

The Teaching Of Reading The Qur'an In Early Childhood

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Abstract

Preschool is the best age to instill religious values in children because is the time to develop habits that are in accordance with the teachings of Islam, one of which is through learning about reading the Qur'an. Learning the Qur'an is given to children so that they can grow according to their nature and their hearts get the light of wisdom, before they are controlled by lust and immorality that can make them immoral and dignified children in their environment. This paper uses a literature study method. It explains the importance of instilling religious values in children from an early age, in this case reading the Qur'an. Also explained about the benefits of reading the Qur'an for early childhood, the factors that can help early childhood in reading the Qur'an and methods that are widely used by teachers in teaching the Qur'an to early childhood, namely by using the iqra' method. The iqra' method has various advantages in equipping children's early abilities in learning the Qur'an. In the end, it is hoped that the Islamic generation can continue to read and practice the values in the Qur'an in living this world until the end.

Keyword: reading, qur'an, early childhood, iqra'

Introduction

Religious education is an inseparable part of human life, including early childhood. Therefore, it is the obligation of parents to fulfill their children's religious education needs. This is a children's spiritual need which is as important as physical needs. The cultivation of religious values at this age has several advantages that cannot be had at a later period. At that time the children's soul was still clean with the nature of Allah. Children are born in a pure state, so that whatever influence is implanted in the children's soul will flourish (Hilmi, 2011).

Environmental factors, especially parents, play a very important role in influencing the development of children's diversity in nature. The cultivation of

religious values, in the sense of fostering personality, actually starts when the child is born and even in the womb. When the child is in the womb, the condition of the parents will affect the soul of the child who will be born later. Religious education at this age can be provided through a variety of children's learning experiences, both through heard speech, actions, and the treatment of parents in everyday life, which has a huge influence in the development of children's personalities (Suriah, 2018). Parents become the center of the children's spiritual life and the cause of their acquaintance with the outside world, so all the children's attitudes and thoughts are a reflection of the education provided by their parents (Setiawan, 2018).

Preschool age is the most fertile age to instill a sense of religion in children, the age for the development of habits that are in accordance with the teachings of Islam, one of which is through learning about the Qur'an (Saifuddin, 2018). Learning the Qur'an is given to children so that they can grow according to their nature and their hearts can be controlled by the light of wisdom, before being controlled by lust with various stains formed through immorality. The Qur'an can give commendable qualities to humans. This education and teaching of the Qur'an is carried out well, so the children will be able to love the Qur'an (Sarmini, 2012).

Teaching that is in accordance with the correct basics, will help children love the Qur'an, as well as strengthen their memory and understanding. Memorizing the Qur'an or part of the verse from the Qur'an will be the most important and best for them. Memorizing the Qur'an must start from loving the Qur'an, because memorizing the Qur'an without loving it, is pointless and will be of little use, on the other hand loving the Qur'an is accompanied by memorizing verses that are easy to use. Memorized, will provide many benefits to them, in the form of values, morality, and praiseworthy qualities (Putri, 2017).

3-6 years of age is the most important age in instilling fanaticism in humans. Children will be able to memorize the Qur'an in the early days of their life, so they will be able to understand its meaning when they are adults. This can happen if their tongues is fluent in reading the Qur'an so that they will enter adolescence while having learned many ethics. In fact, at an early age, children cannot read or

pronounce fluently according to the macros of single letters with fathah characteristics, children cannot distinguish precisely the sounds of single letters that have adjacent macros, children cannot distinguish between short and long readings in letters, hijaiyah letters, children are not familiar with reading kasroh, dhommah (Aeni, 2018).

Using the iqra' method has various advantages in equipping children's early abilities in learning the Qur'an. These advantages include: activating children, communicative, individual service is more intensive in terms of teaching, teaching of the book iqra 'is equipped with tajwid lessons (Susianti, 2016).

