The Effectiveness of Learning Hijaiyah Letters of Iqro' Method (Case Study in Group B Ages 5-6 Years in Kindergarten Bustanul Athfal 1 Sukabumi)

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Abstract

This study aims to determine the learning process of Hijaiyah letters, determine the supporting factors and constraints, and to determine the effectiveness of learning Hijaiyah letters of Iqro' method in Kindergarten Bustanul Athfal 1 Sukabumi for children aged 5-6 years. This research uses a qualitative approach with descriptive research. The results of the process of implementing the data with the Hijaiyah letters of Iqro' method is carried out in accordance with the curriculum that schedules the Iqro method which is held every three times in one week. Hijaiyah letters of Iqro' techniques are done privately/ individually and CBSA (active student learning). Supporting and inhibiting factors in implementing the method are occurred as internal and external factors. From observational data and interviews that have been conducted, the method applied in Kindergarten Bustanul Athfal 1 Sukabumi is effective.

Keywords: Iqro' Method, Learning, Hijaiyah letters, Early Childhood.

Efektivitas Pembelajaran Huruf Hijaiyah Metode Iqro' (Studi Kasus pada Grup-B Usia 5-6 Tahun di TK Aisyiyah Bustanul Atfal 1 Sukabumi)

Abstrak

Penelitian ini bertujuan untuk mengetahui proses pembelajaran huruf Hijaiyah, mengetahui faktor-faktor pendukung dan kendala, dan untuk mengetahui efektivitas metode pembelajaran huruf Hijaiyah Iqro' di TK Aisyiyah Bustanul Atfhal 1 untuk anak usia 5-6 tahun. Penelitian ini menggunakan pendekatan kualitatif dengan penelitian deskriptif. Hasil dari proses implementasi data dengan metode pembelajaran huruf Hijaiyah Iqro' dilakukan sesuai dengan kurikulum yang menjadwalkan metode Iqro' yang diadakan setiap tiga kali dalam satu minggu. Teknik pembelajaran huruf Hijaiyah dengan metode Iqro' dilakukan secara pribadi / individu dan CBSA (pembelajaran siswa aktif). Faktor pendukung dan faktor penghambat pelaksanaan pembelajaran huruf Hijaiyah terdiri dari faktor internal dan faktor eksternal. Dari data pengamatan dan wawancara yang telah dilakukan bahwa metode pembelajaran Iqro di TK Aisyiyah Hijaiayah surat Bustanul Athfal 1 efektif.

Kata-kata Kunci: Metode Iqro', Pembelajaran, huruf Hijaiyah, Usia Dini.

INTRODUCTION

Education is a basic need and is very important for every human being. Humans evolved into whole human beings through education he gained. Religious education one Hijaiyah is very important to know the letters are introduced at an early age. In this case, the Early Childhood Education institutions such as kindergartens, RA, and other forms of a vehicle or container which provides care, development, and basic education organized both by government agencies and nongovernment very important for the religious education of children.

The Qur'an is a way of life for Muslims, it is required to study the Qur'an, read it, mentadabburinya, teach and practice it. In accordance with the hadith of the Prophet Muhammad:"Of Uthman bin Affan Ra, he said: Rasulullah SAW said: At best you guys were studiedAl-Qur' anand teach it" (HR. Bukhari).

Based on the hadith of Muslims are required to learn the Qur'an and practice it, because the Qur'an is the foundation of Muslim life so it is very important to learn from an early age. But in reality, that today there are still many good school children, students of Elementary School (SD), Junior High School (SMP), High School (SMA), even students cannot read the Qur'an for various reasons, one reason is that children today are plagued with advanced technologies that affect his interest in education, especially religious education. So that children are able to read and study the Qur'an the initial step taken is introduced and taught children Hijaiyah letter from a young age, learning activities conducted in early childhood is better done by way of introduction, because at this stage the child's abilityearly age has not been possible to read the Quran and Tajweed science knows more complex so that at this age learning provided still needs to be done with the introduction stage.

