



IMPROVING THE ABILITY TO READ THE AL QUR'AN THROUGH THE HIJAIYAH LETTERS COIN GAME

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Abstract

The research aims to improve the ability to read the Koran in early childhood by playing with hijaiyah letter coins. This research uses the classroom action research (PTK) method, and the model used is the Kemmie and taggart model. The research was carried out at RA Al Munawaroh Patalagan with a total of 20 data sources. The data collection techniques used are observation and documentation. The research results obtained: 1) The ability to read the Koran in children in group B RA AlMunawaroh Patalagan before the action was given was in the underdeveloped (BB) category with a percentage level of (45.41%); 2) The process of giving letter coin game actions is carried out in two cycles. The first cycle used letter coins that were small in size and black and white, while in cycle II used letter coins that were larger in size and colorful (full color); 3) The ability to read the Koran at RA Al MunawarohPatalagan after the action was given increased to Developing according to Expectations (BSH) with a percentage level of (71.25%). Thus it can be concluded that the hijaiyah letter coin game was successful in improving the ability to read the Koran.

Keywords: Reading the Koran, Hijaiyah Letters, Hijaiyah Letter Coin Media



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INTRODUCTION

Early childhood is an individual experiencing accelerated growth and development in various aspects of development in accordance with the stage of development both physically and mentally. (Amini, 2014) his heart is clean and accepts everything he paints, tends to lead to whatever is directed at him. (Abdul Khozin, 2018). As mentors and parents we must be able to take advantage of the time. This is done well in developing various aspects of development which include linguistic, physical, cognitive, social emotional and creative aspects, continuously and optimally, so that children can develop their potential. (Masyrofah, 2017). Language is a means of connecting individuals with society in interaction (Nurbiana Dhieni, 2014) which is an organized symbol for transferring ideas and information both visually and verbally. (Isna, 2019)

The importance of learning to read the Al-Qur'an is as important as learning to read Latin. Learning is a series of processes that are deliberately designed to make it easier for students (Muqit & Maskur, 2021). So teaching the Al-Qur'an to children begins with the introduction of the letters Al-Qur'an. The first stage of the Qur'an aims to enable children to recognize Arabic letters as an initial skill in preparing to read the Qur'an (Sulaeman, 2019). Then proceed to learn the procedures for reading the Qur'an according to the rules of reading the Qur'an. Learning The Qur'an is an obligation that must be developed from an early age because it is related to the daily worship of Muslims. This reason is the main reason for establishing the skill of reading the Qur'an as a priority for education (Maharani, 2020). According to Sajirun (2012:27), it is very important to teach the Qur'an from an early age so that the child's soul grows into nature and the light of wisdom so that a pious character is formed. (Azhar, 2021). Before studying the Qur'an and understanding it, you must first be able to read and write it. (Amrullah, 2020).

In line with the motto of early childhood education that young children learn while playing or playing while learning. (Masyrofah, 2017) Likewise, improving their abilities. In presenting learning materials as creatively as possible, educators design models, methods and learning media that stimulate children's development through play because by playing children can stimulate children to carry out various developmental tasks (Hayati & Putro, 2021). Several experts mention the importance of play for children's growth and development, as stated by Erik Erikson who stated that "at the pre-school age children's abilities are not only to master objects, but also to move on to social interaction with peers" by interacting children will gain more language and vocabulary. complex. (Hildayani, 2014) From this theory it can be concluded that children can develop their language skills through playing with their environment.

Based on observations made by researchers on Thursday, October 21 2022, it was found that there were variations in the ability to read the Al-Qur'an among children in group B RA Al Munawaroh Patalagan, that out of a total of 20 students, 10 children did not know the shape and sound of the hijayah letters, 6 students already knew the letters. hijayah, although there are still some and many are confused, 2 students have memorized the letters and have recognized the shape of the initial, middle and final letters of the hijayah letters, and 2 more students have been able to read words and understand the shape of the initial, middle and final letters of the hijayah letters.

Based on the data that the author obtained, it can be concluded that learning to read the Al-Qur'an at RA Al Munawaroh Patalagan is still low and it is felt that it still needs to be improved so that learning objectives can be achieved. This learning failure is caused by the use of inappropriate learning methods and media in learning activities. teaching so that learning is not interesting for children. So far, learning at RA Al Munawaroh Patalagan only includes reading the Iqra book which is carried out for three days a week and there is no other media used as teaching material in recognizing letters and reading the Al-Qur'an for child.

