Abstract: Aisyiyah Kindergarten throughout the Kraton Branch is an educational institution that teaches Arabic in teaching and learning activities. However, in the teaching process, there are obstacles, namely that it still requires qualified resources to realize the language teaching program, as well as how appropriate language teaching methods and media are to be applied to childhood. Therefore, the solution to the problem is an introduction to the teachers about the types of Arabic learning media that are suitable for the characteristics of the children, and one of them is the jumbo-sized Arabic snakes and ladders media.

1 Introduction

Muslim children who will become the nation's next generation deserve education from an early age, especially religious education, for a bright future. Therefore, it is crucial to instill religious education in children at a young age in order to deal with the issues they will encounter. One of the important educations that must be introduced and understood to children is Arabic language education, because apart from being the noble language chosen by Allah, Arabic is also an international language, and Arabic is also a tool for worship for Muslims themselves. Because the majority of the children living in Kraton are Muslims, it is very important to study Arabic. Arabic is the language chosen as used in the Qur'an and Hadith. Therefore, Arabic is often referred to as the science of tools, especially in understanding religion for Muslims around the world (Arifin & Sukandar, 2021). In addition, Arabic is a gateway to knowledge, especially in the Islamic sciences. This awareness encourages Islamic educational institutions to teach Islamic education from an early age. Arabic has been introduced since early childhood. Learning Arabic in early childhood starts with simple vocabulary and then introduces complete sentences (Paramytha, 2016).

Aisyiyah Kindergarten, located in the Kraton area, has the potential to be able to teach Arabic because students have previously come into contact with Arabic in their daily routines.

2 Methodology

Community service activities are carried out at the ABA Suryocondro Kindergarten Hall. The service team consists of 2 lecturers, 2 students, and 1 student. In this activity, the community service team focused on debriefing kindergarten teachers in the Kraton environment regarding the use of snakes and ladders as media for early childhood students
in kindergarten and family planning. This needs to be done because the teacher is the main pillar in creating a teaching atmosphere that can encourage and increase student motivation to learn (Y. R. Prananta, P. Setyosari, 2020).

The type of method used in this service is a qualitative method, which includes in-depth interviews and participatory observation. In its implementation, a series of activities were carried out, which included classification, counseling, mentoring, and follow-up studies. The model of the method used is the community education model, which includes: a) continuing education with assistance and follow-up studies in the form of training for teachers in kindergartens throughout the kraton Branch.

This training is considered important to provide Arabic language teachers with knowledge for non-Arabic speakers so they can teach with the right methods and strategies. This training includes teaching communicative Arabic as well as discussions in terms of phonology, vocabulary, and grammar; b) counseling is carried out to convey Arabic teaching strategies for non-Arabic speakers with various adjustments to objectives, materials, time allocation, study groups, and other elements. This counseling was delivered using a group approach accompanied by informative and persuasive communication techniques. Aisyiyah Kindergarten throughout the Kraton Branch was chosen as the location for the dedication because it has a strong religious basis. Based on these conditions, the Abdimas team took the initiative to convey a variety of methods and other learning media for teaching foreign languages so that teachers could adapt their use to the objectives of learning foreign languages. The parties involved in the process of delivering material in this community service activity were the leaders and management of the Aisyiyah Elementary Education Branch of the Yogyakarta Kraton Branch as activity patrons, the Abdimas Team as resource persons, and the teachers of the Aisyiyah Kindergarten Branch of the Yogyakarta Kraton Branch as participants.

3 Results and Discussion

The results of implementing community service activities in the form of a series of activities packaged in an empowerment program package with a focus on "the use of Araby snakes and ladders as a medium for learning Arabic for early childhood" are as follows:

3.1 The Use Of The Singing Method In Learning Arabic For Children

![Fig. 1. The Use Of The Singing Method In Learning Arabic For Children](image)
In the process of teaching and learning activities, teachers are needed who are skilled and competent in their fields so that they can apply methods that are appropriate to the material and can also choose and use appropriate media. Inhibiting factors that are commonly encountered in the learning process and make students easily distracted due to a lack of supply of facilities and infrastructure that support the learning process, limited learning media so that the methods used in learning are less varied, and differences in family background in understanding religion (Syaikhon, 2017).

In addition, learning Arabic really needs a new method and approach so that it feels more enjoyable. Most students feel that learning Arabic seems boring because they are always faced with rote memorization (Tadir, 2019). The problem of learning Arabic consists of linguistic problems, phonetic/sound problems, vocabulary, writing, morphology, syntax, and semantics. And non-linguistic problems, including the elements of teachers, educators, students, teaching materials, media, and infrastructure, as well as sociocultural differences between Indonesian and Arabic, of course, have different social conditions that become a problem in learning Arabic (Admin & Amirudin, 2017).

One of the program activities carried out is to provide reinforcement to kindergarten teachers in the Kraton Branch regarding the selection of appropriate learning methods and media for early childhood. The activity ran smoothly, and the participants were very enthusiastic about it. There were 45 participants in this activity, consisting of Aisyiyah Kindergarten teachers from the Kraton Yogyakarta Branch and administrators of the Aisyiyah Education and Elementary Education Department from the Yogyakarta Kraton Branch.

3.2 The Use Of Jumbo Arabic Language Snakes Media

Fig. 2. Media and Guide to Using Jumbo Arabic Snakes and Ladders

Early childhood is an individual who is experiencing a very rapid process of growth and development, even said to be a developmental leap. Early childhood has a very valuable age range compared to later ages because their intelligence development is extraordinary. This age is a unique phase of life and is in a process of change in the form of growth, development, maturation, and refinement, both in its physical and spiritual aspects, which lasts a lifetime, gradually and continuously (Zulfa, 2020). Early childhood, meant by servants here, is for children who are 4-6 years old. It is at this early age that it is easier for children
to capture what they have seen and heard. These periods are classified as the golden age. Therefore, if early childhood education is considered, the preparation of children to enter higher school levels will be much better.

Early childhood has different characteristics from the age before and after, both in their physical-biological, motoric, cognitive, moral, and psychosocial. Therefore, treatment and education for early childhood are also specific and must consider suitability for chronological age, growth, and development (Putriyani, 2012). To help develop students' interest in learning Arabic, namely by using appropriate learning media (Ismunandar et al., 2021).

![Fig. 3. The Use Of Jumbo Araby Snakes and Ladders Media](image)

One of the program activities carried out is to provide an introduction to kindergarten teachers in the Kraton Branch regarding the selection of appropriate learning media in accordance with early childhood development, one of them is an introduction to the Arabic jumbo snake ladder media.

The activity ran smoothly, and the participants were very enthusiastic about it. There were 45 participants in this activity, including Aisyiyah Kindergarten teachers from the Kraton Yogyakarta Branch and administrators of the Aisyiyah Education and Elementary Education Department from the Yogyakarta Kraton Branch. In this activity, the community service introduced and demonstrated the use of snakes and ladders in jumbo Arabic (Snaled Araby) media, which can be used for learning Arabic. The community service demonstrated how to use the learning media, with the aim of the participants (teachers) being able to apply it to learning Arabic in their respective schools.

4 Conclusions

Based on the data that has been obtained and analyzed, it can be concluded that the results of the activities that have been carried out on 45 respondents indicate that 55.5% or 25 respondents strongly agree, 35.5% or 16 people agree, and 9% or 4 people are unsure about a statement that Jumbo Araby's snakes and ladders media increases students' interest in learning Arabic for early childhood.

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References