Literature

Ability to Read the Qur'an

According to Robbins, as quoted by Rauf(2012) ability is an individual's capacity to do various tasks in a job. The ability (skill) is something that is owned by an individual to perform a task or job that is assigned to him. The ability meant in this paper is the mastery of class B1 students in reading the Qur'an through the iqro' method through the picture card approach, which is elaborated through Competency Standards (CS) and Basic Competencies (BC).

In the Big Indonesian Dictionary (KBBI), the word "reading", is defined as seeing and understanding the contents of what is written (by speaking or only in the heart) or spelling or pronouncing what is written.

According to Abdi (2014) the Qur'an is the book that was sent down to the prophet Muhammad SAW which is written in the Mushaf which is quoted mutrehsively without any doubt in the heart of the Prophet Muhammad in Arabic and with the correct meaning in order to become the evidence of the Prophet Muhammad in his recognition as the Messenger of Allah. Alqur'an is the holy book which is the main and first source of Islamic teachings to guide the life of mankind which was revealed to the Prophet Muhammad through the medium of the Angel

Gabriel, as an incomparable blessing for the universe. In it collected Divine Revelation which is a guide, a guide for life and a lesson for those who believe and practice it. Alqur'an is the last holy book revealed by Allah SWT whose contents include all the points of the Shari'a contained in the scriptures that were revealed earlier. Therefore, everyone who believes in the Qur'an will love him more, love to read, study and understand and practice it (Islamiah, 2019).

The importance of learning to read and write the Qur'an is also stated in the Republic of Indonesia Government Regulation No. 55 of 2007 concerning religious education and religious education article 24 states the following:

1. Alqur'an education aims to improve the ability of students to read, write, understand, and practice the contents of the Qur'an.
2. Alqur'an education consists of Kindergarten Alqur'an (TKQ), Alqur'an education park (TPQ), Talimul Alqur'an Lil Aulad (TQA) and other similar forms.
3. Alqur'an education can be carried out in stages and not levels.
4. The implementation of Alqur'an education is centered in mosques, prayer rooms, or other places that meet the requirements.
5. Alqur'an education curriculum is reading, writing and memorizing verses of the Qur'an. Tajwid and memorized the main prayers.

Factors Affecting Children's Ability to Read the Qur'an

In learning to read the Qur'an, one must pay attention to various factors. It is hoped that the existence of these factors will greatly determine and influence the smoothness of the teaching and learning process. For this reason, if one of the factors is less supportive, a solution is immediately sought or corrected, because all of these will have an influence on the success of education. Then if there are factors that have met the requirements or are sufficiently supportive of the achievement of the ability to read the Qur'an, then this must be maintained and enhanced so that its role and function can continue. And in turn, the teaching and learning process runs smoothly and the goal of being able to read the Qur'an is expected to be well

achieved. According to Solihati (2019) the factors that affect children's learning difficulties are as follows:

1. Student or Student Factors

There are five basic principles that need to be considered when the learning process takes place which relates to students as follows:

a. There is a children's preparation for learning

Readiness children are the basic method for the teaching and learning process to take place. However, it needs to be realized that there are many things that make students not immediately prepare everything both physically and mentally for learning, so the learning process does not take place properly. The physical readiness in question is the facilities and infrastructure needed for learning. Meanwhile, mental readiness is in the form of giving attention to receive lessons from the Qur'an, because an order is the foundation of success.

b. There is great interest in learning

The readiness of students for lessons is supported by the children's interest in a lesson. "Interest in learning to read the Qur'an can arise from various sources, among others, from the development of instincts, intellectual functions, environmental influences, experiences, habits, education and so on" (Nurzaman, 2014). Interest is one of the determinants of the smoothness of the teaching and learning process, especially in reading the Qur'an. Because interest is a source that can generate enthusiasm and motivation to learn.

c. There is activeness in the teaching and learning process.

