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Improving the Ability to Read the Qur'an For Elementary School Age Children Using Iqra' Method with Letters Card Media

Usiono¹, Muhammad Irfan², Aida Zahara^{3✉}, Wiwik Winarti⁴, Siti Arafah⁵, Wenti Nuhara⁶

State Islamic University of North Sumatra, Indonesia^{1,2,3,4,5,6}

E-mail: usiono@uinsu.ac.id¹, irfankbb991@gmail.com², aidazahara182@gmail.com³,
wiwik123winarti@gmail.com⁴, arafahsitiarafah033@gmail.com⁵, wentinuhara@gmail.com⁶

Abstrak

Masalah yang dibahas dalam penelitian ini adalah bagaimana meningkatkan kemampuan membaca Alqur'an pada anak usia sekolah dasar melalui penerapan metode iqro' dengan kartu huruf. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan membaca Alqur'an anak usia sekolah dasar melalui penerapan metode iqro'. Permasalahan yang ditemui di kelas 1 SD IT Ali Mahfudz. Titi harapan adalah anak belum mengenal huruf hijaiyah, membedakan huruf hijaiyah dan melafazkan huruf hijaiyah dengan benar. Oleh sebab itu, peneliti bertujuan mendeskripsikan metode iqro' dengan kartu huruf yang dapat menarik minat anak. Dengan demikian, peneliti mengharapkan anak semakin bertambah pemahamannya dalam bidang membaca Alquran. Hasil dari penelitian ini menyimpulkan bahwa pelaksanaan pembelajaran dengan metode iqro' dapat meningkatkan kemampuan membaca Alqur'an. Hal ini dapat dilihat anak lebih semangat dan ceria saat melakukan kegiatan Iqra' dengan media kartu huruf. Anak lebih antusias dengan menggunakan metode Iqra' dengan media kartu huruf dengan modifikasi warna yang lebih menarik.

Kata Kunci: Kemampuan Membaca Al-Qur'an, Anak Usia Sekolah Dasar, Metode Iqra', Media Kartu huruf.

Abstract

The problem discussed in this study is how to improve the ability to read the Qur'an in elementary school-age children through the application of the iqro' method with letter cards. The purpose of this study was to determine the ability to read the Qur'an of elementary school-age children through the application of the iqro' method. Problems encountered in grade 1 SD IT Ali Mahfudz. Titi Harapan is that children do not know the hijaiyah letters, distinguish the hijaiyah letters and pronounce the hijaiyah letters correctly. Therefore, the researcher aims to describe the iqro method with letter cards that can attract children's interest. Thus, researchers hope that children will increase their understanding in the field of reading the Koran. The results of this study concluded that the implementation of learning with the iqro' method can improve the ability to read the Qur'an. It can be seen that children are more enthusiastic and cheerful when doing Iqra' activities with letter card media. Children are more enthusiastic about using the Iqra' method with letter card media with more attractive color modifications.

Keywords: Ability to Read Al-Qur'an, Elementary School Age Children, Iqra' Method, Letter Card Media.

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✉ Corresponding author :

Email : aidazahara182@gmail.com

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INTRODUCTION

Elementary school-age children are in a very rapid phase of vocabulary development. Every child learns to speak, they talk almost incessantly. The new skills acquired, create a sense of importance, these conditions can be used to develop religious values, such as introducing the Qur'an from the ground up. Knowing the Qur'an from an early age is the main and first step before learning anything else. For every Muslim, inculcating the values of the Qur'an in everyday life has become a very universal commitment, so there is a special time when teaching about the Qur'an is instilled, whether for teenagers, adults, the elderly, especially for children.

The Qur'an is used as the main source of Islamic teachings, the source of norms, the first source of law, and which Muslims need to understand more deeply as a basis for guidance in thinking, doing, and doing good deeds for humans as caliphs on earth. Understanding the function of the Qur'an is mandatory for every human being who believes and must try to learn to recognize, understand, and read fluently and correctly following the rules of reading it (tajwid science). Studying the explicit and implicit meanings, living and practicing the contents of the Qur'an in everyday life.