In response to the lack of achievement in learning the Al-Qur'an above, the author will conduct research related to learning to recognize hijayah letters by using the hijayah letter coin game as learning. The use of hijayah letter coins in learning to recognize Al-Qur'an reading is very suitable for young children. The author took research on the hijayah letter coin game because as far as the author knows, either through library catalogs or other media, there has been no research on the hijayah letter coin game in learning to read the Koran.

The results of this research strengthen the conceptual theory related to developing children's abilities through play so that they can be used in daily learning activities at school.

METHOD

The approach used by researchers in this research is a qualitative approach. The type of research used in this research is Classroom Action Research (CAR) with a research design, namely the Kemis and Taggart models. Researchers use data collection techniques with observation and documentation. The data analysis technique used by researchers is a quantitative descriptive analysis technique to determine the percentage of children's ability to recognize letters and prepare for the ability to read the Al-Qur'an.

RESULTS AND DISCUSSION

Objective Conditions of Group B Children's Al-Qur'an Reading Ability Before Implementing the Hijaiyah Letter Coin Game

The research results were obtained through collecting observation data and documentation. Initial data was obtained from the recapitulation of children's development achievements during initial observations on October 21 2022. The condition of the ability to read the Al-Qur'an in group B children before implementing the hijaiyah letter coin game shows that the children's abilities are at the criteria of not yet developing. During the pre-cycle, observations were made of children's activities in recognizing hijaiyah letters. These observations were carried out by researchers to determine the extent of children's understanding of recognizing hijaiyah letters.

At the observation stage before the action, data was obtained that the children's ability to read the Al-Qur'an before implementing the hijaiyah letter coin game in the implementation of the pre-cycle totaling 20 children, there were 11 children who had not yet developed (BB), 7 children had started to develop (MB) and 2 children which develops according to expectations (BSH). So that overall children's development and learning outcomes reached 45.41%. The results of these calculations show that children's ability to read the Koran is in the underdeveloped category.

Thus, it can be concluded that children's learning outcomes at the pre-large cycle stage are 45.41%, namely (BB) Not yet developed and not yet achieving the goal of successful learning, so action is needed to improve the ability of group B children in recognizing hijaiyah letters in RA Al Munawaroh Patalagan, Pancalang District. Kuningan Regency.

Implementation of the Cycle in Increasing the Ability to Read the Al-Qur'an in Group B at RA Al Munawaroh Patalagan, Pancalang District, Kuningan Regency

The researcher's efforts to improve the ability to read the Al-Qur'an in children of group B RA Al Munawaroh Patalagan, Pancalang District, Kuningan Regency, are through the hijaiyah letter coin game. This game was made as creative as possible by the researcher so that children would be interested in learning and playing to recognize the hijaiyah letters. It cannot be denied that games for early childhood require interesting media, therefore researchers created hijaiyah letter coin media made from cardboard and origami which were shaped into circles and cut, then attached using glue and laminated so that they are not easily damaged. The purpose of using various colors of origami paper is to make children interested in playing the game together.

Researchers using the hijaiyah letter coin game to improve the ability to read the Al-Qur'an at RA Al Munawaroh Patalagan, Pancalang subdistrict, Kuningan Regency, prepared in accordance with school rules and technical instructions for making plans as a guide for teachers in making learning plans. The preparation is arranged keeping in mind the existing 2 cycles. In each cycle there are three meetings. Cycle I of the research was carried out with three types of activities, one of which was playing the hijaiyah letter coin game. In cycle II the research was carried out with four different types of play activities in the use of hijaiyah letter coins. The following are the activities that the researcher carried out when planning learning actions I and II:

1. Planning Create weekly and daily learning implementation plans (RPPM/RPPH) as a guide for researchers.
2. Actions and Observations
Carrying out activities and preparing tools, materials and learning media then making observations carried out by the teacher through observations in the activity of recognizing cursive hijaiyah letters.
3. Reflection
Review the results of observations that have been analyzed to identify strengths and weaknesses in planning further action.
4. Re-planning Stage
Improvement of actions as a result of reflection is the beginning of the implementation of subsequent activities.

