

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Al-Quran is very important in human life and as Muslims, we have an obligation to study the holy book of Islam. Studying the Al-Quran does not mean that someone just reads simply, it takes gradual knowledge to read the Al-Quran properly and correctly. One of them is learning the language used in the Al-Quran, namely Arabic. In Arabic, the letters or alphabet used are called Hijaiyah letters, totaling 30 letters in different shapes. From the description of Imroatun (2017) in his research introducing Hijaiyah letters from an early age is very important because Hijaiyah letters, or Arabic letters is the basic key for a Muslim to be able to read the Al-Quran, the main guideline of life. The results of Imroatun's research also emphasize that early childhood must be able to recognize Hijaiyah letters from an early age able to recognize Hijaiyah letters since they were children, because the introduction of Hijaiyah letters has its own difficulties because these letters have significant differences to Indonesian which is based on Latin letters as the national language.

Quoting from the Databoks web, based on data from The Royal Islamic Strategic Studies Centre (RISSC) titled "The Muslim 500", 2023 edition recorded that 237,55 million people of Indonesian are Muslims, which The Muslim population in Indonesia is equivalent to 86,7% of the total population in Indonesia (Annur, 2023). From this, it can be interpreted that the majority of Indonesian people are Muslims. As mentioned earlier, it is recommended for a Muslim to learn to read and write the Al-Quran and understand it as written in the Hadith, "خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ", which means, "The best of you are those who learn the Al-Quran and teach it." (HR. Bukhari). Along with the times, learning to read and write the Al-Quran has become more demands and needs, and has become a spreading phenomenon, so that because of this non-formal educational institutions have been established to study the Al-Quran, these institutions are often called Al-Quran Education Parks or TPA (Indriyati, 2021). In addition to TPA, learning Hijaiyah letters is also applied in early childhood schools, such as preschool and kindergarten.

In Indonesia, there is a method of teaching reading the Al-Quran that is most common, namely the Iqro method. Iqro is a method of learning to read Hijaiyah letters from the beginning accompanied by reading rules, without meaning and without songs with the aim that learners can read the Al-Quran in accordance with its rules (Humam, 1990) by using iqro books

consisting of 6 volumes according to the level of difficulty. The Iqro method was pioneered by Kiai As'ad Humam from Yogyakarta in the early 1990s.

The Iqro method is a shufiyah-shaped Quranic method developed for school children consisting of Iqro books in volumes 1 - 6, the volumes are sorted according to the level of learning difficulty. This method of learning with Iqro books is the most popular method in Indonesia, this popularity is due to its suitability and effectiveness in learning the Al-Quran so that many children have succeeded in reading the Al-Quran using this method (Indriyati, 2021). From the results of research by Ramadhan (2014), also mentioned that now the Iqro book is still the most widely used method as a learning medium in learning the Al-Quran, applied in various TPAs, schools, or homeschooling. This classic method is applied quite well but still has shortcomings due to its less interesting, monotonous and boring, whereas the Hijaiyah letters themselves cannot be mastered in a short time, therefore children need something interesting, engaging, and colorful since the Iqro book is in only in black and white colors, so that learning becomes fun and easy to remember.

Preschools in Dayeuhkolot also applies the learning of Hijaiyah letters with the Iqro method. From the results of observations and interviews with several preschool teachers in Dayeuhkolot it reinforces that many children are bored with this method of reciting or reading Arabic letters, because they do not understand the meaning, monotonous learning media so that it seems heavy, so that children are bored and difficult to remember. From the experience of preschool teachers who have been teaching there for many years in a school in Dayeuhkolot, beside teaching with Iqro they also use other media such as making colorful Hijaiyah letter tables, drawing, writing in paper or whiteboard, sticking and adjusting Hijaiyah letters from papers made by themselves with the creativity of the teacher, which the design of the educational poster itself is very simple with vibrant color.