Since the beginning of the revelation of the Qur'an, Allah has ordered to read (Iqra') contained in the letter Al-Alaq verse 1. Although the Qur'an uses Arabic, the Qur'an is not only for people Arabs or for people at the time of the Prophet Muhammad SAW, the Qur'an was revealed to all mankind throughout the ages. As Muslims, we are required to learn and teach the Qur'an to children, youth, adults, and even parents, because teaching and practicing the Qur'an is a commendable thing.

Learning to read the Qur'an must use a method, the various teaching methods of the Qur'an that are often used are (1) the lecture method, which conveys material using oral; (2). The Iqra' method, which is a method that emphasizes directly reading training starting from a simple level, step by step so that it reaches the most perfect stage; (3) Qira'at method, namely the method of reading the Koran compiled by H. Dachlan Salim Zarkasyi. In this method, students are invited to practice reading the Qur'an directly without spelling and directly practice reading the tajwid; (4) Recitation method, namely the method of reading the Qur'an emphasizing teaching the Qur'an to students with an artistic approach so that learning the Qur'an will be more fun so that students do not feel bored while studying; (5) Practice Methods, namely the method carried out by the teacher by practicing directly following the material that will be delivered to children through practical activities directly exposed to children getting experience through direct interaction; (6) The habituation method, which is a way to get students to think, behave and act under the guidance of Islamic teachings (Nur'aini, 2020: 25-31).

In reading the Qur'an must use a method, because using the right method will guarantee the achievement of a higher level of success. Learning by using methods based on improving the ability to read the Qur'an properly and correctly following the rules of recitation and makhrijul letters. The method is the method used to implement the plans that have been prepared in real activities so that the objectives that have been prepared are achieved optimally. The method is a step that helps realize the maximum, effective and efficient process of activities (Hidayat, et.al., 2020: 73).

The method used is the iqra' method. The iqra' method is a teaching method first developed by H. As'ad Human in 1988 in Yogyakarta. In this method, there are two outlines of the system, namely the Iqra' book for TPA ages and the Iqra' book for all ages, each consisting of six volumes plus a practical book for those who have recited the Qur'an. In addition, there are also daily prayers, short letters, selected verses, prayer practices, and Islamic singing and writing the letters of the Qur'an (for TPA). This system is divided into class groups in Class IA and TPA based on the age of the students, with 1 year of education divided into two semesters (Harahap, 2020:21).

The Iqra' method is a method that emphasizes directly reading training starting from the simplest level, step by step until it reaches the most perfect stage. Learning in this method tends to remember letters, so there is no need to memorize them (Nur'aini, 2020: 26).

The ability to read the Qur'an at SD IT Ali Mahfudz in the even semester of the 2020-2021 academic year, totaling 28 children, is currently still decreasing, because of the 28 children only 10% of children can read the Qur'an through Iqra'. volume 4 properly and correctly. The low ability to read Al-Qur'an at SD IT Ali Mahfudz is due to the lack of mastery of teachers in developing and implementing appropriate, effective, and efficient methods. The learning process is still teacher-centered so that children become bored. In addition, teachers have not used media that can stimulate children's interest in learning, especially in improving the ability to read the Qur'an.

The weaknesses above are problems and there is a need for learning strategies so that problems can be resolved and to solve these problems an appropriate method is needed. The Iqra' method is the right method to improve the ability to read the Qur'an because the Iqra' method can simplify and speed up children's memory about recognizing Hijaiyyah letters. In the application of the Iqra' method, it is also necessary to use media that is interesting for children, not boring, and stimulates children to continue to be interested in the Qur'an, and one of the media used is letter card media.

