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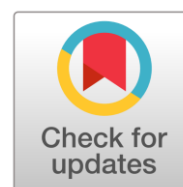
Design of Al-Quran Reading Books for Early Age Children: Study on the Development of Teaching Materials Based on Arabic-Indonesian Phonetic Integration

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Abstract

Purpose - This research aims to develop a textbook for learning to read and write the Koran for early childhood with a language learning approach in its preparation.

Design/methodology/approach - This research uses research and development methods by following the stages offered by Sugiono. Because this research was carried out during the pandemic, several stages in the field were not carried out. Researchers only focus on developing the validation results from language and material experts.

Findings/result - The findings of this research conclude that the Al-Qur'an reading and writing learning textbook that has been developed according to experts is worthy of being tested even though there are several notes on aspects of the presentation of the material.

Originality/value - The originality of this research suggests that future researchers can develop the results of validation of this book in the field and can duplicate these findings in other areas where the phonetics of the speakers may be different from those of children in the area where the researchers conducted the development.

Paper type - Research paper

Keywords: BTQ, Arabic-Indonesian phonetics, Research and development

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Introduction

The seriousness of parents in Indonesia to educate their children to become a generation of Muslims who are literate of the Qur'an is very thumbs up. This can be seen in various places of learning of the Qur'an such as TPQ, TPA, KB, kindergarten, madrasah and Qur'an course institutions. Many children who are still early age have the spirit and zeal to learn the Qur'an while expressing the volume of his childish voice. Therefore, it becomes an inevitability that learning the Qur'an from an early age is indeed expected by all parents to their children.

Although the Qur'an is a Muslim holy book, it is also necessary to note that the language contained in it is not Indonesian. This means that there needs to be extra effort for those learners to learn Arabic phonetics (Hassan, 1994) whose category is Foreign language not mother tongue (Jauhar, 2014). If that is the case then broadly speaking there are different signs for educators between teaching the first language and the second language. Such as the difference in the number of letters, pronunciation, vowels even in terms of writing between Latin letters and Arabic letters.

In the study of foreign language learning or the basis of learning in general, it should be in teaching beginner level should start first from the easiest to the most difficult level. This is also true when teaching how to read the Qur'an, it should be for educators not to teach the opposite. The point is that educators must be able to compensate for the mother language skills that children have when teaching foreign languages. So it is very unusual if they are just learning the letter -R- and when learning to read the Qur'an are faced with the letter / ذ / خ / ث let alone the letter -ض- the letter that not all languages other than Arabic.

Reading and writing are language skills they acquire after listening and speaking. This means that one will not be able to speak well if previously not preceded first by hearing a lot. So will the next analogy, that reading the writing well will affect his ability to write. In the field of language studies listening and reading activities are called *receptive* and speech and writing activities are called *productive* (Musfiroh, 2008).

Before students at the beginner level learn the reading of *hukun nun die, mad, gharīb* and *Waqaf-Ibtidā'*, they need to spell the phonetic correctly (read: *fasīh*). The

mispronunciation of the slightest letter will be fatal, because hal thus will have an impact on semantic meaning (Lathifah et al., 2017). So that phonological learning from the basic level needs to be well constructed. So that the similarity of pronunciation errors do not cause students to improve things until adulthood. Reading studies at this level are also referred to as microreading. That is, reading which is essentially limited to reciting and pronouncing writing (Sugirin, 1997).

There is a study at one of the Islamic Religious Colleges in Indonesia that tried to measure the ability to read the Qur'an at the level of the College's students, and the result is that 47 percent of them are still spelling when reading the Qur'ān (Hardivizon & anrial, 2016). Spelling errors usually occur due to confused differences between pronunciation or phonology between *symbols*. Especially in Arabic which has a different character when the letter stands alone and is incorporated in one word. So the complexity that is often experienced by students who can not read at the elementary level due to similar pronunciation and writing (Helmanita,

2016).

Switch to studies related to learning to write Arabic letters (read: Hijaiyyah). It's almost the same as what happens with reading. Although there is a general language study that indicates that the teaching of read-and-write for first-rate learners is by reversing letters (Ramadani, 2015), it is also worth noting the principle of teaching from the easy to the most difficult level.

If you teach writing using tartīb alphabet *hijaiyyah* letters, then it is very unusual also if the new child learns upright letters such as *alif*, then learn curved letters. Not to mention the complexity when facing the difference of writing from right to left. Coupled with if required to write harokat, dot, and others as such, then the concept of sound teaching and writing must clearly be distinguished.