Based on the results of observations and evaluations carried out in cycle I regarding children's ability to recognize hijaiyah letters through the hijaiyah letter coin game using hijaiyah letter coin media, it shows that in the indicator of recognizing letter shapes, 12 people are at the starting stage of development and 8 people are at the developing stage as expected. In the indicator for writing letter sounds, there are 7 people at the beginning to develop stage and 13 people at the stage of developing according to expectations. Then, in the indicator for writing letter forms, there are 8 people at the beginning to develop stage and 12 people at the stage of developing according to expectations. Data on children's learning outcomes is obtained. individually with a total score of 156 with an average percentage of 65%. This figure shows that children's abilities have increased in the Starting to Develop category.

Based on the results of observations of teaching and learning activities in cycle 1, it can be concluded that the learning indicators have not been fully achieved well, where there are still many children who are lacking in achieving the indicators. This is influenced by the atmosphere and teaching and learning

situations which are not conducive, it can be seen that there are some children who are still chatting and joking. There were also those who did not participate in the game while the research was taking place, which affected or disturbed the children who were focusing and participating in the game.

Based on the results of the reflection, the researcher concluded that learning in cycle 1 was not as expected, so it was necessary to carry out cycle 2 with a different learning plan from cycle 1 in order to obtain maximum results in improving children's ability to read the Al-Qur'an. Therefore, the researcher prepared planning activities by adding one more game as an anticipation so that children don't get bored while waiting for their turn to play.

Based on the results of observations of activities in cycle 2, it shows that in the indicator of recognizing letter shapes, 4 people are at the beginning to develop stage and 16 people are at the developing stage as expected. In the indicator that states letter sounds, there are 3 people at the beginning to develop stage and 17 people at the stage of developing as expected. Then, in the letter form writing indicator, there were 2 people at the beginning to develop stage and 18 people at the developing stage according to expectations so that the overall individual assessment reached a score of 171 with an average percentage of 71.25%. The results of these calculations show that the child's ability to read the Al-Qur'an is in the developing according to expectations (BSH) category.

Results of the Cycle Implementation in Improving the Al-Qur'an Reading Ability of Group B Children through the Implementation of the Hijaiyah Letter Coin Game at RA Al Munawaroh Patalagan

From the results of observations in the second cycle, the first meeting to the third meeting showed satisfactory results where the children were able to show the hijaiyah letters connected, say the hijaiyah letters connected, write the hijaiyah letters, connect until they were able to pronounce the hijaiyah syllables listed in the iqra module volume 2 completely. . By increasing the ability to recognize children's hijaiyah letters well, the child's ability to read the Al-Qur'an at an early stage also increases. This shows that increasing the ability to read the Al-Qur'an through the implementation of the hijaiyah letter coin game that has been carried out has had a good impact on children's ability to read the Al-Qur'an by looking at the results obtained in cycle I and cycle II.

Based on these results, it can be seen that improving the ability to read the Al-Qur'an through the application of the hijaiyah letter coin game at RA Al Munawaroh Patalagan, Pancalang District, Kuningan Regency has been successful according to the established criteria, namely 71.25 in the Developing According to Expectations (BSH) criteria.

The application of the hijaiyah letter coin game using hijaiyah letter coins in improving the ability to read the Al-Qur'an in group B children at RA Al Munawaroh Patalagan is effective and good for improving the ability to read the Al-Qur'an in children aged 5 to 6 years.

The achievement of increasing the ability to read the Al-Qur'an was due to the application of various games using hijaiyah letter coin media. The children were very enthusiastic and enthusiastic in playing. The following graph of the increase in the ability to read the Al-Qur'an can be seen in the chart below:

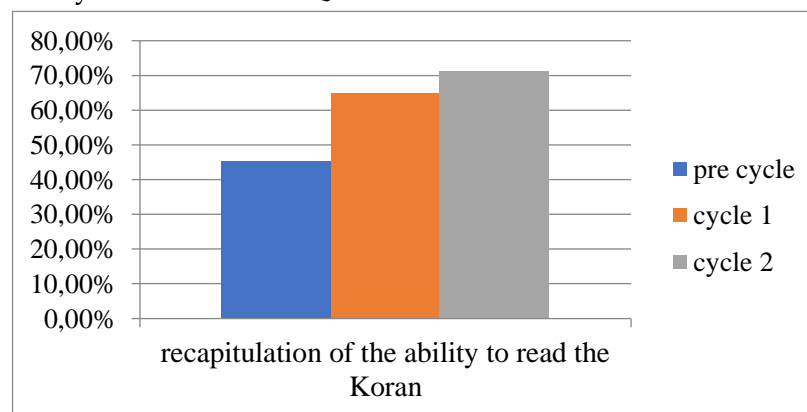


Figure 1. Capability Improvement Graph from Pre-cycle to cycle 2

Based on the diagram above, it can be seen that the implementation of the actions that have been implemented shows a graphical flow that increases with each cycle. This shows that the implementation of the cycle is useful for improving previous actions and it can be concluded that the application of the hijaiyah letter coin game can improve the ability to read the Al-Qur'an in group B children aged 5 to 6 years.

The findings from this research are that the hijaiyah letter coin game can improve children's ability to read the Al-Qur'an in recognizing words according to iqra volume 2. What differentiates this research from previous research is the application of various games through media with the name hijaiyah letter coins with shapes. The various letters consist of the initial form, middle form and final form of the hijaiyah letters. In general, the media that are commonly used, such as number cards, number balls, are media that are often used in every institution, but in this research the media was created by ourselves according to the researcher's ideas.

This research is relevant to research conducted by Destri Rachma Pratiwi, et al. Which raises the papalia theory that the ability to recognize letters in children is a symbolic function (symbolic function) where children have the ability to use symbols, or interpret words, numbers and pictures from a place where someone attaches a meaning as part of initial reading preparation at the

developmental stage the language. Introducing the shape of the hijaiyah letters through creative learning media combined with interactive play methods can increase children's interest in recognizing hijaiyah letters thereby increasing children's ability to read the Al-Qur'an.

The results of this research are also in line with the theory put forward by Erick Erickson regarding the importance of play and games for young children in developing various abilities which include language skills. By playing children will get more complex language and vocabulary from their playing environment. This research also proves the Montessori theory which states that playing can stimulate children to develop their abilities by learning and exploring. At the age of 4 to 6 years, children have the sensitivity to process their sensory and sensory abilities so they are good at writing and reading.

This research also supports the theory put forward by Getwiscky Carol that the development of children's abilities and creativity develops sequentially and regularly. Previous development underlies subsequent development. So the ability to recognize hijaiyah letters is the initial stage in preparation for reading the Al-Qur'an at the next stage. Through fun games, children will feel that they are not burdened by memorization or forced to remember the shapes and sounds of letters, so that the process of developing reading skills can be carried out at an early age according to with the child's developmental stages.

CONCLUSION

Based on the research actions carried out over two cycles, as well as the discussions and descriptions that have been carried out, it can be concluded that:

The objective condition of the ability to read the Al-Qur'an in children aged 5-6 years at RA Al Munawaroh Patalagan before using the hijaiyah letter coin game was still in the undeveloped (BB) category.

Implementation of actions to improve the ability to read the Al-Qur'an in children aged 5-6 years through the application of the hijaiyah letter coin game at RA Al Munawaroh carried out in 2 cycles with each cycle having three meetings with each cycle going through 4 stages, namely stage planning, action giving stage, observation stage and reflection stage. The first cycle of action is given in the form of a game using small hijaiyah letter coins. Meanwhile, in the second cycle, the action is carried out by playing using coins with a larger diameter and color. As well as adding types of games to the activities.

The results of the implementation of the cycle in improving the ability to read the Al-Qur'an in children aged 5-6 years at RA Al Munawaroh Patalagan recorded an indicator of recognizing letter shapes at 23.34%. In the indicator that states letter sounds 23.75% and, in the indicator, writing letter forms 24.16% with

a total percentage reaching 71.25%, thus the ability to read the Al-Qur'an for children aged 5-6 years has increased to develop according to expectations (BSH).

Connected hijaiyah letter coins are the latest innovation from letter cards which have become a research medium as an effort to improve the ability to read the Qur'an in early childhood which is used through play. With a variety of games it is hoped that children will stimulate their interest and talent in learning the letters of the Qur'an.

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