Media is an intermediary or delivery of messages from the sender to the recipient of the message (Kurniawati & Koeswanti, 2021; Rejeki, et.al., 2020). According to the Indonesian Dictionary, media means a tool (means) of communication, or that lies between two parties (people, groups, and so on) (Pakpahan, 2020: 2; Wulandari, et.al., 2021; Agusalm, 2021). According to Garlach & Ely in Nurfadhillah, et al. (2021: 8) said that the media if understood in broad terms is human material or events that build conditions that make learners (students) able to acquire knowledge, skills, or attitudes. According to Sadiman in Purba (2020: 8) Media are various types of components in the environment of students that can stimulate them to learn. Susilana & Riana in Faizah, et.al. (2019: 122) argued that flashcards are learning media in the form of picture cards. So, letter card media is almost the same as flashcard media, because both are in the form of a card, only on a letter card it is a letter, while in a flashcard it is in the form of an image. Letter cards are a medium used as a tool in the learning process in the form of cards that have Hijaiyyah letters on one side.

Lettercard media in the learning process aims to make children more motivated to deliver learning as a whole. Lettercard media can reduce perbality because letter cards can encourage children to play an active role in the teaching and learning process, letter card media are also able to improve variations in the teaching and learning process and can facilitate the implementation of teaching and learning activities and facilitate the teacher's teaching task (Herawati, et.al., 2018: 55).

In general, the purpose of this study is to improve the ability to read the Qur'an through the Iqra' method using letter cards as media. The Iqra method is a quick way to learn to read the Qur'an which consists of several volumes of up to six volumes. While the letter cards are effective learning cards to remember and memorize 3x faster. Because the purpose of this method is to train the right brain's ability to remember pictures and words. Letter cards are an alternative medium to teach elementary school-aged children about hijaiyyah letters and simple harokat. Iqra' letter cards are suitable for children aged 5–8 years.

Indeed, relevant research has discussed a lot about the variables of the ability to read the Qur'an of elementary school-age children, the iqra' method, and the use of letter card media. Among them is research by Ulfah, et.al. (2019) which discusses the implementation of the Iqro 'method in learning the Qur'an. This study concludes that the iqro' method can be implemented classically and privately as a form of recognizing the sound of the hijaiyyah letter and is carried out in stages starting from volumes 1-6. Furthermore, Winadira (2016) added, the implementation of the iqro' method in learning the Qur'an, is often influenced by various supporting

factors, including the educational background of teachers (teaching staff), adequate facilities and the applied learning climate.

Furthermore, from the aspect of using letter card media, there is a study conducted by Prasetiyorini (2020) about the significance of the effect of applying the media on children's ability to read the Koran. In line with this, Abdurrosyid (2019) explains that letter card media is an alternative to improving early childhood reading of the Qur'an. In addition, Hidayati (2015) explains, not only reading, but letter card media also helps elementary school children in the ability to write the Koran. Furthermore, Anggraeni, et.al. (2019) confirms that beginner-level reading skills can be helped to increase gradually using the media of letter and word cards. Rafika, et.al. (2016) in their research concluded the use of hijaiyyah letter card media can jump-start children's spiritual intelligence. This further emphasizes the function of letter card media as an alternative to improving reading skills for beginners, as well as increasing motivation and achievement in learning to read and write the Koran for elementary school-age children (Musyarofah, 2014; Imronah, 2016).

Observing the literature review above, it is understood that there is a "space" for studies on improving the ability to read the Qur'an of elementary school-aged children. The gap in question is in the realm of collaboration between the implementation of the iqra' method and the use of letter card media. For this reason, further and in-depth research is needed so that a unique conceptual approach is found to improve the ability to read the Qur'an of elementary school-aged children at SD IT Ali Mahfudz. The research is summarized in the title, "Improving the Ability to Read Al-Qur'an for Elementary School Age Children Using the Iqra' Method with Letter Card Media."

