
Using Fun Learning Method with Iqro' Block Media to Improve the Reading Ability of Paud Hijaiyah Students

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Abstract: Religious education should be introduced to children from an early age. At PAUD KB Ceria Serang, Islamic religious education was introduced to students, one of which was by teaching the hijaiyah letters to students. To improve students' ability to read hijaiyah letters, one of the methods used is to use the iqra' block media. This research is a quantitative research with the type of experimental research with a quasi-experimental design. The population in this study were all students of PAUD KB Pelangi Ceria Serang with a sample of 24 students in class B. Based on the results of data analysis, the average pretest score was 53.21 and the posttest average was 74.46. And based on the independent sample t-test output table in the equal variances assumed section, it is known that the sig2teiled value is 0.000 < 0.05, so it can be concluded that there is an increase in students' reading skills ability after using the iqra' beam media.

Key words: Fun Learning, Iqra' Blocks, Reading Ability, Hijaiyah Letters

Abstrak : Pendidikan agama harus diperkenalkan kepada anak mulai dari usia dini. Di PAUD KB Ceria Serang. Pendidikan agama islam mulai diperkenalkan kepada siswa salah satunya dengan cara mengajarkan huruf hijaiyah kepada siswanya. Untuk meningkatkan kemampuan siswa dalam membaca huruf hijaiyah salah satu cara yang digunakan adalah menggunakan media balok iqra'. penelitian ini merupakan penelitian kuantitatif dengan jenis penelitian eksperimen dengan desain quasi eksperimen. Adapun populasi dalam penelitian ini adalah seluruh siswa PAUD KB Ceria Serang dengan sampel siswa kelas B yang berjumlah 24 siswa. Berdasarkan hasil analisis data diperoleh rata-rata nilai pretest 53,21 dan rata-rata nilai posttest 74,46. Dan berdasarkan table output independen sampel t-test pada bagian equal variances assumed diketahui nilai sig2teiled sebesar 0,0000,05 dengan demikian dapat disimpulkan bahwa terdapat peningkatan kemampuan maharah qiraah siswa setelah menggunakan media balok iqra'.

Kata kunci: Belajar Asyik, Blok iqra', Kemampuan Membaca, Huruf Hijaiyah

INTRODUCTION

The period of development and growth of children at an early age has an important role in the formation of a person's character and personality in the future. This phase is often known as the Golden Age or the golden period.¹ The characteristics of children at this time can be seen from their daily lives which usually at this time children are more curious about something new and often spend their days playing. And not a few also at this time parents have started to include their children in educational institutions to maximize character development and child growth.

¹ T. Andriani, "Permainan Tradisional Dalam Membentuk Karakter Anak Usia Dini", *Jurnal Sosial Budaya* 9, no. 1 (2012).

Early childhood education (PAUD) is an educational institution organized to facilitate the growth and development of all aspects of a child's personality. The Law on the National Education System Number 20 of 2003 explains that early childhood education is held from birth to the age of six and is not a requirement to attend basic education.²

PAUD KB Pelangi Ceria Serang, is one of the places for early childhood education in the Serang area which has a mission to instill religious values from an early age for its students. This is reflected in the activities that exist in PAUD, one of which is the introduction of the hijaiyah letter from an early age. The introduction of hijaiyah letters to PAUD students is carried out to make it easier for students to be able to read and explore the Koran. The Quran is the main guide for all Muslims.³ And it is also known that the Al-Quran is composed of hijaiyah letters which were revealed to the Prophet Muhammad SAW.⁴

Based on the observations of researchers at PAUD KB Pelangi Ceria Serang, it shows that PAUD students prefer learning activities carried out by playing or learning while playing methods. In addition, the PAUD KB Pelangi Ceria Serang students are also very enthusiastic when the teachers teach them new children's songs. Because of this, in introducing the hijaiyah letter, the teacher at KB Pelangi Ceria Serang PAUD introduces the hijaiyah letter to students with the singing method. After introducing hijaiyah letters to students with the singing method, usually the teacher will ask students to read iqra 'one by one for each student to see how far their students' ability to read hijaiyah letters is. But this step is considered less effective because many of the students are busy playing alone and are less enthusiastic when waiting for their turn to read Iqra'.⁵

Departing from these observations and interviews, the researcher wants to use the Iqra 'Beams' media as one of the learning media to improve the ability to read hijaiyah letters in students at PAUD KB Pelangi Ceria Serang. This media was chosen by researchers to provide a new atmosphere for students in the process of learning hijaiyah letters. In addition, the selection of this method is also seen from the enthusiasm of students who prefer learning activities that are packaged in the form of playing. And it is hoped that the use of this method can provide new enthusiasm for students in learning to read hijaiyah letters and make learning much more fun.

