

# Proceeding of The 1<sup>st</sup> International Conference on Integrated-Holistic Early Childhood Education (ICIHECE)

Islamic Early Childhood Program, Faculty of Tarbiya and Teacher Training  
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto  
e-ISSN: XXXX-XXXX, p-ISSN: XXXX, DOI: 10.24090/icihece

## Implementation Of The Iqra Method In Developing Hijaiyah Reading Ability In Early Children At Aisyiyah VII Kindergarten Purwokerto

Oeky Diasworo<sup>1</sup>, Novi Mulyani<sup>1</sup>

<sup>1</sup>Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto, Purwokerto, Indonesia  
✉ email: [oekydiasworo08@gmail.com](mailto:oekydiasworo08@gmail.com)

**Abstract:** The Iqra method is a practical Al-Qur'an learning method to make it easier for students to learn to read the Al-Qur'an in which hijaiyah letters and the rules of tajwid are introduced. This study aims to determine the implementation of the Iqra method in developing the ability to read hijaiyah letters in children at Kindergarten Aisyiyah VII Purwokerto aged between 5-6 years. The research subjects were teachers and students. This research is a descriptive qualitative research with the type of field research. The results showed that the implementation of the iqra method in developing the ability to read hijaiyah letters in children went through several processes carried out by the teacher: planning, in which the teacher prepared a daily activity plan (RKH) using the iqra method and each child was required to bring an iqra book; the implementation is carried out by learning using CBSA, the teacher calls the names of the children one by one according to the order of absences who will read the iqra, then the teacher listens to the children's reading, then the teacher repeats the reading only on the reading when a child makes a mistake in pronouncing it; the evaluation was carried out by the process of the ability to read hijaiyah letters using the iqra method one by one which was assessed by: achievement card books and assessment sheets obtained data that out of 15 children obtained 10 children who had developed abilities.

**Keywords:** Iqra Method, Hijaiyah Letters, Early Childhood.

### A. Introduction

Learning in early childhood is a facility that must be provided to children as early as possible, because when children are born into this world they are around 6-8 years old. Children's education at this time is very important in order to achieve the attention of all parties who are responsible for the growth and development of children, especially both parents and people who are close to the child's environment. It is like planting a tree and not only the seed will grow well, but the seed will determine whether or not the tree is fertile, and it is determined by the land where it grows, as well as the person who cares for the plant.

Conversely, the growth and development of early childhood, apart from the offspring of both parents, is innate, and growth and development in children is also determined by the child's environment around them. According to Mulyani, children really like to imitate the words and behavior of the adults around them.

At an early age it is also an important early stage, as well as a basic stage in developing the growth and development of life for living things. The earliest possible child is a period of development in forming a foundation for himself, namely a personality that will later choose his experiences in his next life. For this period, it is often called the golden age in children (golden age), which is when the child's brain develops faster and is also sensitive to stimulation. These

periods occur only once in the development of each individual human being. In early life it starts from its own family environment where when the child is in the midst of both parents, like a mother who has given children natural learning for children in the early development of life. In addition, according to scientists, 100–200 nerve cells that are prepared to form connections with these cells are invited into the baby's brain at birth. In order to be able to connect with these nerve cells, it requires educational stimulation from parents and teachers.

The main source of Islamic education is the Qur'an because it has absolute values and was directly revealed by Allah SWT. Allah SWT created man and educated him because it was included in the Qur'an. Therefore, none of the discussion of education is spared from His reach.

The Qur'an needs to use a method so that children can easily understand it, but this uses a method, namely how to process the learning material used later, so that children can easily accept, understand, and master it well, and it is fun for them. children. The method of learning the Qur'an is currently experiencing developments using the iqra' method. The use of the Iqra method is a solution to make it easier for young children to develop the ability of young Muslim generations to analyze the Qur'an. The Iqra method also does not require various tools, because it has been emphasized by reading or reading letters according to makhraj and reading directly without having to spell it. This means that it makes it easier to name hijaiyah letters for learning in children who are more individual.