METHOD

This research uses classroom action research carried out at SD IT Ali Mahfudz in the even semester of 2020-2021. The research subjects were 28 students at SD IT Ali Mahfudz consisting of 15 boys and 13 girls. The research data was collected in the form of qualitative data, namely information about the ability to read the Qur'an and information about the use of the Iqra' method with letter card media. Data collection techniques using observations and field notes (Assingkily, 2021). Meanwhile, the research instrument used observation guidelines for the application of the Iqra' method with letter cards. In this study, the authors only took two indicators, namely identifying the hijaiyyah letters and reading the hijaiyyah letters separately with punctuation marks according to their makhrāj, because the indicator of the ability to read the Qur'an in the context of this writing refers to the iqra' volume 4 material and its variables.

RESULTS AND DISCUSSION

The Qur'an comes from the word qara'a-yaqrau-iqra'-qiraatan, which means "to collect, to collect". When interpreted, the word can contain the meaning of conveying, studying, reading, exploring, researching, and knowing the characteristics of something. According to Maman, et.al. (2021: 20-21), in contemporary terms, the word "iqra" is more accurately interpreted as "research or research", not just reading activities in everyday terms. This is what underlies the urgency of the first revelation revealed by God in the Qur'an, "iqra!", the command to read, research and explore all of God's creation (Tursina, et.al., 2020; Ibtayah, 2019).

Learning the Qur'an is a mandatory material that is taught to children from an elementary age (Hakim, 2014). For this reason, schools require students to learn the Qur'an from the ground up in the subjects of al-Qur'an hadith (Taja, et.al., 2019). In addition, elementary-age children also learn the Koran in non-formal educational institutions, plus teaching in the family environment (Malik, 2013). This shows the importance of the Qur'an being taught from an early age to children.

Learning requires appropriate methods and media so that teaching materials can be conveyed to students (students). In this context, the media being studied is the hijaiyyah letter card media as a bridge for the message

of learning the Qur'an between teachers and students. Furthermore, Qorimah & Abduh (2021) explained that the use of media can help optimize learning and minimize verbality in the learning process. This is what encourages children to play an active role during the learning process using letter card media (Ummah & Wafi, 2017; Setiawan, 2018).

According to Halim, et.al. (2021: 75-92), letter card media is also able to improve variations in the teaching and learning process and can facilitate the implementation of teaching and learning activities, and simplify the teaching task of teachers. In line with this, Heny (2015) explains that the use of letter card media helps students recognize hijaiyah letters as the beginning of learning the Koran. Thus, letter card media can help children learn the Koran (reading and writing).

Based on observations and document studies conducted by researchers at SD IT Ali Mahfudz, data was obtained in the even semester of the 2020-2021 school year, 1st grade students totaled 28 children. Of this total, only 10% of children can read the Qur'an through Iqra' volume 4 properly and correctly. This shows that the students' ability to read the Qur'an is still low. Supporting the results of the observation and review of the document, the researcher also received information from an interview with the principal of SD IT Ali Mahfudz (Jumaida Fitriani, S.Pd.I), that the low ability to read the Qur'an of students was caused by the teacher's low mastery of method development. and the use of media in the process of learning the Qur'an. This is seen as a factor that causes students to feel bored and bored during learning.

In addition to the media, the method also has an important role in the learning process. The method used by SD IT Ali Mahfudz teacher in teaching the Qur'an to students from elementary grades is the Iqra method. According to Ismaulina (2020), the Iqra method is a quick way to learn to read the Qur'an which consists of several volumes of up to six volumes. Meanwhile, letter cards are effective learning cards for remembering and memorizing 3x faster. Because the purpose of this method is to train the right brain's ability to remember pictures and words. Letter cards are alternative media to teach children at an early age the hijaiyyah letters and simple vowels. Iqra' letter cards are suitable for children aged 5-8 years.

Referring to the initial conditions, it is known that the children's ability to read the Qur'an is very low, namely out of 28 children only 10% can read properly and correctly. During the researchers paid attention to the learning process of children at SD IT Ali Mahfudz from praying activities to closing. The researcher concludes that children's ability to read the Qur'an is still lacking, children pay less attention to the learning being taught, and teachers are also less able to arouse children's interest or attract children's attention. The factors that cause children to lack interest are the way the presentation of learning to read the Qur'an does not attract children's interest and the media used is also less attractive to children. Because only write hijaiyyah letters on the blackboard and then the children read them together.

