

Literation of Al-Quran for Early Age with Playing Techniques

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Abstract—Al-Quran literacy in early childhood is introduced through learning and experiences related to the child's world and according to its development. Good and pleasant experiences will have a positive impact on children's development. Playing is the main thing for early childhood learning. This study uses playing techniques to introduce Al-Quran literacy for early childhood. The purpose of this study was to find out about Al-Quran literacy learning for early childhood using play strategies. In this study, teachers and students were the main participants. The method used is descriptive analytical with a qualitative approach. The research instrument used to obtain research data includes written tests, observations, questionnaires, and interviews. In operational research, researchers conduct interviews, observations coupled with literature studies, then try to understand and analyze it. The strategy to play in learning Al-Quran literacy for early childhood is proven to cause pleasure, providing opportunities for children to explore and express their feelings. For all students in group A, the play activities obtained results (total) of undeveloped students (BB) of 10.4%, students who started developing (MB) of 36.4%, students who developed according to expectations (BSH) of 34%, and very well-developed students (BSB) of 19.2%. Whereas for all students of group B, the play activities obtained results (total) students who have not developed (BB) of 6.8%, students who are developing (MB) of 34%, students who develop according to expectations (BSH) of 36.4%, and very well-developed students (BSB) of 22.8%.

Keywords—component; literation; al-Quran; early age; childhood; playing

I. INTRODUCTION

Early Childhood has a very extraordinary time in his life that can affect his development in the future. Positive experiences gained at an early age can shape them into positive personalities as well. Parents and teachers must always provide good stimulus during their early age development process.

According to Imam Pamungkas, children aged 5-6 years are still said to be the golden ages, where everything he receives can affect his development in the future [1]. Everything he receives can be obtained through vision, hearing, feelings, even his life experience. A bad life experience will be remembered and kept in mind until adulthood. Likewise with experiences that have good and positive impressions. Of course, this also applies to the teaching and learning process. Everything can

affect him for his future development, and all the potential that exists within him can also be maximized.

Early childhood cannot be released just like that in accepting input or education. Sudono mentions that early childhood is a child from birth to 6 years who must receive educational services in their physical and psychological development [2]. For this reason, every educator must know some basic assumptions related to this early childhood.

From the aspect of formal education, hence the early age is dominated by kindergarten age. At that time, their language skills and curiosity had appeared. According to Syamsu Yusuf, in kindergarten (TK) the child's language ability is good enough with the form of the question sentence (what, where, why), then at this age the child can already be taught shahada, prayer movements, prayer readings, prayers, and Al-Quran [3].

One aspect that must be given as early as possible to children is al-Qur'an literacy. To form the Qur'an generation, of course, awareness, experience, and education related to this matter must have been obtained by children from childhood. Literacy is an ability in terms of reading and writing. According to Barratt literacy is how the children learn to read and write [4]. Early literacy is also called emergent literacy [5]. Teale & Sulzby stated that emergent literacy is generally used to refer to the process of being literate [6]. For that reason, in the Al-Quran literacy for early childhood, the process is to grow and introduce children to the Koran both in terms of reading and writing.

The process of applying this literacy is strongly influenced by the role of the teacher and the children themselves. Anggraini and Sofia revealed that when children learn to participate in classroom activities and also when teachers try to regulate their behavior in the classroom indirectly will bring literacy skills to children gradually [7]. This means that the more often teachers and children are involved in literacy activities, the children's literacy skills will develop. The quality of this interaction will also certainly affect the content or content of literacy learning, the higher the skill, and experience of literacy in a class, then the quality of literary material will get richer.

Previous research that discussed the learning of the Quran for children is Dina's research by using the Quranic home method which is a method of learning the Quran for children

through games, stories, hand signals and cooling [8]. As a result 56.25% of children can recite and have an impact on their behavior. This is the first research that was included in the competition to get funding from LPPM Unisba. This research will later develop into a series of continuous studies to obtain a learning strategy model that is able to develop literacy in the children's Qur'an so that it becomes a form of morality in children from an early age.