RESEARCH METHODS

This study uses a quantitative approach to the type of experimental research with a quasi-experimental design. Experimental research is a study conducted by experiment, used to determine the effect of the independent variable (treatment) on the dependent variable (outcome) under controlled conditions.⁶ The research design used is:

Group	Pretest score	treatment	Posttest score
Experimental group	01	x	02

² <https://pusdiklat.perpusnas.go.id>, diakses pada Rabu 9 Juni 2022 pukul 12.00

³ Harista Taqiyya Majid dan Sheila Nurul Huda, "Gamifikasi Pembelajaran Huruf Hijaiyah Dan Bahasa Arab: Studi Kasus PAUD Terpadu Mutiara Yogyakarta", *Jurnal Automata* 1, no. 2 (2020): h. 1.

⁴ M. Antony, *Perancangan Aplikasi Pembelajaran Menggunakan Metode Web Based Learning*, Makalah Ilmiah Informasi dan Teknologi (INTI), 2015, 5, no. 3.

⁵ Observation and Interview with Yana Humyana as PAUD KB Pelangi Ceria teacher on Wednesday, May 25, 2022

⁶ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2019), h.111.

Treatment effects	= (02-01)
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The population in this study were all PAUD KB Pelangi Ceria Kp students. Kuningan, Kec. Waringinkurung, Kab. Attack with 50 students. While the population in this study were all students of class B PAUD KB Pelangi Ceria Kp. Kuningan, Kec. Waringinkurung, Kab. Attack with a total of 24 students. The data collection techniques in research are test, observation, and documentation techniques.

This research procedure has 3 main stages, namely Pre-Experiment, Core (experimental) stage, and data processing stage. In the pre-experimental stage, the researcher will make observations to the KB PAUD Pelangi Ceria and then proceed with the preparation of research instruments in the form of score sheets and observation sheets and also prepare the learning media that will be used. While at the core stage the researcher will first conduct a pretest by learning about the hijaiyah letter material without using puzzle media and the next day researchers will use puzzle media in learning to get posttest scores. The last stage is the data processing stage, where the results of the pretest and posttest will be processed with appropriate statistical tests so that they will get values that can be used as conclusions in this study.

RESULTS AND DISCUSSION

Reading ability of PAUD KB Pelangi Ceria students Serang

In the Indonesian dictionary, ability comes from the word "capable" which means power (can, can, do something, can, have excessive wealth).⁷ Another opinion says that ability is the power to take action as a result of an exercise.⁸ The ability as a result of learning outcomes consists of 5 categories, namely: intellectual skills, cognitive strategies, verbal information, motor skills, and attitudes.⁹ It can be concluded that ability is an ability possessed by a person in doing something from birth, but that ability can continue to develop if given training.

Reading has the meaning of using language by deciphering writing or symbols and understanding them.¹⁰ Another opinion explains that reading is a physical and mental activity to find a meaning in writing.¹¹ It can be concluded that reading is an activity of reciting letters or words to a construction process that involves many things such as thinking, psycholinguistics, to metacognition. Or reading is the act of translating signs and symbols into their meaning, word recognition, understanding meaning to linking the reader's experience with what is read.

⁷ <https://kbbi.web.id/mampu>, accessed on 15 August 2022

⁸ Utami Munandar, *Mengembangkan Bakat dan Kreativitas Anak Sekolah*, (Jakarta: PT Tigaraksa Satria, 2006), h. 37.

⁹ Robert M. Gagne and Leslie J. Briggs, *Principle of Intructional Design*, (New York: Richard and Winston, 1999), h. 49-54.