Based on the results of observations and the causes of these problems, the researchers and teachers agreed to carry out learning activities to improve the ability to read the Qur'an through iqra 'with letter card media. For this reason, the researcher discussed with the teacher to find the next steps. The activities were carried out at SD IT Ali Mahfudz. This activity was carried out in two teaching meetings, where the first meeting was held on Monday, August 9, 2021, and the second meeting was held on Tuesday, August 10, 2021.

This lesson lasts approximately 90 minutes and takes place in the classroom. For this activity, the researcher began to divide the children into 5 groups and agreed with the researcher and the group members. Showing the various hijaiyah letters written on the Iqra letter card then allowing the child to see and hold the shape of the letter card. The research then introduced how to use the Iqra' letter card. Then the researcher and the children played Iqra 'letter cards starting with the first 5 hijaiyah letters starting from group 1, after the activity was finished the researcher closed the activity by asking questions and singing together, praying, and greetings.

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At the second meeting, the researcher began to show the various hijaiyyah letters that had been introduced yesterday and then allowed the children to see the iqra' letter cards. The researcher invited the children to play with the Iqra 'letter card, continuing the hijaiyyah letters that were already known yesterday.

Observations are used to determine the ability to read the Qur'an of children in learning activities. The results of the observation of the ability to read the Qur'an with the Iqra' method using letter cards are sufficient to show an increase from before the learning action was taken but has not yet reached the target.

Based on the results of these observations, researchers and teachers analyzed the process of Iqra 'activities with letter card media. Researchers and teachers discussed the shortcomings in the first lesson. From the results of the analysis, researchers and teachers feel that they have not gotten maximum results and have not been in accordance with the plan. So researchers and teachers need to make plans for the next learning activity with the hope of increasing it.

The next researcher takes learning actions to interact with students and provide motivation for the Iqra 'method using picture card media outside the classroom, giving rewards or praise so that children are more motivated and confident to participate in Iqra' activities with letter card media. The implementation of the second learning action begins on Wednesday, August 11, 2021. The researcher provides an overview of the learning that will be carried out. Researchers gave children an understanding and demonstrated how to read Iqra 'with letter card media. Researchers began to provide opportunities for children to see activities outside or in the classroom. This meeting was held on Thursday the researchers offered the children to choose to play outside or in the classroom. The researcher offered the children to run a race to take the Iqra 'letter card and read it. Researchers give rewards to children.

Observations on the second learning activity the ability to read the Koran of children has begun to increase, the increase in the ability to read the Koran, researchers in the second action have increased because they have achieved performance. The process of implementing the second action went well, the existing weaknesses could be overcome even though it was not maximized. Researchers assisted by teachers have succeeded in improving the ability to read the Qur'an through the Iqra 'method with letter card media. Based on the problems and objectives to be achieved in the research, an improvement has been seen from the pre-cycle to the learning process, after taking the first cycle of action the child can begin to read the Qur'an using the Iqra method, but not so perfect after doing the second cycle (2nd) action.) by providing a game and reward the child can read the Qur'an with the Iqra method, using the media of letter cards. The results of this study are that the ability to read the Qur'an in children with the Iqra method, using letter card media is successful and can be applied to the ability to read the Qur'an.

CONCLUSION

The results of classroom action research conducted in two cycles have reached the target and are increasing than before. It can be concluded that the hypothesis formulated is true that through the Iqra' method with letter card media, it can improve the ability to read the Qur'an in children at SD IT Ali Mahfudz in the even semester of 2020-2021. The development of the ability to read the Qur'an further increased after the application of the Iqra' method with letter card media in learning at SD IT Ali Mahfudz. It can be seen that children are more enthusiastic and cheerful when doing Iqra' activities using letter cards. Children are more enthusiastic about using the Iqra' method with letter card media with more attractive color modifications.

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