However, these various learning media are not all effective for all children because children have different abilities and learning preferences, not infrequently preschool teachers are overwhelmed by this. For example, when teaching with audio methods or spelling together, there are children who do not focus and do not listen because they prefer methods that use visuals than just letters, some are more focused and interested in interactive methods such as drawing, coloring, or guessing game, and various kinds otherwise. Mrs. Yeni, a preschool teacher in one of Dayeuhkolot preschool, said that preschool children (3-5 years old) there generally like learning by using various visuals and colors. From this, it is motivated to design

a better Hijaiyah letter learning media to engage preschoolers, so that learning can be more interesting, effective and efficient, this is also based on the lack of existence of Hijaiyah letters learning media that covers all these methods into media that can pursue the obligation as a Muslim to learn Al-Qur'an can be channeled better.

Educational media tools for children are technically made from books or simple devices, not in the form of a complicated media or technological devices. Even though the media is in the simple form of design, these educational tools can be used to help improve children's literacy skills, while playing, interacting and learning (Setiautami, 2011). With the Iqro method being boring for these children, an interesting and interactive media is needed, that can attract children's attention and can engage them in recognizing Hijaiyah letters, which the educational media that precise for preschoolers in Dayeuhkolot is in the form of learning book of Iqro 1 Hijaiyah letters, with using visual illustrations implemented. In addition to containing Hijaiyah Letters material, this book is also designed to teach and practice writing, drawing, and developing children's imagination, as well as creating interaction between children and people who teach with this media. Books are the right media for preschool children aged 3-5 years, because by using book as the media also with the supporting media, various learning methods used at preschool can be easily incorporated into media or learning support tools that could attract their interest and engaging.

Despite the things mentioned before, learning media in the form of book is suitable for preschool in Dayeuhkolot since Dayeuhkolot is a middle-lower class economy community, which in the school does not provided qualified media devices and also, they only use ordinary media and classic way such as printed media. Despite the lack of the facilities or supporting devices, the teachers in this preschool are stuttering and unfamiliar in using technology devices, especially the preschoolers itself who are still very young and still don't understand much of anything, moreover technology device is complicated complex things. Dayeuhkolot preschool teachers are prefer and used to teach preschoolers with using learning media in the form of printed media.

Therefore, lifting from these problems, this Hijaiyah letter learning book is designed to overcome the lack of issue, it is hoped that children can be more interested, engaged, and more enthusiastic also willing to be more participating in learning Hijaiyah letters from this learning media project, so that the material can be conveyed and remembered better, and also fulfill the obligations as a Muslim to read and understand the Al-Quran, whereas the first step is by

learning Hijaiyah letters with the Hijaiyah learning media that is more interesting and engaging. Also, Dayeuhkolot area is chosen based on calculations, considerations, and the author's ability to reach the scope of the research.

## **1.2 Research Identification**

The problem identification from the background that has been described is as follows:

1. The existing Hijaiyah letters learning media that is less attractive visually and engaging for preschool-age children in Dayeuhkolot.
2. There are still lack educational media for learning Hijaiyah letters that is more interesting visually and engaging for preschool-age children in Dayeuhkolot.

## **1.3 Research Questions**

Based on the problem identification that has been described, the problem can be formulated as follows:

1. How to design educational media for learning Hijaiyah letters that is more interesting visually and engaging for preschool-age children in Dayeuhkolot?
2. What kind of educational media for learning Hijaiyah letters in more interesting visually and engaging for preschool-age children in Dayeuhkolot?

## **1.4 Research Limitation**

Problem limitation is carried out so that this research can be focused properly well. The problem limitation in this research are as follows:

### **1. What?**

An attempt to design an educational media of learning Hijaiyah letters Iqro 1 (letter recognition) for preschool children with the implementation of illustrative graphic design.

### **2. Who?**

The results of the design are aimed for Muslims preschool-age children which 3 to 5 years old in Dayeuhkolot, where these ages are a period where they have a very active ability to learn things, and do not understand Hijaiyah letters yet.