One way to introduce children hijaiyah letter which was found a method for easy reading of the Qur'an is called the method of Iqra '. The goal of the creation of a generation of people who are good at Hijaiiyah recognize letters, read, understand, and practice the Qur'an, especially for preschool children Kindergarten (TK) in order to recognize letters Hijaiyah, such as TKA (kindergarten Al-Qur'an) and TPA / TPQ (Taman Pendidikan Al-Qur'an). Even now, the formal early childhood services have started to introduce Islamic education through the introduction of Hijaiyah letters to their students, one of which TK Aisyiyah Bustanul Atfhal 1 located in the town of Sukabumi.

TK Aisyiyah Bustanul Atfhal 1 is one of the formal institutions that are already using the method Iqro 'to introduce the letters Hijaiyah to learners by means of individual/private. The time required to recognize letters and learning activities Hijaiyah with this method does not require a very long time depending on the tenacity of each learner, so anyone who wants to learn to read the Qur'an with Iqro method 'will quickly be able to read the Qur'an well.

Hasan (2009: 15) states that:Early childhood is children in the age range from birth until

the age of 6 years. At this age, children need all the attention in the growth and development conducted through the provision of educational stimulation to help the growth and development of both physical and spiritual, so that children have the readiness to enter further education organized in formal, non-formal and informal.

Based on these opinions, children aged 0-6 years should be consideredstagesgrowth and must be met all their needs, both physical and spiritual needs of growth and development in order to run properly. Due to favorable development will be the basis for further development. This is in accordance with the opinion of Jamaris (in Sujiono, 2009: 54) it is revealed that:

The development is a process that is cumulative, meaning that previous developments will be the basis for further developments. Therefore, in the event of obstacles to the development of the preceding further developments tend to be challenged.

Effectiveness comes from the word meaning effectively no effect (consequently, influence, impression); efficacious or effectual (on drugs); can bring results; effective (about effort, action); entered into force (on laws, regulations) (Alya, 2009: 182). Mulyasa (2005: 82)interpret:

"Effectiveness as the situation compatibility between those who carry out the task with the intended target. Effectiveness basically shows the extent of achievement of a treatment process of a goal, whether achieved the targets ".

Based on the effectiveness of the presentation can be defined as a state that indicates the level of achievement of the treatment process to a predetermined destination. A learning method can be considered effective if it meets the indicators of the effectiveness of learning. According to Sudjana (2016: 60-62) the criteria for the effectiveness of learning are as follows:The consistency of teaching and learning activities in the curriculum;

1. The consistency of teaching and learning activities with the curriculum;
2. Implementation of learning programs by teachers;
3. Implementation of learning programs by students;
4. Student learning motivation;
5. The activity of students in learning activities;
6. Teacher and student interaction;
7. The ability or skill of the teaching teacher; and
8. Quality of learning outcomes achieved by students

Fathurrohman and Sutikno (2014: 59) state that "the effectiveness of the use of the method can occur when there is a match between the teaching method with all components that have been programmed in units of written lesson preparation". Based on these descriptions, the authors concluded that a method be used must be adapted to the learning components which include: the purpose of lessons, tutoring, methods, tools and resources, and evaluation for the objectives that have been programmed

achieved well. The effectiveness of a method can be proven if it has met the criteria for the effectiveness of learning. Iqro method 'can be interpreted as a way to learn to read the Qur'an with a neat system (systematic) to achieve a goal in the know of the Qur'an so that the learner can recognize, understand, and be able to read the Qur'an with fasikh and tartil. Iqro method 'more emphasis directly onreading practice. The guidebook Iqro 'consists of 6 volumes starting at a modest rate,step by step to the perfect level.

Suprihatiningrum (2013: 75) explains that "learning is a series ofactivities involving information and arranged in a planned environment to help students learn". So learning is an activity transfer process information/knowledge involving the human element, methods, media, to help students learn.

According to Alya (2009:274) is a sign of alphabet letters in the governance board that is a member alphabet symbolizing the sounds of language; script. Based on these opinions, the authors conclude that the letter is a sign of character or symbol in the Grammar sound that has aform with certain characteristics that distinguish between the letter with other letters to form a word. Letter Hijaiyah namely Arabic letters that begin with the letter alif (ا) until the letter O (ي) totaling 28 letters.

