THE USE OF THREE DIMENSIONAL DICE MEDIA IN IMPROVING THE HIJAIYAH LETTERS READING ABILITY OF CHILDREN AGE 4-5 YEARS

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Info Artikel	Abstract
	The Al-Qur'an is the best way of life for human which is written in Arabic using hijaiyah letters. Al-Qur'an includes many functions that guide humans in living life. Because of the important role of the AL-Qur'an in human life, the command to teach the AL-Qur'an from an early age is contained in the words of Allah SWT and hadith. Al-Quran learning for young children begins by introducing hijaiyah letters as the composing letters of the AL-Qur'an. Three-dimensional dice media can be one of the media used in learning to read hijaiyah letters for early childhood. The problem examined in this study is whether the use of three-dimensional dice media can improve the ability to read hijaiyah letters of children aged 4-5 years in Panti Puruhita Kindergarten Semarang. This study aims to determine the increase in the ability to read hijaiyah letters of children aged 4-5 years through the use of three-dimensional dice media in kindergarten Panti Puruhita Semarang Kindergarten. *This is experimental research, with one group pretest-posttest design research design. The population in this study is 30 students aged 4-5 years Panti Puruhita Kindergarten Semarang. The sampling technique uses purposive sampling. The sample is 30 students aged 4-5 years at the Panti Puruhita Kindergarten Semarang. Data collection methods use observation, documentation, and questionnaires. The questionnaire is used to measure the ability to read hijaiyah letters of children aged 4-5 years. The collected data is then analyzed by paired sample t-test using SPSS 21 for Windows. Based on calculations using paired sample t-test, the value of Sig. < 0.05 ($0,000 < 0.05$), and the tcount $<$ ttable ($-14,135 < 1,697$), so that the alternative hypothesis (Ha) can be accepted. The amount of increase that occurred in the ability to read hijaiyah letters of children aged 4-5 years in Semarang Panti Puruhita Kindergarten is 26.9 after being treated in the form of learning using three-dimensional dice media. The increase is obtained from the difference between the mean of pretest and posttest.* © 2019 Universitas Negeri Semarang

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INTRODUCTION

Al-Quran is a holy book that is used as a life guide for Muslims. Every Muslim is obliged to study the holy book revealed in Arabic and be written using the hijaiyah letters. There are many hadiths and the word of Allah SWT that command to teach the AL-Qur'an from an early age. One of them is the Hadith which reads:

"Teach your children three things: love for your Prophet, love for his family, and Quran recital" (HR.Thabrani).

"The best of you are those who learn the Quran and teach it" (HR. Al-Baihaqi).

Al-Quran has several functions, namely (1) as a source of Islamic teachings, (2) instructions for mankind to live a better life (3) mercy for the whole universe, (4) distinguishing between rights and vanity, (5) as a warning and conditioning for humans (Hidayat, 2017: 62). Seeing the importance of the AL-Qur'an in human life, then the education of reading the AL-Qur'an should be given early. According to Broadly, the instilling of Islamic religious values in early childhood includes the value of faith, worship, and moral (Elfitasari, 2014: 80). The ability to read the AL-Qur'an is one of the values of worship in the teachings of Islam that can be taught from an early age.

According to the results of the 2010 Indonesian population census by the Central Statistics Agency (BPS) 87% of the 237,641,326 Indonesians are Muslims. Although the number of Muslim population in Indonesia is very large, the number of illiteracy of the AL-Qur'an in Indonesia is also high. Based on the research results of the Al-Quran Science Institute (IIQ) 65% of all Muslim populations in Indonesia are still experiencing illiteracy of the AL-Qur'an as reported by Republika (17 February 2018). Furthermore, an effort is needed to improve the ability to read the AL-Qur'an.

Efforts to improve the ability to read the AL-Qur'an can be started from an early age by providing simple materials such as material about the letter hijaiyah as the basic letters making up the verses of the AL-Qur'an. There are several strategies in teaching hijaiyah letters for early childhood, namely training and habituation strategies, play activity strategies, and learning strategies (Husnita, 2014: 75). Playing becomes one of the strategies that can be applied in learning to read hijaiyah letters. However, it cannot be denied there are still educational institutions that provide learning to read hijaiyah letters in a verbal way without the presence of media or play activities that are loved by children.