To involve children in the teaching and learning process, it is also necessary to foster children's attitudes in the form of learning that creates enthusiasm with feelings of pleasure. On the other hand, it can be said that learning can only be successful if it goes through various activities. These activities can be classified into physical and spiritual activity. So, according to Nawaz (2015), the problem of children's activeness and involvement in the teaching

and learning process plays a very large role. Therefore, teachers must provide opportunities for students to develop their abilities or potential.

d. The ability and willingness to read

The level of a person's ability to read is also a determining factor in the success or failure of learning. Students who are fluent in reading mean that they do not have much difficulty in school work. Therefore, the success of a child in studies will not be achieved well if he is not able to read well. So in principle, the ability and willingness to read are the basic assets to every child who is studying, especially what is desired here is to learn to read the Qur'an.

2. Teacher factors

According to Sami (2010), the role of a teacher is a learning leader and learning facilitator. Teaching is not delivering lessons, but a process of teaching students. There will not be a process of educational activities without a teacher. Teachers are all people who are authorized and responsible for the education of students, both at school and outside of school.

3. Factors of tools and facilities

In the teaching and learning process of the Qur'an, especially in the field of learning to read the Qur'an properly and correctly, the tools needed in this learning activity are needed. Today the notion of educational tools has developed in line with the advancement of science and technology, which previously only recognized what could be used in the teaching and learning process. But now people are familiar with the term educational media and teaching aids, for example blackboards, radio, films, or live pictures, educational television and so on. This is often called Audio Visual aids, which includes all the tools that can help to smooth the learning process. The tools in question include:

- a. Old tools that can still be used, blackboards, chalk, notebooks, study benches, The iqro' books, and the Qur'an.
- b. New tools being attempted; such as cassettes, hijaiyah props, OHP (Over Head Projector).

- c. Administrative tools; such as books, absences, books of evaluation results and others. Likewise, various supporting facilities in facilitating the achievement of educational or learning goals of the Qur'an such as the holy book of the Qur'an, study rooms complete with tables and chairs and classroom lights and so on.
4. Community environmental factors

Even these community environmental factors also influence and need attention because the objective conditions of society determine the growth and development of children. Students are part of the community, the habits are positive or in accordance with the teachings of the Qur'an and some are negative or contrary to the teachings of the Qur'an. Therefore, it is necessary to create a community atmosphere that helps the smooth achievement of educational goals. The children's introduction to the natural environment around him starts after he is good at walking and has mastered the language. The natural surroundings for the child seems to be a challenge for exploration or exploration will increase the wealth of knowledge about various objects of different types, colors, shapes and properties. In connection with the description above, John Locke argues that "every newborn child is like a clean white paper where the process of educational activity writes it." This teaching argues that the development of each children's personality is determined by environmental factors, especially the influence of the educator (Anwar, 2014).

Methods

Literature study or what is known as a literature review is a description of the theory, findings, and other research materials used as the basis for research activities. The content of the review literature includes summaries, reviews, and the author's thoughts from library sources such as slides, articles, information from the internet (Sugiyono, 2011). In general, literature comes from books, or scientific journals, so *sahih* is used as a reference source. Literature is a reading or basic material that can be used as a reference in writing scientific papers. Literature is not

only in the form of writing, it can also be in the form of non-books such as recordings, LPs, laser desks, films, tapes, etc that can provide information.

In this literature review research using primary and secondary sources on the topic of the problem of how to make early childhood able to read the Qur'an. The author tries to provide an understanding of the importance of reading the Qur'an which can have a positive effect on early childhood development. In addition, researchers also try to provide opinions and suggestions for teachers and parents in educating children to become personally willing to read the Qur'an at school and at home.

Result and Discussion

Method comes from the Latin "meta" which means through, and "hodos" which means the way or to or the way to. In Arabic the method is called "tariqah" which means the way, method, system, or order in doing something. Meanwhile, according to the term is a system or way that regulates an ideal (Astuti, 2013). Method of Religious Education defines a method as a specific way that is most appropriate to use to convey a lesson so that goals can be achieved.

Meanwhile, according to Hilmi (2011), defining a method is a way, and in its function it is a tool to achieve a goal, the better the method proposed, the better the achievement of goals. From the definition of the method above, it can be concluded that the method is a method used to achieve predetermined goals. The word Iqro' is literally derived from the verb Qara'a which originally meant to collect. If you string letters/words then you say the series then you have compiled them, namely reading them. Thus the realization of the command does not require a written text as an object of reading, nor does it have to be uttered so that it is heard by others.

