al-Masykurin Melalui Metode Interaktif.” *AL-MUSTAQBAL: Jurnal Agama Islam* 2, no. 1 (2025). <https://doi.org/https://doi.org/10.59841/al-mustaqbal.v2i1.77>.
- Madjid, Muh Naim. “Peningkatan Kosa Kata Arab Murid Tpa Prima.” *PROSIDING SEMNAS PPM 2020*, no. 2007 (2020): 901–8. <https://doi.org/10.18196/ppm.35.70>.
- Monita, Lia, and Agung Prasetyo. “Studi Meta-Analisis Metode Total Physical Response (TPR) Dalam Pembelajaran Bahasa Inggris.” *JEdu: Journal of English Education* 1, no. 1 (2021): 19–27.

- Muawiyah, Hamzah, Husnah Z, Mujahid, and Munawarah. “Pengaruh Penggunaan Media Kartu Bergambar Terhadap Peningkatan Minat Belajar Bahasa Arab Peserta Didik Kelas VII MTs DDI Kanang Polewali Mandar (The Effect of Using Picture Card Media on Increasing Interest in Learning Arabic for Class VII Students of MTs.” *Loghat Arabi Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 3, no. 2 (2022): 112–36.
- Nurdianto, Talqis, and Noor Azizi bin Ismail. “Pembelajaran Bahasa Arab Berbasis Common European Framework Of Reference For Language (CEFR) Di Indonesia.” *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2020): 13. <https://doi.org/10.14421/almahara.2020.061-01>.
- Putri, Arina, and Mega Febriani Sya. ““ Pembelajaran Bahasa Inggris Di Sekolah Dasar : Tinjauan Metode Total Physical Response .”” *Karimah Tauhid* 3 (2024): 8360–72.
- Rabie-Ahmed, Amr, and Ayman Mohamed. “Collaborative and Individual Vocabulary Learning in the Arabic Classroom: The Role of Engagement and Task Demands.” *Foreign Language Annals* 55, no. 4 (2022): 1006–24. <https://doi.org/10.1111/flan.12636>.
- Salim, Nur Oktaviani A, A. Fajriwati T, and Nur Fadilah Amin. “Efektivitas Metode Totally Physical Response (Tpr) Dalam Meningkatkan Penguasaan Ungkapan Harian Berbahasa Arab Santri Putri Kelas Viii Madrasah Tsanawiyah Pondok Pesantren Darul Istiqamah Lappae Sinjai.” *Al-Maraji* ’ 6 (2022): 40–55.
- Sianturi, Rektor. “Uji Homogenitas Sebagai Syarat Pengujian Analisis.” *JURNAL Pendidikan, Sains, Sosial, Dan Agama* 8, no. 1 (2022): 386–97. <https://doi.org/10.53565/pssa.v8i1.507>.
- Siregar, Hasny Delaila, Manna Wassalwa, Khairina Janani, and Irma Sari Harahap. “Analisis Uji Hipotesis Penelitian Perbandingan Menggunakan Statistik Parametrik.” *Al Itihadu Jurnal Pendidikan* 3, no. 1 (2024).
- Soesana, Abigail, Hani Subakti, Karwanto, Anisa Fitri, Sony Kuswandi, Lena Sastri, Ilham Falani, Novita Aswan, Ferawati Artauli Hasibuana, and Hana Lesatari. *Metodologi Penelitian Kuantitatif*. Edited by Devy Dian Pratama. Yayasan Kita Menulis, 2023.
- Sofyan, Davi, Riza Sukam Fauzi, Udi Sahudi, Endi Rustandi, Ali Priyono, and Indrayogi Indrayogi. “Alternatif Meningkatkan Kemampuan Motorik Siswa Sekolah Dasar: Pendekatan Bermain.” *Jurnal Cakrawala Pendas* 8, no. 2 (2022): 438–48. <https://doi.org/10.31949/jcp.v8i2.2260>.
- Subhaktiyasa, Putu Gede. “Pendekatan Metodologi Penelitian Kuantitatif Dan Kualitatif.” *Jurnal Ilmiah Profesi Pendidikan* 9, no. 4 (2024): 2721–31.
- Sugiyono. “Metode Penelitian Kuantitatif, Kualitatif, & R&D.” In *Alfabeta*, 344. Alfabeta, 2024.
- Suriani, Nidia, and M. Syahran Jailani. “Konsep Populasi Dan Sampling Serta Pemilihan Partisipan Ditinjau Dari Penelitian Ilmiah Pendidikan.” *IHSAN: Jurnal Pendidikan Islam* 2, no. 1 (2023): 29–39. <https://doi.org/10.30640/jmcbus.v2i1.1998>.
- Syihamuddin, Hafif, and Khoirul Mubin. “Enhancing Arabic Language Learning Outcomes Through The Total Physical Response (TPR) Method.” *Al Mi ’ Yar : Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (2025): 50–59. <https://doi.org/http://doi.org/10.35931/am.v8i1.4693>.
- Wati, Ana Taqwa, and Sri Wahyuni. “Effectiveness of the Teams Games Tournament (TGT) Cooperative Learning Method towards the Arabic Language Learning Achievement of Students at SMP Muhammadiyah 2 Kalasan.” *Maharaat: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2024): 10–25.

<https://doi.org/10.18196/mht.v6i1.20543>.

Wijekularathna, Banush K., Ananda B. W. Manage, and Stephen M. Scariano. "Power Analysis of Several Normality Tests: A Monte Carlo Simulation Study." *Communications in Statistics - Simulation and Computation*, 2019. <https://doi.org/https://doi.org/10.1080/03610918.2019.1658780>.

Zaki, Mohammad. "Urgensi Bahan Ajar Bahasa Arab Sebagai Penentu Dalam Proses Belajar Mengajar." *Al-Af'idah* 5, no. 1 (2021): 92–104.