From the observations of researchers at TK Aisyiyah VII in Purwokerto, it has been noted that certain children, especially those between the ages of 5 and 6, still have difficulty reading hijaiyah letters. This is because when the teacher is teaching the child there are still mistakes in pronouncing the hijaiyah letters, so the reading is not appropriate. Then according to a statement from the teacher, namely that children rarely recite the Koran at home or at a special recitation place near their home, so the teacher at this kindergarten implements learning the Iqra method so that children can develop their ability to read hijaiyah letters. When learning the Iqra method is carried out every day at half past 8 in the morning, in teaching, the teacher sticks the hijaiyah letters on the blackboard and conducts direct teaching to children through reading exercises, starting with a simple level first in introducing the sound of the letters, for example: ا ب ت ث and so on, then after that it is read together, then the teacher asks the children to come forward and say the letters randomly, then little by little to connect the hijaiyah letters to a more perfect level, after that each child read iqra and be guided by the teacher so that the reading is correct and in accordance with the makhraj of the letters.

In every learning, of course, requires a method in the learning process, because the method can be said to be one of the important factors for influencing the goals and achievement of the process of teaching and learning in the classroom. In reading hijaiyah letters, a method is also needed in which this can develop children's ability to read iqra.

The purpose of implementation in a method is a learning that must be carried out in accordance with Georgy R Terry's theory (2005). In his book the basics of management, namely Planning (Planning) and Actuating (Implementation). As well as Evaluation (Evaluation) According to the theory of Thoha (2003).

The purpose of this study was to describe the implementation in developing the ability to learn to read hijaiyah letters in children at TK Aisyiyah VII Purwokerto.

## **B. Methods**

This research is a descriptive qualitative research. Descriptive because the researcher wants to describe the extent of the implementation of the Iqra method in developing the ability to read hijaiyah letters in early childhood at TK Aisyiyah VII Purwokerto and to find out how the process in developing the ability to read hijaiyah letters in children starts from planning, implementing the development of reading hijaiyah letters, up to the process of evaluating the development of reading hijaiyah letters in the kindergarten and the approach used in this study is data analysis while data collection techniques are through observation, interviews and documentation.

## **C. Results and Discussion**

Based on the results of the research that the researchers had done at Kindergarten Aisyiyah VII Purwokerto, the researchers obtained data regarding the process of learning to read hijaiyah letters using the Iqra method which was quite good. The activity of reading hijaiyah letters is carried out by the teacher who has determined the teaching section for each child's ability. The process of implementing the Iqra method in developing the ability to read hijaiyah letters is carried out using several processes, namely planning, implementing the development of reading hijaiyah letters, up to the process of evaluating the development of reading hijaiyah letters in kindergarten.

Planning is a process of solving problems by methodically carrying out actions to be taken to achieve certain goals. The teacher's thought process in preparing to read hijaiyah letters using the Iqra method can be seen as an effort to help children who still have difficulty reading hijaiyah letters. Regarding planning for the use of the iqra method for reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto, namely the teacher makes a Daily Activity Plan (RKH) which contains: each child has an iqra book, before reading iqra the teacher first introduces reading hijaiyah letters to the child taped to the blackboard and the teacher calls the names of the children one by one in the order of absences who will read the iqra, then when the child is called the child takes the iqra book, the achievement book and instructions for reading the iqra which are already on the child's basket rack, then before starting the child reads ta'awudz first and after finishing the child reads hamdalah or sadaqallahul azim, after that the teacher writes in the achievement book with information on whether reading iqra is not fluent or is it fluent.

In this case the researcher conducted an interview with Mrs. Wahyu Purwito Sari as the school principal about planning the implementation of the Iqra method in developing the ability to read hijaiyah letters in early childhood at Aisyiyah VII Kindergarten Purwokerto: Iqra reading has been carried out since the establishment of the Aisyiyah VII Kindergarten school, namely in 2010. Method Iqra was chosen because at that time it was considered a learning method for recognizing hijaiyah letters which was quite short in understanding and also the most effective. Reading hijaiyah letters using the iqra method itself is carried out without any special planning but is written in the daily activity plan (RKH).