**3. Where?**

This research was conducted in Dayeuhkolot, Bandung. Estimated from the end of March to July 2023.

**4. When?**

Research and data collection were conducted in Bandung since March 2023.

**5. Why?**

This research is conducted so that children can read the Al-Quran as commanded in Islam.

**6. How?**

The research that has been carried out is then made into an educational media about Hijaiyah letters learning that focused on Iqro 1, which is learning of letters recognition.

**1.5 Research Purpose**

1. To design educational media for learning Hijaiyah letters that is more interesting visually and engaging for preschool-ag children in Dayeuhkolot.
2. To increase educational media for learning Hijaiyah letters that is more interesting visually and engaging for preschool children in Dayeuhkolot.

The purpose of this final project is designing and increasing educational media for learning Hijaiyah letters that is more interesting and engaging for children.

**1.6 Research Benefits**

This research will benefit three parties which are for the Academics, for the Writer, and for the Public. The benefits that will be received are as follows:

**1. For the Academics**

- a. This research paper could be as a reference for academicians to write their research paper, especially for the topic that related to Hijaiyah letters.

**2. For the Writer**

- a. This research is useful for writers as a medium to apply the knowledge that the writer has gained while in college.
- b. Helps improve the critical thinking skills and illustrating skill of the writer from doing this research.

- c. As completion of the requirement to finish the bachelor's degree studies in Visual Communication Design at Telkom University.

### **3. For the Public**

- a. As reading material to learn Arabic letters in order to read the holy book of the Al-Quran.
- b. Increasing interest in learning Hijaiyah letters recognition among preschool children in aged 3-5 years old in Dayeuhkolot.
- c. Learning Hijaiyah letters process achieved will be easier to understand and leave a stronger impression on children as it will be easier for them to remember.

## **1.7 Research Methodology**

The type of research used is qualitative research. Qualitative research is "research that seeks to build the views of the people studied in detail and is formed with words, a holistic (comprehensive and in-depth) and complex picture." (Tohirin, 2013: 2). In a book *Memahami Penelitian Kualitatif* (Sugiyono, 2014) it is said that, "Qualitative research is a research method used to research on natural object conditions, (as opposed to experiments) where the researcher is the key instrument, the power collection technique is carried out in triangulation (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization."

### **1.7.1 Data Collection**

#### **1. Observation Method**

Observation is a data collection method that uses direct or indirect observation." (Riyanto, 2010:96). In this research the observation carried out was direct observation to Madrasah Bahru Al'Ilmi Sukapura in Dayeuhkolot with the subject of learning media for Hijaiyah letters there.

#### **2. Interview Method**

The interview method is a conversational process carried out with sources with the aim of data derived from personal experiences, stances, or views of sources on an event (Soewadikoen, 2019: 53). In this study, interviews were conducted with several sources related and relevant to the topic of the issues raised in this study. The interview for this design was conducted to the preschool teacher at Madrasah Bahru Al'Ilmi Sukapura in Dayeuhkolot to support and strengthen the data.