II. METHODS

Al-Quran literacy activities in early childhood held at RA Al-Muqoddasah Jagabaya Kec. Cimaung Kab. Bandung uses a strategy to play with material references based on iqro books. This activity is carried out twice a week, Monday and Wednesday. Al-Quran Literacy in early childhood is carried out in group A (4-5 years old) with 8 (eight) children and in group B (5-6 years old) with 12 (twelve) children. This study uses the descriptive analytical method with a qualitative approach. The main data source in qualitative research according to Lofland, are words and actions [9]. Thus, data is obtained from data sources that can provide information (informants). In addition to the words and actions as the main data source there are also other data sources, namely written data sources, such as books, newspaper documents, internet, etc. After the child is able to recite the hijaiyah letters and then be able to recognize some of the Arabic vocabulary in the Al-Quran the last child can do a variety of games with the letters and vocabulary. Assessment of children's abilities in play activities is adjusted to the games carried out, namely: the ability of children to take part in the games, children's ability to construct puzzles, children's ability to thicken and color hijaiyah letters, children's ability to write letters correctly, and children's ability to reread the work they make. In this study the data sources were among others: school principals, teachers, students, and written data (books and documents). Because the selection of data sources is purposive, the data source is determined according to the need to meet data adequacy. The data source at least fulfills several criteria related to the theme in this study, such as 1 principal, 4 teachers and 20 students (group A and B). The type of data needed in this study is primary and secondary data. Primary data is obtained from interviews and observations about the Al-Quran Literacy Strategy for Early Childhood, such as learning scenarios and approaches. Whereas secondary data from students' work, assessment documents on the development of children's Al-Quran literacy abilities, photo documents and video learning process of Al-Quran literacy. The study was conducted.

III. RESULTS

The world of children is the world of play which most of the time is spent with playing activities. The Greek philosopher, Plato was the first to realize and see the importance of the practical value of playing. Children will learn arithmetic more easily through playing situations. Playing can be used as a medium to improve certain skills and abilities in children. The term play is defined as an activity carried out using or without using tools that generate understanding, provide information, provide pleasure, and can develop children's imagination [10].

Playing for early childhood is very important, by playing, the learning process will be effective and more quickly captured when they play and one of the benefits of playing well for children's cognitive development. According to Piaget, cognitive ability is the result of the relationship between brain development and the nervous system and experiences that help individuals to adapt to their environment [11].

According to Wiyani, the cognitive abilities of children can be demonstrated by carrying out play activities using game tools that contain educational elements or values [12]. While cognitive development is the development of thinking or intelligence, namely the ability to learn new skills and concepts, the skills to understand what is happening in their environment, as well as the skills to use memory and solve simple problems.

According to Mulyadi, playing, in general, is often associated with children's activities carried out spontaneously. There are five meanings to play: 1. Something that is fun and has intrinsic value in children; 2. Not having extrinsic goals, the motivation is more intrinsic; 3. Are spontaneous and voluntary, there is no element of compulsion and free choice by children; 4. Involves the active role of children's participation; 5. Have a special systematic relationship with something that is not playing, such as creativity, problem-solving, language learning, social development and so on [10].

A. Learning of Al-Quran Literacy for Early Childhood by Using Playing Techniques

Playing is an activity that is carried out repeatedly, causing pleasure, giving children the opportunity to explore, find, express feelings and learn fun [13].

Al-Quran literacy through playing techniques is one of the activities used in Al-Quran literacy activities for early childhood. After the child is able to recite hijaiyah letters and is able to recognize some of the vocabularies in Arabic in the Al-Quran, the child can perform various games with the letters and vocabulary. There are several types of games performed in group A, namely: *Puzzle, Dot to Dot, copying, Thicken letters, draw a line, Create letters from dough play, Search for letters (sand & treasure), Guess letters (written on the back of the hand or palm)*. While the variety of games for group B are: *Puzzle, Draw with glue, Write words with flour, Letter-making game, Jump game, Verb demonstration, Poetry and Demonstration of a story from the Al-Quran (role-playing)*.