Learning in early childhood learning must have adhered to the principle that early childhood education is the introduction. So that children are able to read the letter Hijaiyah then learning to be done by way of introduction in advance in accordance with the principles of early childhood learning.Based on the above opinion can be affirmed that the term benefits recognize the letters in this study are: children learn to recognize letters Hijaiyah early age may provide benefits which include: to promote the development of children's language to make children know the letters in a word and to prepare in learning to read and write Arabic Qur'an better.

METHOD

The type of research the researchers used in this study was the type of qualitative research. Because data is obtained directly from the object in question or field research called Field research. Sukmadinata (2009: 60) explains "Qualitative research is a study aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals individually or in groups".The researcher uses qualitative research because this research is aimed to describe the phenomenon, a method of use cases Iqro 'learning Hijaiyah letter that has been done in kindergarten Aisyiyah Bustanul Atfhal 1 to find outthe effectiveness of he method Iqro' is.This study design using the case study method.

According Sukmadinata (2009: 77) argues that "the case study method to collect and analyze the data with respect to something of cases". Something made cases usually because there are problems, difficulties, obstacles, irregularities, but it can also be used as a case something even though there is no problem, even made a case for excellence or success. The case study aimed at assessing the conditions, activities and the development

of important factors related and supporting conditions and developments.The subject of this research is group B children aged 5-6 years, the principal and kindergarten teacher Aisyiyah Bustanul Atfhal 1. While the object of this study is the effectiveness of the method Iqro 'learning Hijaiyah letter.data collection technique.

1. Data Collection Techniques

The data collection techniques that I use are observation, interview, documentation, and triangulation. a) Observation, in this study the researchers used participant observation to observe the activities being carried out by research data sources, namely TK Aisyiyah Bustanul Atfhal 1 group B students aged 5-6 years also to obtain data on the effectiveness of the Iqro 'method in Hijaiyah letter learning. In addition, researchers also use unstructured observations.In addition, researchers are also using unstructured observation. b) Interview, to get more complete data about the Iqro method 'in the Hijaiyah letter learning that has been done in theschool, the researcher conducted an interview with the group B class teacher and the ABA Kindergarten 1 principal.c) Documentation, this documentation technique is used to obtain written data including: data on students, data on education personnel, tools / media used, data on schools related to research, evidence of the level of achievement of each child, photographs of activities research obtained during observation and interview activities.d) Triangulation, to obtain valid data, the researcher triangulated the data through observation, interview and documentation techniques. Using the triangulation technique is expected to further increase the strength of the data, compared to using only one approach.

2. Data Analysis Technique

The process of data analysis in this study using a model of Miles and Huberman which is performed at the time of data collection takes place, and after the completion of data collection in a particular period. The data analysis was conducted by the editor,data presentation, conclusion and verification, as well as triangulation. a) editorial summarizes data is done by the principal of the data result of observation, interviews, and documentation to get a clearer picture of the results of the study. b) the presentation of the data, after all the data collected from the data editor then subsequently conducted a presentation of data in narrative form. c) conclusion, do to get the final results obtained in the study. The conclusion is to get theories / New findings in the study to get a clearer result. d) triangulation, defined as checking data from various sources in various ways and at various times. The goal is to know the data obtained convergent (extended), inconsistent or contradictory. Researchers use triangulation of different sources, namely children, teachers, and parents by using the technique of participant observation, interviews, and written documentation, which is intended to provide more accurate data.

RESULTS AND DISCUSSION

1. Learning Process ClauseHijaiyah with Iqro Method 'in kindergarten Aisyiyah Bustanul Athfal 1 In Group B Ages 5-6 Years

The results obtained from interviews, observation and documentation are carried out for 3 days (Tuesday, Thursday, Friday) includes: a learning process performed by the Hijaiyah letter B age group 5-6 years, factors supporting and inhibiting factors in the methods Iqro ' Hijaiyah for learning letters, and the effectiveness of the method Iqro 'learning Hijaiyah letter.

