Introduction to Hijaiyah Letters for Early Childhood through the Development of *"TAHU JARI"* Book

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Article Info

Abstract

The limited availability of innovative books as a learning medium in the introduction of hijaiyah letters in children makes learning less optimal. The letter is a symbol of sound, the letter hijaiyah that is, the Arabic alphabet starting from ا (alif) to ي (ya). This study aims to analyze the feasibility of Cerita Huruf Hijaiyah Berseri book (TAHU JARI) in the introduction to hijaiyah letters for children aged 3-4 years. The design of this research is Research and Development (R&D) with reference to the theory of Borg and Gall. The stages in this research include 1) preliminary research and data collection; 2) Planning 3) Design development; 4) preliminary field trials; 5) Revise the trial results. TAHU JARI was tried out in 3 stages, the initial trial involved 4 students, the second trial involved 8 students and the operational field trial involved 16 students. Data collection techniques using observation, interviews, and questionnaires. Data were analyzed using quantitative descriptive. The results showed that the results of the initial field trials were 82.5% (feasible). In the second trial, the percentage was 90% (feasible). The operational field trial phase, obtained 92.5%, it shows that the development of learning media for Cerita Huruf Hijaiyah Berseri book (TAHU JARI) can be an interesting medium in introducing hijaiyah letters to early childhood. The results of this study indicate that the TAHUJARI book is suitable for use in children, that children easily understand hijaiyah letters quickly.

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INTRODUCTION

In early childhood education (PAUD), children are introduced to literacy skills, one of which is the ability to read because reading is an important aspect of moral (Mook & Lam, 2012). According to Nofrienti (2012) the ability to read will help children learn more about the world, and understand instructions in writing and pictures. This makes children enjoy reading and helps them get to know a lot of information (Juwita & Ta'suah, 2015).

The early childhood education based on Islam is also very important in teaching the introduction of literacy, including the introduction of hijaiyah letters from an early age (Siwiyanti et al., 2020). Through the introduction of hijaiyah letters from an early age, children will recognize hijaiyah letters and then be able to read Arabic well (Musa, 2015). The results of research by Syahrizal et al., (2020) suggest that the hijaiyah letter is the basic key to being able to read the Al-Quran. Therefore, introducing hijaiyah letters from an early age is very permissible. Hijaiyah letters are the letters that make up words in the Qur'an. Just as in Indonesia, which has letters of the alphabet in compiling a word into a sentence, the letter hijaiyah also has the same role. The letter is a symbol of sound, the letter hijaiyah that is, the Arabic alphabet starting from ا (alif) to ي (ya).

Supported by research by Suhat et al., (2012) it is important for adults to provide knowledge and skills about reading hijaiyah letters so that later children can read the Qur'an well and fluently in the future. In the end, the children will be able to understand the contents of the holy book. In line with Iqomarah (2018) she states that efforts to recognize hijaiyah letters in children can form literacy from an early age.

In fact, in the moslem society, many young children still have difficulty recognizing hijaiyah letters. One of the reason is because the use of hijaiyah letter recognition media is not in accordance with the characteristics of early childhood learning.

Another study by Asnidar (2016) shows that so far teachers have not used or rarely used media in introducing hijaiyah letters so that children do not understand or understand hijaiyah letters. This statement can be justified because the process of recognizing hijaiyah letters in the usual ways, such as lecture methods and classical methods, will make children slow to remember these letters. This is because the lecture method and classical method do not create a pleasant atmosphere for children to learn.

The results of research by Mulyani et al., (2018) reveals that the technique of recognizing Al-Quran literacy must fulfill strategic elements, namely through the singing, storytelling and playing methods. This method is a learning technique that is very relevant in the world of children. By applying the method will provide a happy atmosphere and has a plural contribution to early childhood. According to McDonald et al., (2012) every child needs to learn to read and children learn best when children use all senses. Learning activities must be set in interesting and meaningful interaction. It is due to a social relationship between the teacher and classmates is an obligatory part of development and learning.