¹⁰ Lesley Mnadell Morrow, *Literacy Development in the Early Years*, (United State of America: Allyn and Bacon, 1993), h. 66.

¹¹ Tampubolon, *Mengembangkan Minat dan Kebiasaan Membaca pada Anak*, (Bandung: Angkasa, 1993), h. 66.

Children's reading development is divided into 4 stages, namely: beginner reader stage, growing reader stage, early reader, and expert reader.¹² If you look at the understanding of novice readers, PAUD students aged around 4-5 years are at stage 1.

Based on field observations and also interviews with teachers at PAUD KB Pelangi Ceria Serang, the process of teaching students to be able to read the Koran starts from introducing students to the letters hijaiyah. The word hijaiyah comes from the word (haja'a, yahuju, haja) which means spelling. The meaning of the spelling here is the Arabic spelling as the original language of the Qur'an, or hijaiyah letters are the Arabic spelling letters which are the language of the Qur'an and do not rule out the possibility of other disciplines that use hijaiyah letters in it such as hadith, and books written in Arabic.¹³ The hijaiyah letter itself consists of 29 letters consisting of:

ر	ذ	د	خ	ح	ج	ث	ت	ب	أ
ف	غ	ع	ظ	ط	ض	ص	ش	س	ز
	ي	ء	ه	و	ن	م	ل	ك	ق

As for how to read hijaiyah letters based on makharijul the letters are divided into 5 according to the location or exit of the letters.¹⁴

1. Al-Jauf (الجوف)

It means the letters that come out of the oral cavity and also the throat. The letters included are the mad letters that fall after the vowels that correspond to the mad letters. For example: the letter which falls after the harakat fathah and the letter (ya' sukun) which falls after the kasroh and (wawu sukun) falls after the harakat dhommah.

2. Al-Halq (الحلق)

It means the letters that come out of the throat.

- a. The letter that comes out of the lower throat above the chest is ء، ه
- b. The letter that comes out of the middle of the throat is ح، ع
- c. The letter that comes out of the base of the upper throat is خ، غ

3. Al-Lisan (اللسان)

The meaning is the letters that come out of the tongue or related to the tongue.

- a. The letter that comes out of the base of the tongue along with the blooming of the curve is ق
- b. The letter that comes out between the base of the tongue under the makhraj and the upper curve is ك
- c. The letter that comes out of the middle of the tongue meets the upper sky, namely ي، ش، ج
- d. The letters that come out from the sides of the tongue and right and left molars are ض
- e. The letter that comes out of the tip of the tongue and meets the upper sky is ل
- f. The letter that comes out of the tip of the tongue and meets the upper sky that shifts slightly from makhraj ل is ن

¹² M. Solehuddin and Ipah Syarifah and Nandang Budiman and Denny Setiawan and Untung Budi Laksana, *Pembaharuan Pendidikan TK*, (Jakarta: Universitas Terbuka, 2014), h. 74.

¹³ Abdul Mujib Ismail, *Pedoman Ilmu Tajwid*, (Surabaya: Karya Aditima, 1995), h. 23.

¹⁴ Acep Lim Abdurrohman, *Pedoman Ilmu Tajwid Lengkap*, (Bandung: CV. Penerbit Diponegoro, 2003), h. 22-28.

- g. The letter that comes out is adjacent to the makhraj ل،ن and enters on the back of the tongue but does not touch the upper sky, namely ر
 - h. The letter that comes out of the tip of the tongue and meets the base of the upper teeth is ط، ت
 - i. The letter that comes out of the tip of the tongue and meets the tip of the upper tooth is ظ، ذ، ث
 - j. The letter that comes out of the tip of the tongue and meets the tip of the lower incisors is ض، ز، س
4. Asy-Syafatain (الشفتين)
- It means letters that come out of two lips.
- a. The letter that comes out between the lower teeth and the two upper front teeth is ك
 - b. The letter that comes out of the upper and lower lips and is slightly stretched is و and when the lips are tight it is م، ب
 - c. The letter that comes out of the lower lip and the tip of the front teeth is ف
5. Al-Khaisyum (الخيثوم)
- It means the letter that comes out of the nose is م، ن

Based on field observations and also interviews with teachers at PAUD KB Pelangi Ceria Serang, the process of teaching students to be able to read the Al-Qur'an starts from introducing students to the letters hijaiyah. At first, the introduction of hijaiyah letters in PAUD KB Pelangi Ceria Serang was carried out using the singing method. This is done to attract students' attention and students' desire to learn.