The emergence of various btq learning methods at the end of this age is very varied. It needs to be well appreciated by all of us that BTQ learning changes from year to year. The emphasis of each method also has its own similarities and characteristics. Even the teachers are now required to have a certification issued by each method initiator as well as the author of the book.

After trying to explore the learning books of The Qur'ān (read: BTQ), there are some findings that indicate that the phonetic teaching of Arabic does not pay attention to the principle of ease and difficulty as well as the principle of Foreign Language and The Language of Instruction. Selected books used as research study texts include: Yanbu'ah, Adz-Dzikh, Burhani, Iqro', Qiro'ati, Ummi, and Tilawati. The books structure the teaching material following the alphabetical style.

In Arabic linguistic studies, the sequence of hijaiyyah letters has a long history. These changes and modifications are due to the various perspectives of Arab linguists in arranging *the mu'jam* in sa'at. Call it Khalīl ibn Ahmad alFarāhidi with his *khalq* studies, Imam Sibawaih with his *idgham* studies and Ibn Jiniy who differed from the two previous scholars. When viewed from the historical side, it is very clear that the *tartib* hijaiyyah letter is not actually final, but very dynamic especially in terms of learning (Wafī, 1940).

In Indonesia, changes in the methodology of BTQ teachings or Arabic phonology occurred in the late nineteenth century. In this era btq learning that holds with a book commonly called "*ngaji follow*" by the Javanese began to be abandoned. This is because reading with a unit of sound of letters that are more efficient and efficient (Helmanita, 2016). The impact of this learning system also affects the inclusion of BTQ teaching in formal and non-formal schools. Likewise, the curriculum design in TPQ-TPA also changed. Such as the enactment of achievement cards, volume books, *munāqoshah* ascension volumes and graduation of the Qur'ān.

By re-cataloguing history and the basis of language teaching, the author tries to reflect back that the Methodology of Reading the Qur'ān is not final, especially in phonetic teaching for Indonesiannon-Native *Speak Arabics* speakers. So the implication of the final review of this paper is the difference in btq learning methodology concept between memorizing, reading and writing *hijaiyyah* letters.

Due to the limitations of researchers, the study of the text of BTQ teaching books selected in accordance with those mentioned above. While the scope of operational limitations about reading and writing here is only limited to the basic level. Then it will be

further examined how the form of micro-reading teaching in these books is reviewed with Language and History as an approach to this research.

Method

This type of research includes development research or what is known as Research and Development (R&D). Sugiyono stated that research and development methods are research methods used to produce certain products, and test the effectiveness of these products. So, development research aims to produce a product with the hope that in the future it will be effective for use based on the educational needs that are currently developing.

In this research method, to be able to produce certain products, research is used in the nature of needs analysis, and to test the suitability of the product so that it can function in the world of education, research is needed to test the effectiveness of the product. So research and development is longitudinal (in stages).

The research steps used in this research are materials development procedures according to Borg and Gall. The following are the ten steps of Research and Development (R&D) research procedures according to Borg and Gall: potential and problems, data collection, product design, design validation, design revision, product testing, product revision, use testing, product revision, mass production.

Of the ten steps of the development research method according to Borg and Gall, in this development research only five development steps are needed to produce a product that is ready to be tested in the field later. Researchers did not reach the trial stage to mass production due to obstacles that made it impossible to carry out further research and also due to time problems, especially since it took a long time to reach mass production. The obstacle in question is the COVID-19 pandemic which requires educational institutions in Indonesia, especially the East Java region, to still carry out teaching and learning activities online or online (on the network) even after entering the new academic year. Online learning will make it difficult for researchers to go directly into the field to conduct experiments in the classroom. In these five steps of development

research, the results of the product can be found whether it is feasible or not by strengthening the assessment by validation experts.

Result & Discussion

Potentials and problems were obtained from the results of pre-research conducted at schools in the form of interviews with teachers. The potential contained in this research and development is a book for learning to read the Al-Qur'an (BTQ) with the context of easy phonetic pronunciation. Meanwhile, the problem in this research and development is that teachers have used certain books and methods in the learning process, but the sequence of letters taught is still universal and does not pay attention to levels of ease and difficulty. Apart from that, it is also known that teachers have never innovated by making their own books to make learning easier.

The books that have been developed are then validated or assessed for their suitability by expert lecturers. The product validation process in research and development has two stages, namely the linguist validation stage and the material expert validation stage.

Linguist Validation, the book developed is submitted to the language expert validator in printed or hardfile form. The validation results data display will be shown in the validation results attachment. The variables that will be assessed in the media validation instrument include aspects of ease of pronunciation, ease of teaching, and ease of letter form.