The Iqro Learning Method '

The Iqro' Method is a quick way to learn to read the Qur'an which consists of several volumes or up to six volumes and is equipped with practical tajwid arranged systematically, starting from simple things, then increasing step by step,

so that it feels light for those who learn. This method is more effective and efficient in getting children to quickly read the Qur'an well and in a fairly short period of time compared to previous methods. This method is also not only for children but can be used by all ages from kindergarten, elementary, junior high school, high school, university and seniors (As'ad, 2012).

The iqro' book plays an important role in the initial process of reading the Qur'an, especially for young children, because the iqro' book is very practical and can make it easier for children to learn to read the Qur'an. As for the characteristics of the iqro' book, namely:

1. Direct Reading. Santri were immediately introduced to reading with lines, no need to spell first.
2. CBSA (Active Santri Learning Method). The teacher only explains the subject, after that the students must actively read by themselves, the teacher is the only listener, not to guide, except only giving examples.
3. Private/Classical. Private (listening one by one). Or classical (in a group). The classical method is used especially when there is a shortage of teachers, and to generally evaluate the ability of students to learn. Classically, the students must be grouped based on the similarity of ability/volume.
4. Module (Subject). Regarding the titles (subject), the teacher immediately gives examples of reading, it doesn't need much explanation. Santri do not need to be introduced to terms that are unfamiliar to him, which are feared to make him confused and think hard so that his concentration will be divided. The most important thing is that the students can read properly and correctly.
5. Assistance. Santri with higher education can be asked for help by the teacher to listen to or give examples of reading for students with lower lessons.
6. Practical Iqro' book is very practical, both in terms of volume and in terms of material.
7. Systematic. The Iqro' book is arranged very systematically so that students do not feel difficult and overwhelmed in learning, without realizing it there is an increase in material in each volume they are reading.

8. Variative. Iqro' book is arranged very varied (both in terms of different colors in each volume), also in terms of the material on each page which is not monotonous.
9. Communicative. Iqro' book is arranged in a language that is easy to understand and understand. In addition, from the beginning, the rhythmic lessons have been introduced (mad = long and without mad = short) so that it feels beautiful and good in reading and listening to them.
10. Flexible. The Iqra'book can be studied by anyone, from pre-school children, elementary schools, middle schools, even adults and women who are not proficient in reading the Qur'an.

This first volume contains the introduction of single letters with fathah society. Starting with (اَ - با, با - تا, تا - سا) or a-ba, ba-ta, ba-ta-sa and so on until it sounds yes (ي) and then ends with EBTA. From pages 5 to 36 all of them are the introduction of a single hijaiyyah letter with the community of fathah. Then there is the letter index attachment page, which is used simply to help pass the memory of the forgotten readings. Then on the previous page there is a sheet of letters whose pronunciation is almost the same, this is used to distinguish how different the pronunciation is (اَ - با, با - تا, تا - سا, سَ - خَ, خَ - ثَ, ثَ - عَ, عَ - هَ). With this sheet, it makes it easier for children to distinguish how different hijaiyyah lafazes are pronounced almost the same.

Each page in volume one begins with the subject matter contained in the first line, then the worksheet is on the second line, the third line and so on, which are inverted from the letter that is the subject of the discussion earlier. Then at the end of the line there is a kind of repetition or conclusion from the description above. It can be concluded that the Iqro 'material in volume one is a lesson to pronounce or speak fluently the pronunciation of the hijaiyyah letters in accordance with the makhraj which is fathah society (As'ad, 2012). Iqro 'teaching instructions in volume one are as follows:

1. The CBSA system (active student learning method) is the teacher as a listener only, not to guide, except only giving examples of lessons. Private, listening individually. And with the Assistance system, that is, students with a higher volume can help to listen to other students.
2. Regarding the titles, the teacher immediately gave examples of what they read, so there was no need for many comments.
3. Once a letter is read correctly, it may not be repeated.
4. If the students make a long mistake in reading the letters, they must strictly warn them by reading them so that they are disconnected, if necessary, they should be suppressed.
5. If the students misread a letter, it is enough to correct the wrong letters.
6. This one lesson contains the introduction of fathah letters, so before you master it properly, don't go up to the next volume.
7. For students who really master the lesson and the surroundings are able to race in completing their studies, reading it may be skipped, it does not have to be whole in one page.