Based on the preliminary observation, the media used in the introduction of hijaiyah letters are still in the form of textbooks, small hijaiyah letter cards, and there are no introductions or stories about the introduced hijaiyah letters. This makes learning to recognize hijaiyah letters less attractive due to the lack of active involvement between teachers and children. Research by Afrianingsih et al., (2016) found that many children look bored when reading hijaiyah letters. Because children do not understand their meaning, it is the same when children are taught the alphabet or numbers but do not understand what are those symbols used for and what are their meaning. It needs a crucial effort so that children are not only memorize hijaiyah letters for the obligation to memorize because of the demands of the adults around them, or at least be able to remember the image of these letters.

Therefore it is important for preschool teachers to provide quality teaching by highlighting big ideas that children need to have,

and play-based pedagogical abilities that are suitable for children's development (Lehrl et al., 2016). One of the efforts to increase the need for stimulation in accordance with the media and methods appropriate to the age and age characteristics of the children.

It is important for teachers to provide applicable media that facilitate students in learning by showing the material presented in a concrete manner (Nurritta, 2018). Then, the applied media serves to package the delivery media with joy and attractiveness for children. It means that the media can trigger the interests, thoughts, and feelings of students in the learning process (Rifai, 2018).

The results of research by Akkila & Samy, (2017) reveals that the classification and structure for introducing the Al-Qur'an to learners starts from the simplest to the most complex. In addition, the colors of the design support in each volume are made to vary according to the gradation of the frequency. So, readers will enjoy learning and not feel bored.

The study conducted by Alloway & Alloway (2010) shows that children learn best through effective learning and using media that has interesting elements. Children need sensitive and supportive help from adults. This is in line with the research of Herina et al., (2018), which found that the introduction of hijaiyah letters in early childhood must go through interesting media. Through the media, children get knowledge of how to read easily and efficiently, because by playing games children will get new information in their minds.

Akhadiyah & Mulyani (2017) stated that through interesting media it will be more enthusiastic to learn hijaiyah letters, because children will feel the learning atmosphere as if it were a play activity, so that children will find it easier to learn hijaiyah letters. Referring to existing research, the development of TAHU JARI book is expected to provide effectiveness in learning.

Utilizing one that is liked by children as a medium for introducing hijaiyah letters is something that must be considered by the teacher, in order to achieve the objectives of the learning. This was in accordance with the opinion of Nurhidayah et al. (2016), that in the process of playing while learning, it will be easier to gain experience and knowledge when using media.

Based on background discussed, it is necessary to have a medium that is able to boost the ability to recognize children's hijaiyah letters, such as serialized hijaiyah storybook media. This media can create an atmosphere of play for children. Therefore, this study aims to analyze the feasibility of storybook series hijaiyah letters in the introduction of hijaiyah letters in children aged 3-4 years. Through TAHU JARI book provides a fun hijaiyah letter recognition process to encourage effective learning and improve children's ability to recognize hijaiyah letters.

METHODS

The method in this study uses research and development. According to Sugiyono (2018: 297) research and development is a research method used to produce certain products and test the effectiveness of these products. The research procedure refers to the Borg and Gall development model which contains a systematic guide to the steps taken by the researcher so that the product they design has a standard of feasibility. The development steps are reduced to 5 steps. This research was carried out in 5 stages due to the limited research time. The five steps namely, research and initial data collection, namely the study of literature related to the problem being studied, and preparation to formulate a research framework.

Second, planning formulates skills and expertise related to problems, determines the objectives to be achieved at each stage, and if possible or necessary carries out a limited feasibility study. Third, design development, namely developing the initial form of the product to be produced. Included in this step is the preparation of supporting components, preparing guidelines and manuals, and evaluating the appropriateness of supporting tools.