Based on data in the field using various methods, then it can be seen that the activeness of these children is extraordinary. There are many behaviors, attitudes, characters, and various things they do. However, we continue to focus on aspects of our research, that is related to Al-Qur'an literacy.

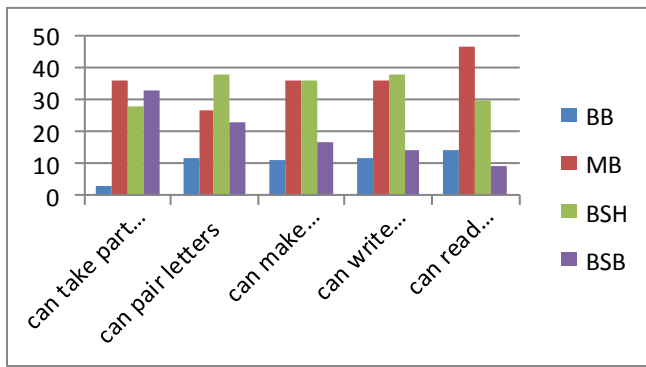


Fig. 1. Al-Quran literacy for early childhood through playing techniques for group A.

The bar chart shows data about achievements for Al-Quran Literacy in early childhood through playing techniques in group A. First, the indicators of children who can take part in the game namely 3% BB (undeveloped), 36% MB (start developing), 28% BSH (develop according to expectations), and 33% BSB (developing very well). While, the indicators who can pair letters are 12% BB, 27% MB, 38% BSH, and 23% BSB. Next, the indicators who can make letters correctly are 11% BB, 36% MB, 36% BSG, and 14% BSB. The indicator who can write Arabic letters of achievement is 12% BB, 36% MB, 38% BSH and 14% BSB. Last, the indicators who can read Arabic writing are 14% BB, 47% MB, 30% BSH and 9% BSB.

Then, as the data in the field also shows that group A consists of 8 (eight) children who all take lessons. In learning Al-Quran literacy in group A through playing techniques it turned out to be very popular with children. This is evidenced by the data that 7 people or 87.5% of children enjoy following it. They like playing activities, especially in the activities of printing or writing hijaiyah letters with various media such as play dough although in this activity there are some children who are still assisted by the teacher. Therefore, playing is the main thing for early childhood learning. The world of children is a world of play filled with fun and comfort. If separate learning is even dominated by formal activities, the child will feel uncomfortable. These inconveniences make learning will not reach children, and ultimately meaningful learning cannot be realized. In the end, the character of the child is not formed.

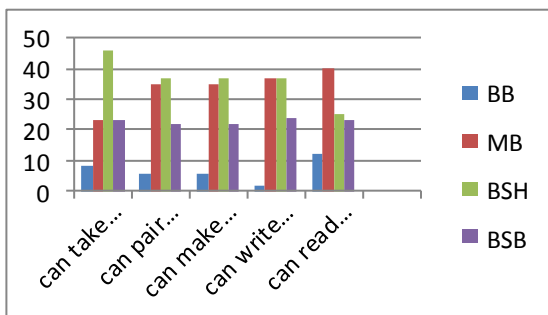


Fig. 2. Al-Quran literacy for early childhood through playing techniques for group B.

The bar chart illustrates data about Al-Quran literacy for early childhood through playing techniques for group B. Firstly, for indicators the child who can take part in the game, namely 8% BB, 23% MB, 46% BSH and 23% BSB. As for the indicator who can pair letters is 6% BB, 35% MB, 37% BSH, and 22% BSB. Next, who can make letters correctly is 6% BB, 35% MB, 37% BSG, and 22% BSB. The last, the indicator who can write Arabic letters of achievement is 2% BB, 37% MB, 37% BSH and 24% BSB. While the indicator who can read Arabic writing is 12% BB, 40% MB, 25% BSH and 23% BSB.