### 3. Literature Review Method

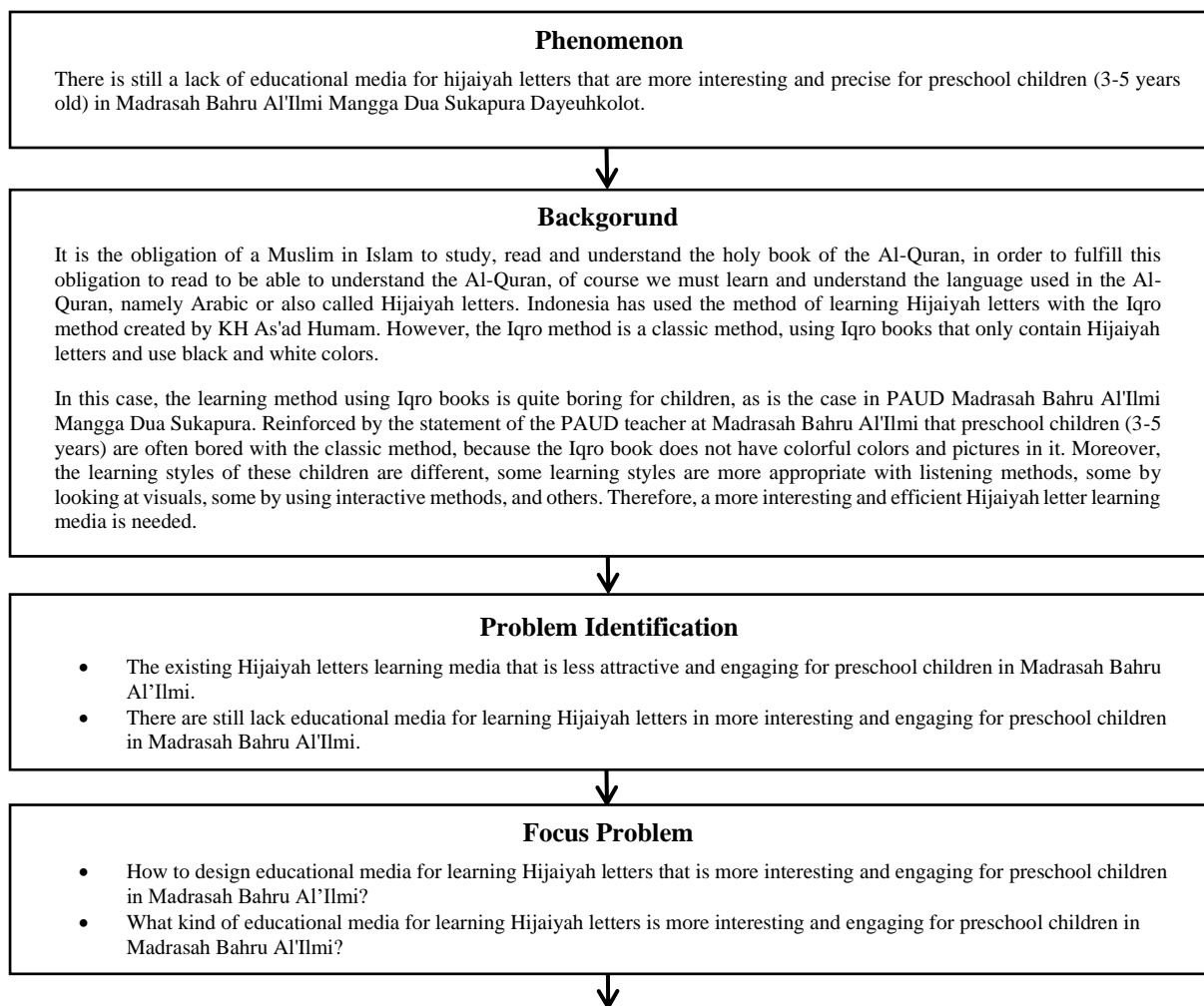
Literature study is a data collection technique through the procurement of reviews of existing data sources (Nazir, 1988: 111). In this research, literature study was conducted to obtain various theories and data sourced from books, reports, and journals related to the topic of the problem raised. For this design, the literature studies sought are those related to the phenomenon of this research.

#### 1.7.2 Data Analysis

##### 1. Matrix Analysis Method

Matrix analysis is an analytical method in which data are arranged in parallel and then compared. The matrix has the advantage of being a neat tool in the process of information management and analysis (Rohidi, 2011: 247).