Based on the results of observations made at Panti Puruhita Semarang Kindergarten, the researcher found the fact that learning to read hijaiyah letters is conducted using the lecture method (verbal) without using learning media. The teacher writes hijaiyah letters on the blackboard and then guides the children to read hijaiyah letters one by one. This causes children to pay less attention to the material presented. It also causes the child to feel bored easily because he just sits and listens to the teacher's explanation. According to Magnesen, verbal learning will only be absorbed by as much as 20% of the material presented so that understanding is less than optimal (Kuswoyo, 2018: 18).

Based on this, educators and parents need to create new innovations that can support learning activities so that the learning outcomes obtained can increase. One effort that can be done is to create creative and interesting media for children. According to Hamalik (Annisa, 2016: 57) the presence of media used in learning can improve student learning outcomes. That is because children enjoy every lesson that is given so that the information absorbed by the child becomes more optimal. The concentration range of early childhood is fairly short at 10-15 minutes for that, the teacher needs something that is able to attract the attention of children in the learning process. One of the media that can be used in learning to read hijaiyah letters is a three-dimensional dice media.

Three-dimensional dice media are media made of wood in a cube shape. Each side of this media has hijaiyah letters arising and is equipped with directions. The pointer serves to make it easier for children to understand the upper and lower parts of the hijaiyah letters correctly. This media is also equipped with harathat fathah, kasroh, and domah which can be removed and

pasted, so that the child understands the proper placement of harokat between the name and the place. This media can be used with various methods such as question and answer, a game to find letters, and a game to place harokat. The child can roll the dice to find the letter in question and stick to each character in the right position. It should be emphasized in this case, that the three-dimensional dice media is only used to stimulate the child's ability to read hijaiyah letters not words or sentences. The following is a three-dimensional dice media picture:

Figure 2.1 Three Dimensional Dice Media

Learning that is carried out attractively will encourage the concentration of children to be longer to focus on the material presented so that the learning outcomes obtained can be increased. Reading is the ability to translate symbols (letters) into sound (Sari 2017: 125). The ability to read hijaiyah letters is the ability to voice hijaiyah letters that match the shape of the letters with their sounds. In order for the abilities of children to be maximized, in addition to the learning media, children also need a supportive environment for learning, both in the school environment and home environment. So that children not only get learning in school but also when at home, children still get learning from the adults around them. In accordance with Abdullah's opinion (Sufa, 2014: 61) which says that educators in Islam are those who are responsible for the development of children. Therefore, the abilities of children can develop to the maximum. Parents can provide support and attention to children by repeating learning at home.

Based on the description above, the problem examined in this study is whether the use of three-dimensional dice media can improve the ability to read hijaiyah letters of children aged 4-5 years in Panti Puruhita Kindergarten Semarang. The purpose of this study is to determine the increase in the ability to read hijaiyah letters of children aged 4-5 years through the use of three-dimensional dice media in Panti Puruhita Semarang Kindergarten. The advantage of this research is that the reader can know that in an effort to improve the ability to read hijaiyah letters in children, it can be done with creative and interesting media for children, one of them with three-dimensional dice media. Through this research, it is expected to provide more knowledge to educators and parents about the importance of using media in learning for early childhood.

METHODS

This research is a type of quantitative research with experimental methods. According to Syaodih in (Irchamni, 2009: 2) experimental research is part of a quantitative approach to examine the causal relationship through the provision of certain treatments. The type of design used in this study is one group pretest-posttest design that is research design by giving treatment, pretest, and posttest to one group. So the results of the treatment can be known more accurately because it can be compared between the ability before and after being given treatment (Sugiyono, 2017: 110).