Fourth, field trials, namely conducting initial field trials on a limited scale involving as many as 6 until 12 subjects. In this step, data collection and analysis can be done by means of interviews, observations or questionnaires. Fifth, arranging the final product, which is the final stage of refinement of the model developed in order to produce the final product (final).

Data collection tools in the form of assessment sheets and questionnaires. The assessment sheet is used to assess the feasibility of TAHU JARI book for children by material experts and media experts as well as teachers. The questionnaire was used to obtain children's opinions and experiences while using TAHU JARI book.

The data analysis technique used percentage descriptive statistics. The criteria for successful development are seen from the expert validation score. A book is declared feasible if the expert validation score is at least 75%. Early childhood ability indicators in the introduction of PAUD hijaiyah letters which state that PAUD students are capable of 1). Recognizing hijaiyah letters 1 to 6. 2) Matching the sound of the hijaiyah letter with the letter form. 3). Represent various kinds of objects in the form of images in accordance with the hijaiyah letter form.

The following Figure 1 describes the assessment aspects of the development of the TAHU JARI book.

Table 1. The Item of Aspects of Assessment of the *TAHU JARI* Book

Aspect	Item
Physical aspects (aspects related to the color and shape design of the media)	The design in the *TAHU JARI* storybook is very interesting
	The *TAHU JARI* storybook makes it easy to recognize *hijaiyah* letters.
	The pictures in the *TAHU JARI* storybook are interesting
	The picture in the *TAHU JARI* is clearly visible
	The *hijaiyah* letters in the *TAHUJARI* Storybook are clearly visible.
Material aspects (the content of the narrative story that is appropriate and coherent with what is in the child's environment)	The use *TAHU JARI* storybook is easier to recognize *hijaiyah* letters.
	The *TAHU JARI* story book is easy to use.
	The *TAHU JARI* story book makes it easy for children to imitate *hijaiyah* letters according to the pictures in the book.
	Using the *TAHU JARI* story book educational game tool, it is easier to introduce *hijaiyah* letters.
	The *TAHU JARI* storybook educational game tool is so interesting

RESULTS AND DISCUSSION

The results of the development of TAHU JARI book are described in accordance with the research objectives, namely:

1. Media development

In accordance with the Borg and Gall model used, this stage includes the following processes:

a. Initial research

This stage is used to determine the extent to which teachers and children need to be

developed by researchers. This stage is carried out by distributing needs questionnaires to teachers and structured interviews to children. With the results of the needs analysis that teachers and children want media.

b. Planning

Planning the content of media development, in consultation with the class teacher regarding the targets that must be achieved by children in accordance with the daily activity plan. Determine the type of color, and determine the type of shape, determine the type of narrative story that is appropriate and coherent, and collect story material that is in accordance with what is in the child's environment. The material presented in this media is the introduction of hijaiyah letters. In the preparation it refers to the daily activity plan that is usually used in PAUD, the material

chosen and developed is a book with the story with pictures. These two elements work together to produce a story with illustrated images. Picture books are intended to encourage appreciation and love for books. In addition to verbal and interesting stories, books contain pictures that affect children's interest in reading.