The steps for introducing hijaiyah letters with this singing method include, first of all, the teacher writes the hijaiyah letters on the blackboard and how to read them using the letters of the alphabet. Next the teacher will give an example of how to sing it. The teacher gives an example of how to sing hijaiyah letters 3 times. After that ask students to imitate it little by little. This method is carried out by the teacher for several meetings so that students memorize the hijaiyah letters.

The Use of the Iqra' Block media in KB PAUD Pelangi Ceria Serang

Block is a game made of wood that has different sizes such as multiples of two, four, six, eight and so on. Meanwhile, the Iqra Block is a dice-shaped block that has six sides with letters and punctuation marks, this media is usually used to introduce hijaiyah letters and their punctuation to students.¹⁵ Iqra block learning media is used to teach students various hijaiyah letters along with their vowels and how to read them and can also be used as an additional tool besides the iqra 'book itself.¹⁶

¹⁵ Didik Tandika, Dkk, *Laporan Penganbdiian Kepada Masyarakat (PPI) Laskar Iqra': Media Pembelajaran Dengan Menerapkan Metode 3a (Ajari Aku Al-Qur'an) Bagi Mahasiswa Unisba*, Bandung: Lembaga Penelitian Dan Pengabdian Pada Masyarakat Universitas Islam Bandung No Kontrak 02/C.12/2017, h. 8.

¹⁶ Nurul Khotimah, "Penggunaan Media Balok Iqra Berwarna Warni Untuk Meningkatkan Minat Belajar Peserta Didik Kelas 1 di SD Roudlatul Qur'an 04 Jati Agung Lampung Selatan", Skripsi, Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Raden Intan Lampung 2022, h. 21.

Iqra 'block itself is one of the Educational Game Tools (APE). APE is everything that can be used as a tool or a means of delivering material to students by playing. The characteristics of the Educational Game Tool (APE) are:¹⁷

1. The tool can be used in various ways depending on the purpose and benefits
2. Aimed at early childhood to develop intelligence, cognitive, and psychomotor aspects of children
3. Using materials that are safe for children
4. Can make children actively involved in the game
5. Has construction properties

From the above understanding it can be concluded that the iqra block is an educational game tool made of cube-shaped wood that has six or more sides that can be used to teach or introduce hijaiyah letters along with their vowels to early childhood. In addition, this iqra 'block can also be used for children to practice composing Arabic words. The following will explain some of the advantages of using blocks in learning:¹⁸

- a. When playing with blocks, the child indirectly performs an activity with a procedure of use so that the child's systematic thinking about buildings and spaces will be formed.
- b. Children learn to put together a plan
- c. Children will be encouraged to work together
- d. Can stimulate children's ability in mapping which will encourage symbolic thinking skills, so that it can affect children's language skills.

The use of the iqra' block media to improve the ability to read hijaiyah letters in PAUD KB Pelangi Ceria Serang was carried out after students really memorized the hijaiyah letters. The use of this media is done to determine the students' ability to distinguish hijaiyah letters. As for how to use the iqra 'beam media in cheerful Serang KB early childhood as follows:

- a. First, the class was opened by the teacher with greetings, asking about the news, and the attendance of the students
- b. Furthermore, the teacher invites students to sing while moving or playing so that students are more enthusiastic in learning, the song chosen by the teacher has 3 songs starting with the easiest song and ending with a song about the letters hijaiyah
- c. Next, the teacher divides the students into 3 groups and distributes the iqra' blocks to each group.
- d. Then the teacher asked each student in each group to roll the dice and asked the students to name the sound of the letters they got.
- e. After the students have got their turn, the next step is the teacher invites the students to sing again before the teacher closes the class
- f. Finally, the teacher closed the class by greeting and giving a little message to the students

After the learning process using the iqra' block media, students will be tested posttest to compare their values. This is done to find out whether there is an influence on the use of the media or not.