As the data in the field, about playing techniques, group B consists of 12 (twelve) children who all follow the learning with this technique. Learning the Al-Quran literacy using playing techniques in group B concluded that 10 (ten) children or as many as 83.3% liked and were able to take part in every game. This was indicated by their activity in the activity. According to Sholehudin, there are two dimensions to play that make it contribute very significantly to learning and child development [14]. The two dimensions referred to are the dimensions of activity and the dimensions of the atmosphere of play. In the aspect of activity dimensions, in playing children can do various things he wants to do. Children can practice what they know. He can also try to find new things. The playing activity can sharpen the physical and mental well of the child. In the aspect of the climate dimension, children in their activities carry out activities without command and pressure. He does things with his own wishes. And he will repeat the game again if it's fun.

Al-Quran literacy in early childhood by using three techniques namely singing, storytelling and playing are three techniques that are in accordance with the development of the child and their world. Aside from being introduced to chanting through songs, children also enriched their Quranic insights with various stories and vocabulary in the Quran and at the end of this Al-Quran literacy activity, children were brought to be directly involved in games related to Quranic elements. With these three techniques, all aspects of child development can develop optimally. These three techniques can also help the learning of Al-Quran literacy for early childhood. This is evidenced by the increase of 50% of the ability to read hijaiyah and Al-Quran letters in groups A and B in RA Al-Muqoddasah.

Therefore, these three literacy strategies (singing, telling and playing) are learning techniques that are very relevant to the world of children. Which makes them have a pleasant atmosphere and has a plural contribution to the early childhood learning process. According to Morrison, everyone needs to learn, to read and to write. Children learn best when they use all the senses, learning activities must be interesting and meaningful and social interaction between teachers, and classmates is a mandatory part of development and learning [15].

B. Learning Materials for Al-Quran Literacy through playing strategies

1) Group A

a) Puzzle: Puzzle means something that is confusing. That said because the game really made the person playing it

confused to solve it. This game begins by randomizing the pieces of a picture or a construction which then the children must rearrange it properly and correctly. Whereas in this literacy, children compile the puzzle of the source from the picture in the form of hijaiyah letters, or even in the form of an image (animal, for example) and the name of the animal written in Arabic.

b) Dot to Dot: This game is a game that really sharpens children's motor nerves. This game requires also the concentration and focus of the child on what he is doing. This game is a collection of dots that form an object, can be pictures of animals, houses, numbers. However, of course, in this case, the object is a collection of dots that form hijaiyah letters.

c) Tracing: Tracing is the quickest and easiest method to obtain an exact copy of an object or image. Some of the methods commonly used to copy are using paper tracing, light boxes, or carbon paper. The function of this game is, of course, to obtain results or images with a high level of accuracy according to the original. Then, this method makes it easy for children who have difficulty in drawing an object.

d) Thicken letters: Thicken letters or an object is an activity or game for children that function so that the object or image becomes clearer. There is also for the child, learning this game is so that the child remembers the object being thickened. In addition, it is to obtain focus from what it is doing.

e) Draw a line: Draw a line is an activity for children to complete the picture so that it becomes clearer by drawing a line. This game is almost the same as dot to dot, but usually, the point is very thin compared to dot to dot. The function of this game is almost the same as dot to dot, which is so that children can follow the picture flow properly. Children stay focused on the object they are drawing. Another difference is in this game children must draw a line from one letter to another, while dot to dot only draws lines in one hijaiyah letter object. This game also serves to strengthen memory, especially to what is being drawn.

f) Create letters from dough play: *Dough Play is a game by creating an object (letters, numbers or anything else).* The material used is usually made of plasticine, which is a colorful dough that is soft so that it can be formed with various kinds of objects. Plasticine is also usually used in everyday decoration at home.

g) Search for letters (sand & treasure): This game is a treasure-seeking game. In this case, the teacher makes hijaiyah letters or other objects in the form of hijaiyah letters hidden somewhere. Then, the children who were divided into groups tried to find the hidden letters. This game is very fun for children because they can compete to reach it. This game can also train their cohesiveness and cooperation (team work).

h) Guessing the letters: As the name implies, this game is a guess that must be answered by children. The media used in this game are their own hands, can back their hands or the palms of their hands. This game starts with the teacher writing

on their hands with his index finger, then the child guesses what letter the teacher is writing.