Based on observations and interviews conducted to teachers and principals as well as the B group aged 5-6 years that the process of learning the letters Hijaiyah done every three times in one week. Before learning the letters Hijaiyah starting teachers prepare learning media to support Iqro method ', including media prepare posters Hijaiyah letters, or letters Hijaiayah textbooks and preferably Iqro book'.

Hijaiyah letter learning techniques with methods Iqro 'is done in private/individual. Children read Iqro 'interchangeably and active children learn to read letters Hijaiyah without being led by the teacher. The teacher listened as one by one letter Hijaiyah, reading and writing letters Hijaiyah, and recognize letters Hijaiyah through poster media Hijaiyah letter. While in private or individual do when reading a book Iqro '.

The implementation process of learning is sometimes preceded by the letter Hijaiyah classical singing every Friday to read and write letters last Hijaiyah do with book learning Hijaiyah letter Iqro 'privately with the way children are called one by one in turn.

Every early learning teachers always give the example of reading the outline of each page of the book Iqro 'then the child reading a book Iqro' while listening to children reading teacher and did not say much. It is already implemented. The way the teacher directs and guides when the child mistakenly reads the letters is done well that the teacher admonishes him by:Sign with the words "eee try to remember what read like?" If the child is still one read reprimanded by way of bridge memory example one child so that the learning in private. Read the letter ص(Shod)teacher, In addition to engineering private,reminded to say "if the learning letters read Hijaiyah also dot ض(Dlod)" when children are classically executed. Classically done in the singing still forget the teacher reopen the volume Iqro '1 and shows one of the letters read to children memorize and correct pronunciation.

When a child is mistakenly read the long and short the teacher rebuked him, saying "he read short" or vice versa. Teachers are not many comments just rebuked by those words over and over again until the child correctly pronounce the long and the short. When children elongate readings at the thought of reading the next letter the teacher reprimanding the child by saying "he read dotted only".

He introduces Tajweed Tajweed only practical course such as reading two vowel length, and the corresponding legal waqaf reading in the book Iqro '. If the child has completed a volume Iqro 'then the teacher gives an evaluation called the EBTA to children after completion EBTA then proceed to the next volume.Based on observations and interviews that the ability of children to recognize letters Hijaiyah average already recognize the letters Hijaiyah well, the learning process letter Hijaiyah method Iqro 'has been implemented, but there are 3 children from 13 children who are not fluent pronounce letter sounds even sometimes forget in a letter. The Hijaiyah letter learning process with the Iqro 'method has been carried out properly according to Iqro's teaching instructions'.

Table-1
Matriculation Level of Achievement Kids

No.	Kids	Standard Level Progress	Kids Learning Outcomes level	Information
1	Kids 1	1 meeting completed the first page of the book Iqro '	Iqro '5	Has been able to recognize the letters Hijaiyah well, has been able to read the letter Hijaiyah smoothly,
2	Kids 2	1 meeting completed the first page of the book Iqro '	Iqro '3	Being able to read the letter Hijaiyah smoothly, but occasionally difficult to read cursive letters.
3	Kids 3	1 meeting completed the first page of the book Iqro '	Iqro '4	Has been able to recognize the letters Hijaiyah well, has been able to read the letter Hijaiyah smoothly,
4	Kids 4	1 meeting completed the first page of the book Iqro '	Iqro '1	Hijaiyah already recognize letters but has not been smooth pronounce the sound portion letter Hijaiyah
5	Kids 5	1 meeting completed the first page of the book Iqro '	Iqro '3	Has been able to recognize the letters Hijaiyah well, has been able to read the letter Hijaiyah smoothly,

| 6 | Kids 6 | 1 meeting completed the first page of the book Iqro ' | Iqro '2 | Has been able to recognize the letters Hijaiyah well, has been able to read the letter Hijaiyah smoothly, |
| 7 | Kids 7 | 1 meeting completed the first page of the book | Iqro '4 | Has been able to recognize the letters Hijaiyah well, has been able to read the letter |

Source: Result, Processed

2. Supporting Factors and Obstacles in Learning Letter Iqro Hijaiyah Method 'in kindergarten Aisyiyah Bustanul Athfal 1 In Group B Ages 5-6 Years

The level of success of a lesson is very influenced by factors supporting and inhibiting factors. So even on the learning process letter Hijaiyah with Iqro method to be carried out in TK ABA 1, there are several factors supporting and inhibiting. In knowing these factors, the researchers conducted interviews with teachers groups B1 and B2 as well as to the principal.