In line with the statement above, the results of an interview with Mrs. Siti Umaroh, as the class teacher stated:

Since the beginning of my teaching using the Iqra method at Kindergarten Aisyiyah VII Purwokerto. We chose the Iqra method as learning to read hijaiyah letters using the Iqra method because by using the Iqra method it becomes easier for children to understand, and it is more effective to recognize hijaiyah letters, so that children can read iqra properly and correctly.

In line with the statement above, Mrs. Maita Rizki Amalia as the accompanying teacher stated that: since I have been teaching I have used the Iqra method. Using this method is because it is easy to teach to children and easier for children to understand when learning to read Iqra books or when being taught directly in introducing hijaiyah letters attached to the blackboard.

So the writer can conclude that the implementation of reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto has been carried out from 2010 to 2023 now, the implementation is written in the daily activity plan that has been made by the teacher, each child has their own iqra book respectively, the iqra method was chosen in teaching how to read hijaiyah letters, because it is considered more effective, practical and easy for children to understand when taught to children. Whereas in reading iqra which was carried out at TK Aisyiyah VII Purwokerto using existing facilities.

The teaching materials used are iqra books, achievement books, instructions for reading iqra and others.

The implementation of reading hijaiyah letters using the iqra method must comply with the provisions that have been applied in the iqra book, namely the teaching instructions at the beginning of each volume on the iqra which include:

- a. In direct reading, children can be introduced to reading line by line without the need to spell.
- b. By using the CBSA learning method (active child learning method)
- c. Private/special, private for a teacher, namely examining students one by one or in groups.
- d. Module (main discussion), the teacher immediately gives an example for how to read only the letters at the beginning of the page.
- e. Easy/practical, this Iqra book has been arranged in a practical or easy way regarding the arrangement of the volumes and also the subject matter of the discussion.
- f. Assistance/support, with the help of students who are more developed in their lessons can help the teacher to check the theme
- g. Variation/similarity, in Iqra's book, the material for each page is arranged regularly to avoid monotony.
- h. The implementation of reading hijaiyah letters using the iqra method is carried out communicatively.
- i. In this iqra book anyone can learn it, both children and adults.
- j. When the teacher introduces the reading of hijaiyah letters by pasting them on the blackboard, they do not separate the volumes.
- k. The teacher listens to the reading to the children.
- l. The teacher repeats the reading only on the reading when the child is reading there is an error in pronouncing the sound of hijaiyah letters.
- m. The teacher only justifies inappropriate reading when a child makes a mistake in mentioning it.
- n. The teacher can skip the volumes to be read when the child comes forward one by one if the child is considered capable of reading it.
- o. The teacher applies the reading in reading hijaiyah letters using the iqra method, namely with short surahs and in daily prayers.
- p. The teacher teaches reading hijaiyah letters using the iqra method carried out every day.
- q. The teacher teaches reading iqra without in-depth study of tajwid.
- r. The teacher teaches the iqra method by using a simple tajwid, namely only giving examples in reading long readings and nun breadfruit

The implementation of reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto can be proven by the results of an interview with Ms. Siti Umaroh regarding the implementation of the iqra method at Kindergarten Aisyiyah VII Purwokerto, namely as follows: in my opinion the implementation of reading hijaiyah letters using the iqra method is very effective, because it has been proven that from this school there are several children who can already read iqra properly and correctly and children can already read or even memorize several short surahs in juz amma. In its implementation, it follows the rules of the iqra method, for example by teaching hijaiyah letters without separation and being taught according to the abilities of each child. In children's reading according to their abilities, namely by reading at least 3 lines and a maximum of 1 page in the Iqra book. The highest iqra is volume 3 and the lowest is iqra 1. In iqra books that have been read by children, namely iqra 1, 2, and 3, children can spend 1 volume in approximately 47 days.

In line with the interview above, Mrs. Maita Rizki Amalia conveyed the same thing that among other things, namely: in my opinion, the implementation of reading hijaiyah letters using the Iqra method has been effectively carried out. Children can read 3 lines to 1 page every day. The highest Iqra reading is at Iqra 3 and the lowest is Iqra 1. For children's reading, Iqra 1 to Iqra 3 and children can spend 1 volume in 1 month or less than 2 months.