c. Design development

Planning the initial media design includes determining the colour, shape and narrative of the story that is appropriate and coherent. Collecting story material in accordance with the child's environment. The material presented in this media is the introduction of hijaiyah letters. In its preparation it refers to the daily activity plan that is usually used in PAUD, the materials are selected and developed. Here is Figure 1 design of TAHU JARI book.
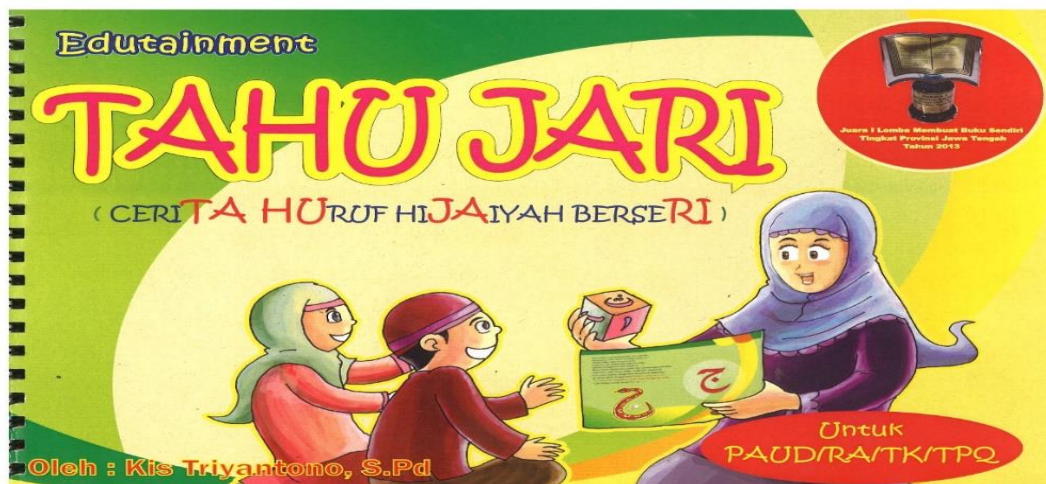

Figure 1. The Design of TAHU JARI book

In Figure 1 contains the front cover material containing interesting colorful titles and images and each subsequent page contains hijaiyah letter material starting from the first letter alif to the last letter, namely ya'. Then, on the next page there are introductions and

instructions for use for parents. TAHU JARI book is equipped with puzzel and dice games.

The following Figure 2 contains foreword and instructions on how to use TAHU JARI book.
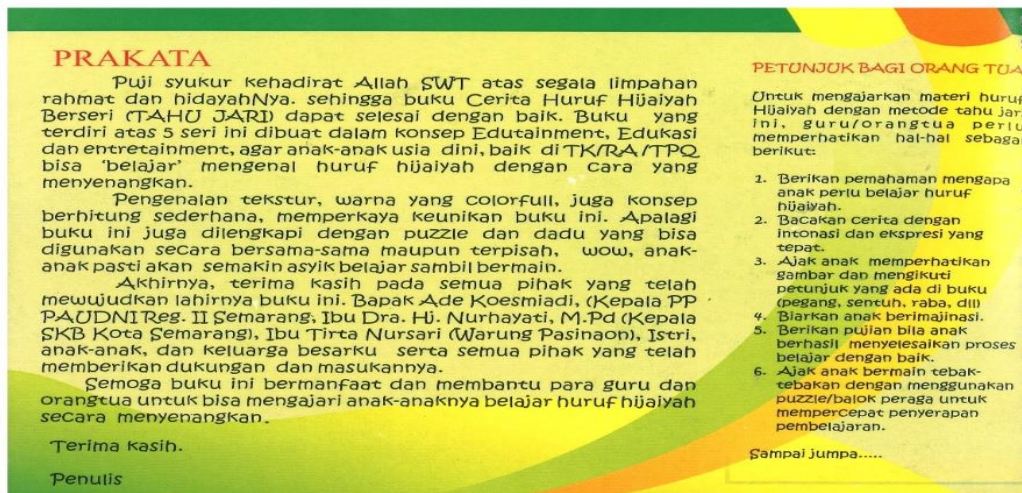
Figure 2. The instructions on how to use *TAHU JARI* book

In Figure 2, the general description of TAHU JARI book is explained, the purpose and method of use and the things that must be considered in introducing hijaiyah letters. Furthermore, in Figure 3-10 contains the hijaiyah letter material.