#### 1.8 Research Framework



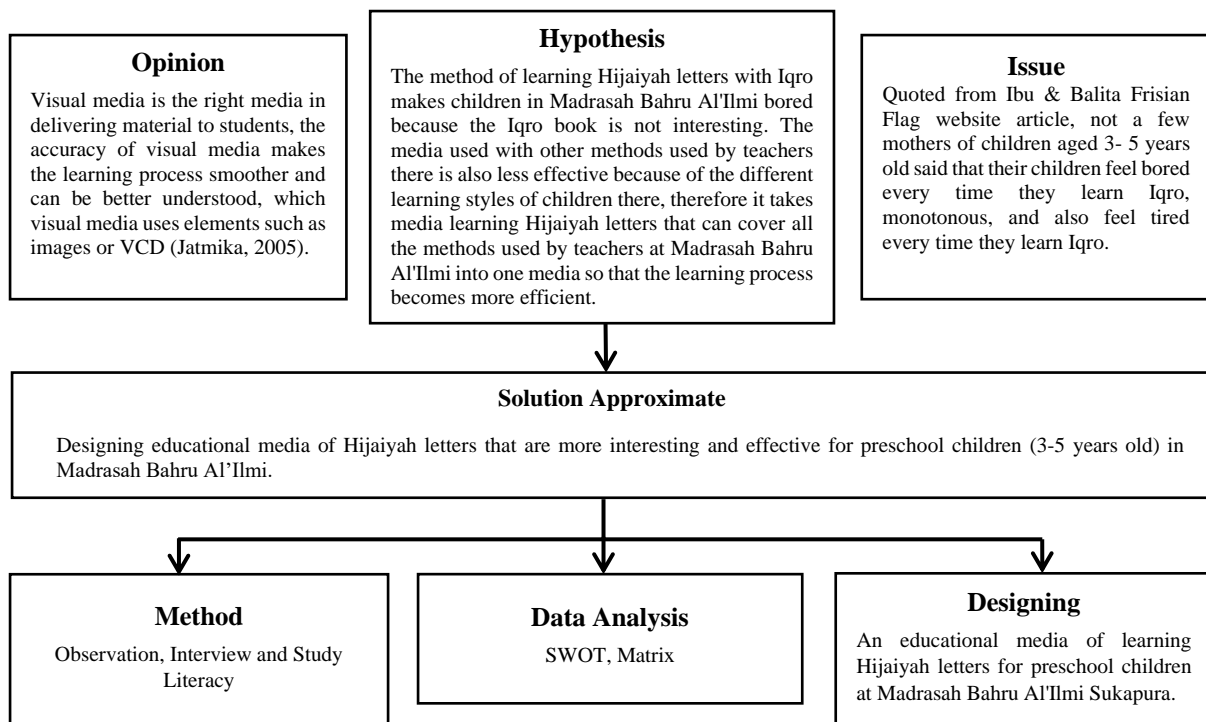


Figure 1.1 Research Framework (Aqilah Nadhira Athasania, 2023)

## 1.9 Writing Systematic

The systematic of writing research is consist of:

### 1. Chapter I Introduction

Contains an explanation of the problem, identification of the problem, formulation of the problem, the scope of the problem, design objectives, data collection used, design scheme or research framework, and writing outline.

### 2. Chapter II Theory

Contains theories that explain matters related to this research, and the theories contained in chapter 2 include theories about the phenomena raised, theories of the media used, theories of the job desk concerned, theories of data analysis methods, and theories about the intended audience. addressed in this research.

### 3. Chapter III Data and Problem Analysis

This chapter presents data that was gathered using the specified method for data collection and analysis to establish the design process.

### 4. Chapter IV Concept and Design Result



Explaining research design concepts, creative concepts, media concepts, and visual concepts used in the design. Design results start from sketches, storylines, and storyboards to the application of visualization to the media.

#### **5. Chapter V Conclusion & Suggestion**

The final chapter contains research design concepts, creative concepts, media concepts, and visual concepts used in the design. Design results start from sketches, storylines, and storyboards to the application of visualization to the media.