¹⁷ Mayke S Tedjasaputra, *Bermain, Mainan, Dan Permainan Untuk Pendidikan Anak Usia Dini*, (Jakarta: PT Gramedia Widia Kusuma Indonesia, 2020), h. 82.

¹⁸ Pipih Sofia dan Bahrhan Taib, "Penerapan Media Balok Untuk Meningkatkan Kemampuan Belajar Huruf Hijaiyah Pada Kelompok B3 PAUD Sandhy Putra Telkom Ternate", *Edukasi Jurnal Pendidikan* 16, no. 2 (Juni 2018), h. 198.

Table of validity test questions pretest and posttest

Correlations

		X1	X2	SKORTOT AL
X1	Pearson Correlation	1	.495*	.906**
	Sig. (2-tailed)		.014	.000
	N	24	24	24
X2	Pearson Correlation	.495*	1	.817**
	Sig. (2-tailed)	.014		.000
	N	24	24	24
SKORTOT AL	Pearson Correlation	.906**	.817**	1
	Sig. (2-tailed)	.000	.000	
	N	24	24	24

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

In the table above, it can be seen that the SPSS output has a Pearson value of 0.495 with a significant level of 5%, so the first item can be said to be valid. For the second item based on the SPSS output, the Pearson value of 0.404 with a significant level of 5%, the second item can be said to be valid. After the questions are declared valid, the questions will be distributed to students for pretest and posttest.

Table of results of processing pretest and posttest scores

Keterangan	Nilai	
	pretest	posttest
Uji Normalitas	0,200	0,200
Rata-rata	53,21	74,46
Standar deviasi	9,510	8,129
Uji homogenitas	0,110	
Uji hipotesis	0,000	

After the pretest data was tested with the normality test, the data were normally distributed. Based on the SPSS output table, it is known that the significance value (2 tailed) is 0.2000.05, which means the data is normally distributed. And for the posttest data, after

being tested with the normality test, the data is also normally distributed. Where the SPSS output table is known to have a significance value (2 tailed) of 0.2000.05, which means the data is normally distributed. Meanwhile, in the homogeneity test of the pretest data based on the SPSS output table, it is known that the significance value (sig) is 0.110 0.05, then the data variance is said to be homogeneous, which means that the samples in this study are in the same population.

Seen from the table above, it can be seen that there is an increase in the ability to read hijaiyah letters after using the iqra' block media. The value before using the iqra beam media was 53.21 and after using the iqra beam media it increased to 74.46. The difference between the two values is 5.321, which means that there is a significant increase.

In the standard deviation table, it can be seen that there is a difference between the pretest and posttest. At the time of the pretest the standard deviation of 9.510 while at the post-test it was seen that it was 8.129. From this figure, it is known that there is a decrease in the standard deviation value at the time of the posttest. The standard deviation itself is used to determine how distributed the data in the sample is and how close the individual data points are to the sample mean.

Looking at the table above in the hypothesis test column, it can be seen that based on the independent sample t-test output table in the equal variances assumed section, it is known that the sig2tailed value is 0.000 0.05. Thus it can be concluded that there is a significant difference between the average value of the increase in reading skill before and after using the iqra' beam. So the initial ability of students to read hijaiyah letters at PAUD KB Ceria Serang before using the iqra' block media was low. This can be seen from the results of the cumulative value whose average value is 53.21. After using the iqra' block, the average value of PAUD KB Ceria Serang students increased by 74.46.

CONCLUSION

The growth of children at an early age has an important role in their future lives. Therefore, at an early age children are instilled a sense of love for religion. It can be started by introducing hijaiyah letters to early childhood. The introduction of hijaiyah letters must also be done creatively so that children are interested in learning it and one of them is by using the iqra block media.

From the data obtained by researchers during the research process at PAUD KB Ceria Serang with a sample of 24 students, it can be concluded that the iqra' beam is considered effective in improving students' reading skills. Where this can be proven and seen from the increase in student scores after using the iqra 'beam media. Where before using the iqra' block media the average value of students was 53.21 and it seemed to increase to 74.46 after using the iqra' block media.

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