Figure 3. The First *Hijaiyah* Letters

Figure 3 contains material for the introduction of hijaiyah letters starting from the first letter, namely alif 'to the letter ya''. The content of the material is in the form of alif letter recognition with a fun concept and is designed in full color along with a description of the letter shape. Furthermore, on pages 3 to the last contain 30 hijaiyah letters from alif, ba ', ta', jim, kha, kho, dal, dal, ra, za, sin, syin, shod, dhod, tho, dhlo, ain, ghoin, fa, qof, kaf, lam, mim, nun, wawu, hamzah, ha, ya'. The following is in Figure 4 the letter yes' which is the last letter in hijaiyahletters.

Figure 4. The last *Hijaiyah* letters (Ya')

Figure 4 shows that the TAHU JARI book is designed according to the age characteristics of the child with an interesting concept. Then, learning is packaged in the form of a fun game. According to Widiyatmoko (2012), learning the introduction of hijaiyah letters in early childhood is physics-edutainment, which introduces a way of learning that has fun entertainment nuances and does not deviate from the learning objectives.

This is in line with the research of Santi T. I & Sukadi (2014), learning the introduction of hijaiyah letters in children needs supporting media that is packaged in an attractive, relaxed, and interactive way so that children do not experience boredom in the learning process.

Supported by Asmariani's research results, (2016) learning media are able to awaken and bring children into a happy and joyful atmosphere. The existence of emotional and mental involvement, of course, this affects the spirit of children to be more active in learning so that it can give the impression of a lively learning, ultimately leading to an increase in children's learning understanding of teaching materials.

Furthermore, related to the material from the serial hijaiyah letter book (Tofu Finger), the evaluation by students is carried out after the material has been successfully determined the next step is to compile a student evaluation sheet. This evaluation sheet is in the form of a questionnaire, the filling out of the questionnaire is assisted by a companion with a question and answer process to the child then the assistant fills in the questionnaire according to the child's answer. Following are the results of the expert validation test in four stages.

The following is Table 1 of the results of the Expert Validator's assessment of TAHU JARI book

Table 1. Expert Validator Assessment Results

No	Expert Validator	Assessment Results	Percentage (%)	Category
1	Material Expert	74	87	Very good
2	Media Expert Stage I	57	60	Good
3	Media Expert Stage II	86	90	Very good
4	Media Expert Stage III	91	96	Very good

In Table 1, it is explained that the material expert validation assessment is 87%, which means that the material for the Story Book of the

Serial Hijaiyah Lettering Book (Tofu) is in accordance with the concepts and characteristics of early childhood. In line with Kurniawati's research (2016) states that in Kindergarten learning activities, media plays an important role in children because children are in a concrete period.

Furthermore, the Stage 1 media expert is 60% so that this media needs to be equipped with part of the hijaiyah letters that can arise. So that children can touch hijaiyah letters, remembering that children learn through sensory. According to Benson et al., (2019) Sensory is a means for children to know and understand the world and environment around the child. Sensory processing is the process of receiving sensations that appear in the immediate environment and then organizing, processing and interpreting these sensations into the central nervous system to produce the right reaction.

The results of the Phase 2 media expert validation show that the media is too thin and the color is less striking and the design must have a safe and attractive element so that it needs to be corrected. In line with Ahmadi, (2014) learning media is a tool to invite children to convey their messages, it can also influence their thoughts, feelings, and willingness to stimulate the learning process in children.

In line with Puspitarni & Hanif's research, (2018) that the learning media that are made must have interesting elements and are in accordance with the child's developmental age stage. Learning media that are used appropriately in the learning process will be more effective and effective. Therefore, a media should have an interesting, educational and safe

element. Good learning must also use good media. Learning media is a tool to invite students to convey their messages, it can also influence their thoughts, feelings, and willingness to stimulate the learning process in students (Ahmadi & Wejiun, 2014). The use of media in the learning process is one way to realize a quality learning process (Fakhruddin, 2017). Then validation of Stage 3 Media Experts, there are no revisions and ready to be tested.