Factors that support the learning of letters Hijaiyah include Internal factors that occur in the child's own. External factors that occur outside of the child as a friend, a parent, a method used by the teacher, and the teacher. Environmental factors such as a comfortable school environment, and infrastructure/learning media. During the process of learning, activities do children were very enthusiastic and follow the spirit of learning, it can be seen from the attitude and body expression of every child active and cheerful.

While the inhibiting factors in learning letters Iqro Hijaiyah method 'in children aged 5-6 years group B which includes: internal factors, external factors. Internal factors occur in the child itself both in terms of physical and psychological health is not good, intellectual ability is different, different ages, the mood is not good, and the lack of motivation from within themselves. While external factors are factors outside the child including factors of friends, lack of care and concern for the elderly, infrastructure/media that are less attractive, rainy weather, children experiencing slow development such as slurred in pronouncing the letters Hijaiyah, a short time, a child cannot be independent.

3. Method effectiveness Iqro 'in Learning Letter B Hijaiyah In Children Age group 5-6 years in kindergarten Aisyiyah Bustanul Athfal 1

After seeing firsthand what has been done in the B1 group that the quality of student learning outcomes in learning letters Iqro Hijaiyah method 'has been good this has been proven by the data rate of achievement of the ability of children who have been described above. From these data, it can be concluded that 10 of the 13 children already know letters Hijaiyah well and was able to read the letter Hijaiyah smoothly, but there are three of the 13 children already know letters Hijaiyah but is still not fluent pronounce the sound

several letters Hijaiyah.

And in accordance with the results of interviews with principals and teachers groups B states that learning letters Hijaiyah method Iqro 'has been effective, it is evidenced by the results of the achievement of the expected, that children are able to recognize the letters Hijaiyah well and was able to read the letter Hijaiyah smoothly and right. Although there are still some children who are still difficulties in pronunciation of some sounds of the letters Hijaiyah because due to several factors, one of which factors of the child is age children who are relatively younger than his friends and children who have difficulty in pronunciation of the / lisp so that it will affect the child's ability. However, the average most children when he graduated from kindergarten ABA 1 have been able to recognize and read the letter Hijaiyah well and smoothly.

Based on data from observations and interviews that have been done that Iqro method 'of learning in kindergarten ABA letter Hijaiayah 1 can be said to have been effective. Because of the activities of the process and the level of learning achievement results have been good. This can be evidenced by the ability of children to recognize letters Hijaiyah well in accordance with the objectives and learning programs.

CONCLUSION

Based on the results of research and data analysis has been done that the process of implementation of the method of learning the letters Hijaiyah Iqro 'conducted in accordance with the curriculum that schedule Iqro method' held every 3 times in one week implemented as a core activity or activities taking place before returning home. Iqro method 'is used as extracurricular learning or habituation in learning Hijaiyah letter so that the implementation of the learning is not must be carried out every 3 times in one week, but adapted to the conditions and time.

Based on the results of interviews obtained from group B teachers and principals, it can be concluded that the supporting and inhibiting factors in the Hijaiyah letter learning with Iqro' method in group B children aged 5-6 years are: internal factors and external factors.

Based on observations and interviews that have been done that Iqro method 'of learning in kindergarten ABA letter Hijaiayah 1 was effective. Because of the activities of the process and the level of learning achievement results have been good and have met the criteria for the effectiveness of learning. Teachers have given the letter Hijaiyah learning program using Iqro 'in accordance with the curriculum. This can be evidenced by the ability of children to recognize letters Hijaiyah well in accordance with the objectives and learning programs. From the data obtained the average child is already familiar with the letter Hijaiyah well, there are 10 of the 13 children already know letters B1 group Hijaiyah well and was able to read the letter Hijaiyah smoothly.

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