2) Group B

a) Puzzle: By definition, it has been explained in the previous discussion. At this time, the benefits of the puzzle game itself will be discussed. In general, this game functions to train motoric, concentration, the balance of eye and hand movements, practice logic, left the brain and can strengthen memory. Some types of puzzles include construction puzzles, sticks, floors, numbers or letters, transportation, logic, geometry, addition and subtraction puzzles.

b) Draw with glue: Drawing with glue can also be said to be a collage. Collages are artistic compositions made from various materials, such as paper, cloth, glass, metal, wood, and others that are affixed to the surface of the image. Collage is a two-dimensional art work that uses various kinds of materials. As long as the material can be combined with basic ingredients, it will be a collage of art that can represent the aesthetic feeling of the person who made it (www.wikipedia.com). In this case, the media used is glue and paper. Glue is applied to the paper according to the object, for example, the letter hijaiyah. Then the glue is sprinkled with colorful paper that has been cut into small pieces or even with other media, such as leaves.

c) Write words with flour: As the name implies, this game is an activity that uses media from flour. This is so that the child is interested and happy with the game. The trick is, the teacher prepares a place or tray which is then filled with flour. As for learning or playing, children are told to write the hijaiyah letters with their indexes. So that a collection of letters hijaiyah is obtained in a place or container containing the eggplant.

d) Letter-making game: This game is not much different from composing a puzzle. So, children are required to compose a hijaiyah letter so that it becomes a word. The media is varied, can be from paper, cardboard, or even from wood which is in the form of letters.

e) Jump game: This game makes children happy and busy to do it. The media used is only ceramic flooring that already has a box line. Even if it's not a ceramic base, then it needs lime or anything else so the teacher can make the lines of the box. In this game, the teacher stores letters or words in Arabic in a boxed box, then the children were told to jump to the place instructed by the teacher.

f) Verb demonstration: This verb demonstration involves the direct role of the teacher. Its function is the teacher gives an initial stimulus so that the child is reminded of the words that must be mentioned.

g) Poetry: This poem is written in very simple Arabic and the teacher who made it. The function of this poem is to increase children's understanding of vocabulary in Arabic. The poem was prepared by the teacher in accordance with the vocabulary that was given to children. In addition, the teacher occasionally tells the children to go forward and read the poem so that the child becomes brave to appear in front.

h) Demonstration of a story from Al-Quran (role playing): This game is like making a play, but of course, it is done in a very simple style, and the duration is not too long. This game can be done by anyone. For example, all teachers who do the role, then the children pay attention, can also only children who do with guidance from the teacher, or a combination of teachers and children who carry out the role.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The strategy to play in learning Al-Quran literacy for early childhood is proven to cause pleasure, providing opportunities for children to explore and express their feelings. For learning activities through play strategy, it is obtained data that for groups A and B there are five activities, that is, playing activities, writing letters, making letters correctly, writing Arabic letters, and reading Arabic writing. For all students in group A, the playing activity obtained results (total) of undeveloped students (BB) of 10.4%, students who started developing (MB) of 36.4%, students who develop according to expectations (BSH) by 34%, and very well-developed students (BSB) of 19.2%. Whereas for all students of group B, the play activities obtained results (total) students who have not developed (BB) of 6.8%, students who are developing (MB) of 34%, students who develop according to expectations (BSH) of 36.4%, and very well-developed students (BSB) of 22.8%.

B. Suggestions

Based on data analysis in the field, we provide suggestions that we submit relating to the research subject, among them is the need for the Research and Development section in RA Al-Muqoddasah Jagabaya Banjarnegara Kab. Bandung to control and evaluate related to the education and teaching curriculum found in these educational institutions. Then, it is also necessary to have more focused supervision from the teacher on the development of children while in school, especially during off-class hours so that the application of the curriculum can be better measured.

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