This research is conducted from July 15 2019-15 August 2019 in Panti Puruhita Kindergarten Semarang which is located at Jl. Kurantil I, Krapyak, West Semarang district, Semarang City. The population in this study is 30 Panti Puruhita Kindergarten Semarang students aged 4-5 years. The sampling technique uses purposive sampling, which is a sampling technique based on certain considerations (Sugiyono, 2017: 124). The sample in this study is taken based on the age level of Panti Puruhita Kindergarten Semarang students aged 4-5 years, totaling 30 children.

Data collection methods use observation, documentation, and questionnaires. Then to analyze the instruments, the researcher uses validity and reliability tests. Validity test is used to see how far the research instrument can be used to measure what you want to measure. While the

reliability test is used to show the sharpness or consistency in measuring the same symptoms (Sukmadinata, 2009: 229). Then, to analyze the data from the pretest and posttest results, the researcher uses the normality test and hypothesis testing.

RESULT AND DISCUSSION

This section contains an explanation of the results and discussion of research relating to the use of three-dimensional dice media in improving the ability to read hijaiyah letters of children aged 4-5 years in Panti Puruhita Semarang Kindergarten. The score obtained from the results of the pretest and posttest is analyzed by dividing the data into five categories; they are very low, low, medium, high, and very high. The calculation of the value of each category is obtained by the formula range and length of the interval. The following calculation of the value of each category:

Table 1. Formula of Range and Length of Interval

Max. Score = maximal score x total item	Range = maximal score – minimal score
Min. Score = minimal score x total item	Interval Lenghth = range : score category

Based on instrument that has been tested its validity and reliability, there is 46 out of 60 items that valid. The interval calculation of each catregory is follows:

Maximal Score = maximal score x total item = 4 x 46 =184

Minimal Score = minimal score x total item = 1 x 46 = 46

Range = maximal score – minimal score = 184 – 46 = 138

Panjang Interval = Interval Lenghth = range : score category =138:5 = 27,6 rounded to 28

The interval between categories is 28, then score interval of each category is presented as follows:

Table 2. Category of Pretest and Posttest Result

Category	Interval	Pretest		Posttest	
		Total	%	Total	%
Very Low	46-74	0	0%	0	0%
Low	75-103	18	60%	0	0%
Moderate	104-132	12	40%	21	70%
High	133-161	0	0%	9	30%
High	162-190	0	0%	0	0%
Total		30	100%	30	100%

Before giving the treatment, the researcher held a pretest to find out the child's ability to read hijaiyah letters. The pretest is done by asking children to read hijaiyah letters using iqro' books. Based on the results of the pretest, it is found that 18 respondents (60%) are in the low category and 12 respondents (40%) are in the moderate category. While the category is very low, high, and very high 0%. After the researcher conducts a pretest, the researcher then gives treatment in the form of learning to read hijaiyah letters using three-dimensional dice media. The treatment is given 12 times. After the researcher gives the treatment, then the researcher holds a posttest to see the child's ability to read the hijaiyah letters after being given 12 treatments. Based on the posttest results, it is found that 21 respondents (70%) are in the medium category and 9 respondents (30%) are in the high category. Then, the percentage for the very low, low, and very high categories are 0%.

Based on table 2 above, it appears that the ability of children to read hijaiyah has increased after being treated. This can be seen from the fact that there are no more respondents in the low category. The posttest results showed that the respondents are only in two categories: medium and high. The magnitude of the increase in children's ability to read hijaiyah letter, can be seen based on the difference in the average value of the pretest and posttest. The following is an analysis of pretest and posttest data:

Table 3. Analysis of Pretest and Posttest Data

	Pretest	Posttest
N	30	30
Mean	102,17	129,07
Median	102,00	127,00
Minimum	92	116
Maximum	117	146
Range	25	30
Std. Deviation	7.530	8.060

Based on the table above, it appears that the average value (mean) of 30 respondents has increased. The initial average value before being treated (pretest) is 102.17 and the average value after being given treatment (posttest) is 129.07. It shows, there is an increase of 26.9 after being treated. Increased ability to read hijaiyah letters after being treated in the form of learning using three-dimensional dice media can also be proven based on paired sample t-test. Data is said to have increased if the value of Sig. < 0.05 and tcount <ttable. The following are the paired sample t-test results:

Table 4. The Result of Paired Sample t-Test

Paired Sample t-Test						
		Paired Differences				
		Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Pair 1	Pretest-Posttest	-26,900	10,423	-14,135	29	0,000

Based on the table above, it can be seen that the value of Sig. (2-tailed) of 0,000 that means Sig. < 0.05 (0,000 < 0.05). The calculated value in the table above is written -14,135. This shows that tcount <ttable (-14,135 < 1,697). Because of the value of Sig. < 0.05 and tcount <ttable, it can be concluded that Ho is rejected and Ha is accepted, that is there is an increase in the ability to read hijaiyah letters of children aged 4-5 years through the use of three-dimensional dice media in Panti Puruhita Semarang Kindergarten.

This is in line with the opinion of Zaman and Eliyawati (2010: 111) which says that the media used in the learning process can enhance the results achieved. The existence of usedmedia in learning will also cause enthusiasm of children to learn. That is because the media can increase interest and motivation and stimulate students to be more active in participating in learning

(Mursid, 2015: 48) so that children's understanding of the material presented is more maximal. It is including the child's ability to read hijaiyah letters. Children will be more active in participating in learning through various games not just sitting and listening to the teacher's description.Increased ability to read hijaiyah letters in early childhood, is inseparable from the learning media used, namely three-dimensional dice media. According to Mursid (2015: 49) learning media can improve student learning outcomes, because media provides benefits in learning, among others (1) clarifying the presentation of material, (2) reducing verbalism, (3) increasing concentration and reducing passivity. The success of dice in improving children's ability to read hijaiyah letters is also inseparable from the supporting factors. These factors are the environment. According to Iqromah (2018: 22) children who get support learning to read hijaiyah letters in the family environment will have a better ability to read hijaiyah letters, compared to children in the middle of families who do not provide support in learning to read hijaiyah letters. Support provided by families can be in the form of learning about hijaiyah letters, repeating lessons at home, or involving children in the TPQ program.

In line with the above opinion, Moedjiono in (Kusumawati 2016: 95) said that the use of three-dimensional media in learning, will provide (1) direct experience, (2) showing the object as a whole both construction and how it works, (3) presents the material concretely and avoiding verbalism. So that children will do more learning activities not only listen to the teacher's description but also can do other activities such as observing and doing. So, the understanding and learning outcomes obtained are getting better.

There have been several similar studies that have been carried out before, namely the application of block media to improve the ability to learn hijaiyah in group B TK Sandhy Putra Telkom Ternate by Bahran Taib (2017). The results of the study concluded that the use of block media can improve children's ability to read hijaiyah letters. This is evidenced by the increase

in the percentage of children categorized as complete from 35.7% to 78.6%. Furthermore, a similar study has also been conducted by Nikmatul Fuadah (2018) with the title of the research developing the ability to read hijaiyah letters through puzzle media on group B RA Afandi Besuki Tulungagung Regency children. The results of this study indicate that children's ability to read hijaiyah letters has increased by using puzzle media. This can be seen from the mastery of learning which increased from 65% to 88%.

Based on the description above, it is known that the ability to read hijaiyah letters in children increases after learning by using creative media. The media used in learning is able to attract the attention of children to focus on the material presented. So the learning results obtained are getting better.

CONCLUSION

Based on the results of research and discussion of the use of three-dimensional dice media in improving the ability to read hijaiyah letters for children aged 4-5 years at Panti Puruhita Semarang Kindergarten, it can be concluded that, there are differences in the ability to read hijaiyah letters for children aged 4-5 years before and after being treated. The ability of children in reading hijaiyah letters has increased after being treated in the form of learning using three-dimensional dice media. So, it can be concluded that the use of three-dimensional dice media can improve the ability to read hijaiyah letters for children aged 4-5 years at Panti Puruhita Semarang Kindergarten.

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