The method of how to teach Iqro'

So that Iqro learner's can be carried out properly according to the teaching instructions that have been explained, there is also how to teach Iqro'. According to Zulfitria (2019) the Iqro'teaching method is as follows:

1. Individual method or sorogan

The individual method is teaching one by one (individually) according to the subject matter being studied or mastered by the student. When waiting for their individual turn to study, the other students are given writing/reading or other tasks. This strategy is applied if: The

- a. Number of students does not allow for classical
- b. Number of locales or the space is insufficient / sufficient.
- c. Each student's iqro' book is different (mixed / heterogeneous).

The sorogan method is a learning system in which the students advance one by one to read and describe the contents of the book in front of a teacher or

kyai. The point is that the sorogan method is an individual method where students come to the teacher to study a book and the teacher guides it directly.

2. The classical method or classical

Bandongan is teaching by giving mass subject matter (together) to a number of students in one group/class. The objectives of the classical method, namely:

- a. In order to be able to convey the entire lesson in outline and the principles that underlie it.
- b. Provide motivation to encourage students' enthusiasm for learning. carefully follow the explanation given by the kyai by providing certain notes. The bandongan method is one of the learning methods in Islamic education. Where students do not face the teacher or kyai one by one, but all students face the teacher with their books or books. Then the teacher reads, translates, explains sentence by sentence from the book being studied.

3. Classical-individual

Classical-individual is a teaching and learning process that is done by part of the time for classical and part of the time to teach individually. The classical-individual method is a combination of two methods, namely classical-individual or bandongan-sorogan. So the two methods can be applied in one discussion, the teacher can divide the time with part of the time used to apply the bandongan method and partially using the sorogan method.

Of the three techniques or ways of teaching iqro' above, the application must be conditioned with students and other circumstances. But mostly in iqro' learning in early childhood, individual teaching methods are often applied due to various factors, for example due to differences in the level or volume of iqro' how many children have learned, because in one class one child with another child has different abilities. The teacher's effort in choosing the right method in educating his students is by adjusting the method to the psychological condition of his students. He must make sure that the subject matter given to students is easy to accept.

In this case it is not enough for educators to be gentle. He must also think about the methods that will be used, such as choosing the right time, suitable materials, a good approach, effectiveness, use of methods and so on. With the various methods we use, it will make the learning process go well and will also generate positive responses from students. Even so, we also have to be clever and careful in choosing the method to be applied, namely based on the objectives to be achieved, the material to be taught, the student's condition and so on. The accuracy in determining the method to be applied at the time of teaching is also a supporter of success in the teaching and learning process. In this case the teacher must understand the situation and conditions that exist when teaching for the smooth continuity of the learning process.

Conclusion

From the above discussion, it can be concluded that there are 3 factors that influence the process of increasing reading the Qur'an in Early Childhood, namely the student's own factor, the teacher's teaching factor and the tools or infrastructure factor. To make it easier to teach reading the Qur'an to early childhood, you can use the iqro'method. The Iqro'method is a quick way to learn to read the Qur'an which consists of several volumes or up to six volumes and is equipped with practical tajwid arranged systematically, starting with simple things, then increasing step by step, so that it feels light for those who learn. This method is more effective and efficient in getting children to quickly read the Qur'an well and in a fairly short period of time compared to previous methods.

It is hoped that a teacher will teach using tapes or hijaiyah characters to make it easier for early childhood to understand. In addition, it is also necessary to create a community atmosphere that helps the smooth achievement of educational goals, because the development of each children's personality is determined by environmental factors, especially the influence of educators and parents.

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