The trial was carried out 3 times, namely the initial trial was only given to 4 children. Then field trials were given to 8 children and large-scale trials were given to 16 children. The initial field trial score score was 82.5% (feasible). In the second trial, the percentage was 90% (feasible). The operational field trial phase, obtained 92.5%, shows that the development of learning media for TAHU JARI book can be an interesting medium in introducing hijaiyah letters to early childhood.

The effect of this media is that children understand hijaiyah letters faster. Supported by Siswanto's research, D (2015) that learning hijaiyah letters with the help of multimedia applications accompanied by animation, audio and explanations of how to read hijaiyah letters can attract children's interest. Children understand better hijaiyah letters using interactive media. Supported by the results of research by Royani & Astuti, (2020) that interesting and fun learning media are needed to support the introduction of reading to early childhood

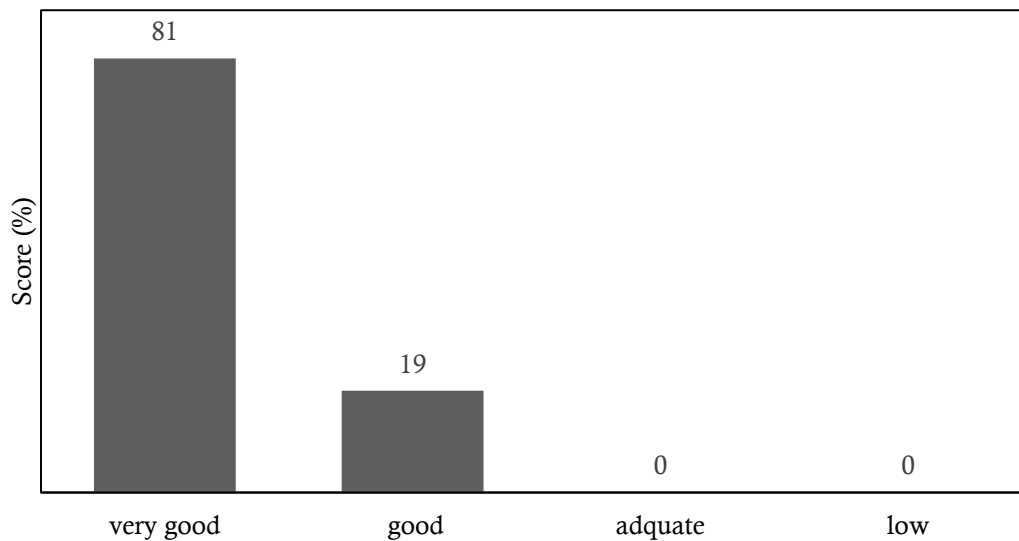Figure 5 shows the test score results in the TAHU JARI book.

Figure 5. The Score of the Result of *Hijaiyah* Letter Recognition through *TAHU JARI* Book

Based on Figure 5 it shows that after the trial on a number of children were very good at understanding the Serial Hijaiyah Lettering Storybook (TAHU JARI). Therefore, TAHU JARI book is appropriate and in accordance with the stage of child development. The children were very enthusiastic and interested in using TAHU JARI book. This is in line with research by Roskos & Christie, (2011) that story books provide guidelines for playing a way in which early childhood educators can improve children's vocabulary and comprehensive language skills.

The use of story books in early childhood education is mostly done for the formation of children's characters. The results of research by Yulianti et al., (2014) state that storybooks with conservation-oriented science show that storybooks with science are teaching materials that are easy for teachers to understand.

Supported by the results of research by Bay & Cetin (2014), it is stated that reading story books is an effective tool in the classroom. Based on the input from reading story books, preschool teachers should appreciate the practice of reading stories as productive time in class. It is important for educators to know the strategies used for reading story books, and to apply them appropriately in the classroom, so that it becomes a pleasant experience for both the teacher and the child.