The results of media validation by language expert validators from the aspect of letter presentation for the first indicator regarding overall form received 4 points in the appropriate category (no need for revision). The second indicator regarding suitability between letters and pages received 4 points in the appropriate category (no need for revision). The third indicator regarding the layout of letters received 4 points in the appropriate category (no need for revision). The fourth indicator regarding the number and size of panels for each page received 3 points in the quite appropriate category

(minor revision), meaning that researchers can choose to carry out revisions or not. In this case the researcher chose not to carry out revisions.

The results of the validation of the appropriateness of the book presentation aspect for the first indicator regarding practical media size received 3 points in the quite appropriate category (minor revision). For some reason, due to the limited capabilities of researchers, comic media is still in the form of story fragments so it cannot be presented in module form, only in sheet form. So the researcher chose not to carry out revisions.

The second indicator, namely "can be stored and is not easily damaged" received 3 points in the appropriate category (minor revision). This is because the material used is still HVS paper. Even though it is relatively easy to store and light to carry anywhere, it is also easily damaged if not stored properly.

The third indicator regarding reusable media received 4 points in the appropriate category and does not need revision. The media presentation aspect has a total score of 10 out of 15 points with a percentage of 66.67% or is categorized as adequate and does not need revision.

Researchers recommend that prospective educators master the knowledge to be taught, have good competence, and can approach students so that learning can run well and have satisfactory results. The researcher hopes that this research will be a reference for Arabic language educators in order to anticipate the problems faced when learning takes place.

This research has several implications for educators, namely evaluating so that learning objectives can be achieved and make learning fun. For students, it can be used as motivation to improve learning outcomes.

Next, the development of the BTQ teaching textbook is handed over to the material expert validator in printed or hardfile form. The validation results data display will be shown in the validation results attachment. The variables that will be assessed in the material validation instrument include three aspects, namely the relevance aspect

with 6 (six) indicators, the accuracy aspect with 2 (two) indicators, and the material presentation aspect with 3 (three) indicators.

The results of media validation by material expert validators in terms of the relevance aspect are six indicators. If the first indicator gets 4 points, it does not require revision. The second indicator received 3 points in the sufficient category but the researcher chose not to revise it. The third, fourth and fifth indicators received 4 points in the appropriate category and do not require revision. Finally, the sixth indicator received 3 points in the sufficient category. The overall indicator has a percentage of 73.33% with a total score of 22 out of 30 points in the appropriate category and does not need revision.

The results of the feasibility validation in the accuracy aspect for the first indicator regarding conformity to the rules were 3 points in the sufficient category and required slight revision because there was some writing on the material that was still wrong, so the researcher chose to carry out revisions. The second indicator regarding the target content of the material received 4 points in the appropriate category without revision. The overall results of the two indicators above obtained a percentage of 70% or had a total score of 7 out of 10 points in the appropriate category and did not need revision.

The average percentage result of the three material validation aspects above regarding comic media without text is 72.72% or has a total score of 40 out of 55 points overall, so it is included in the appropriate category or does not need revision. Although overall the aspects have a decent value and do not need revision, there are still several indicators that have sufficient value and require minor revisions. Namely in the accuracy aspect of the first indicator and the material presentation aspect of the second indicator.

Apart from providing an assessment of each validation questionnaire indicator, the validator also provides suggestions and comments regarding improvements to the media material being developed. The following comments were submitted: 1) There are not many mufradats that are closely related to the theme. 2) There is still inaccurate writing in both the text and the media.

Conclusion

The theoretical implication of this paper is that the authors of these methods need to review the books they have compiled to be developed according to the needs of the learner. But this hope can also be started from the teachers of The Qur'an in their respective institutions. By modifying the form of the reading and writing demonstration that was originally *tartīb hijaiyyah* letters-it still uses alphabetical order, changed to one that corresponds to the stage of learning starting from easy to pronounce or written and ending with learning as well as emphasis on pronunciation of difficult letters or writing that has similarities.

Based on the results of research and development of Al-Quran Reading Books for Early Age Children: Study of the Development of Teaching Materials Based on Arabic-Indonesian Phonetic Integration in Kb, Kindergarten, Tpq Pacet Mojokerto. The results of the overall media suitability assessment from media and material experts obtained an average percentage of 70% or had a total score of 77 out of 110 points overall. Thus, it can be concluded that comic media without text is in the appropriate category, which means that this book can be used in learning activities for the skills of reading and writing the Koran and/or is ready to be tested.

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