Irchamni (2017) states that children's learning in recognizing hijaiyah letters is higher using media than conventional learning outcomes. In line with the results of Hidayati's research (2020) that media development of hijaiyah letter learning media based on android can facilitate the learning process of children in understanding the material and memorizing the shapes and sounds of hijaiyah letters This is in line with Zahrotun's research, (2018) that reading the Al-Qur'an needs to recognize the hijaiyah letters, how they look and how to read them.

So it can be concluded that TAHU JARI book is feasible to be an interesting medium in introducing hijaiyah letters to early childhood. Remembering learning hijaiyah letters is a first step to reading the holy book Al-Qur'an. A good strategy through play activities will be very necessary in the ability to learn to read hijaiyah letters in early childhood. Therefore, choosing the right learning method or media has a big role in improving children's ability to read hijaiyah letters (Gunawan, 2019).

Games can aid cognitive, physical and emotional development. Playing is also seen as a very appropriate method for children's learning (Rafika, 2020). Therefore, the introduction of

hijaiyah letters is carried out by the playing method. Many things can be remembered by children through play. Through playing activities, children can learn a lot about their environment and practice various skills. Therefore, playing is an important element in encouraging cognitive, language, physical, social, emotional, religious and moral development. Learning activities based on the introduction of reading hijaiyah letters are very easy to apply to children's daily lives through the methods of telling stories, singing and playing games (Afrianingsih, et al 2019).

Children can imagine and be creative in children's fantasies. Playing as a release or release from the pressures faced by children. Playing can also be an exercise to build cooperation and by playing children can train their intellectual, insight and mental skills. The function of play for children is to develop motor, social, creativity, self-awareness and moral sensory.

The results of other research in the implementation of learning hijaiyah letters that use the Hijaiyah block game, listen to take, Hijaiyah Balloon Hours, Color Balls, Campfire and Fill Cards can improve the ability to recognize hijaiyah letters in children (Fadillah & Purwanti (2018).

The display of hijaiyah letter media which is designed and modified to attract children will more quickly understand and understand what they are learning. This is in line with the results of research by Dini et al. (2021) which states that the use of interactive media equipped with games in hijaiyah letter recognition. With the interactive application of hijaiyah letter recognition, it is hoped that children will be more enthusiastic and motivated in learning. Learning atmosphere is more fun and easy to understand.

Hijaiyah letter recognition learning games are one of the learning components that have an important role in teaching and learning activities. Through the existence of hijaiyah letter recognition learning games, it can stimulate children's thinking, including increasing concentration skills.

In contrast to the research of Alucyana et al., (2020) introducing hijaiyah letters using a different way of using pictorial card media in the aspect of mentioning hijaiyah letters, which begins with reading imaginary stories, reading fairy tales or fantasy to reading fluently, then children They are given cards with hijaiyah letters and an atmosphere of playing hijaiyah letter cards is made, so that children are carried away in a pleasant atmosphere in learning hijaiyah letters.

In this study, the effect of the use of TAHU JARI book) makes the children understood hijaiyah letters faster. An attractive design and an effect that arises can train children's sensory abilities. According to the results of research by Critz et al., (2015) The existence of sensory activity is a form of activity and play that encourages children to use one or more of their senses to stimulate sensory early childhood.

Children's exploration in sensory activities itself will be the foundation for children to build themselves to understand their own world. Sensory play is a way of learning for children that involves and stimulates the senses (Nesayan et al., 2019). Therefore, the serial TAHU JARI book as a media that can attract the interest and motivation of early childhood in learning hijaiyah letters through the ascending storybook media equipped with the arising hijaiyah letters.

CONCLUSION

TAHU JARI book is feasible to be an interesting medium in introducing hijaiyah letters to early childhood. Remembering learning hijaiyah letters is a first step to reading the holy book Al-Qur'an. A good strategy through play activities will be very necessary in the ability to learn to read hijaiyah letters in early childhood. The development of TAHU JARI book is feasible and able to increase the knowledge of children aged 3-4 years. The child becomes interested so that it raises the child's interest so that the hijaiyah letters are easy to understand.

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