In the statement above, Ms. Wahyu Purwito Sari as the school principal also gave a statement that in the implementation of reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto with the following interview results: in my opinion, in practice it can be ensured that the iqra learning provided by the teachers at this school have been effective even though I didn't participate in the learning directly, because this can be seen from some of the children who are already fluent in reading iqra and reading short surahs and even memorizing them and there are also no bad reports from the parents of the participants educate about it.

From the results of observations, in the implementation of reading hijaiyah letters using the iqra method it has been very effective, because it has been proven that from this school there are several children who can already read iqra properly and correctly and can read short surahs in juz amma and even they memorize some surahs. In practice, the teacher follows the rules of the Iqra method, for example by teaching hijaiyah letters without separation and being taught according to the abilities of each child. In children's reading according to ability, namely by reading at least 3 lines and a maximum of 1 page in the Iqra book. The highest Iqra is volume 3 and the lowest is Iqra 1.

Based on the results of interviews and observations the author can conclude that in carrying out reading hijaiyah letters using the Iqra method directly the teacher teaches them face to face one by one, and reads the Iqra book every day, the teacher also gives an example first to the children and justifies the reading mistakes in children in pronouncing hijaiyah letters. The teacher listens to uncommunicative children's reading, the teacher does not use media in the learning process of reading hijaiyah letters using the iqra method, the teacher does not separate teaching in iqra volume 1, the teacher repeats the reading only on the reading when the child is reading there is an error in pronouncing the sound of the hijaiyah letters, when the teacher introduces the reading of the hijaiyah letters by sticking them on the blackboard without separating the volumes, the teacher teaches reading iqra without deep recitation of recitation, the teacher can skip volumes to be read when the child comes forward one by one if the child is considered capable of reading it, the teacher teaches reading hijaiyah letters using the iqra method carried out every day, the teacher only justifies readings that are not correct when a child makes a mistake in mentioning them, the teacher

teaches the iqra method using simple recitation, namely only giving examples in reading long passages and nun breadfruit and the teacher applies the reading in reading hijaiyah letters using the iqra method, namely with short surahs and in daily prayers.

Basically in influencing the development of the ability to read hijaiyah letters, that is, there are all students who are developing in general. There are 3 types that can affect the development of reading hijaiyah letters:

- a. In the dynamics regarding the knowledge of children in reading hijaiyah letters which include the ability to recognize, understand, and read letters.
- b. The dynamics regarding children's reading attitudes, whether reading seriously or not, are included in the dynamics of reading hijaiyah letters.
- c. In the dynamics regarding children's hijaiyah letter reading skills, which includes the ability to read both single letters and combinations of letters.

Based on the 3 types of reasons, the researcher concluded that the development taught at Kindergarten Aisyiyah VII Purwokerto is divided into 2, namely reading comprehension and initial reading ability. So that researchers can respond that the ability to start reading is the preparation and skills in a child to get and understand the context of the message or message to convey an idea obtained in a reading.

Hijaiyah letters are the 30 letters found in the Al-Qur'an and are written using Arabic letters. These 30 letters then start from  $\text{ي} - \text{ا}$  and are separated by either 29 single numbers or 30 if filled with lam double alif and hamzah which will later become independent. The first hijaiyah letters were written by Nasher bin Ashim Al Laitsi. Latin letters are written from left to right when writing Latin letters, and Arabic letters are written first from right to left when writing Arabic letters. The shape of hijaiyah letters which are almost the same makes it difficult for some children to distinguish one letter from another.

Among these letters, namely the letters (  $\text{ب ت ث ن ي}$  ) usually children are still confused and have difficulty distinguishing the dots, hijaiyah letters have one, two, or three dots. The points can be different, there are above, inside, and below. Then the letters (  $\text{خ ح ج}$  ) usually also make children often make mistakes in pronouncing the sound, (  $\text{ق ر ز س ش ص ض ط ظ ع غ}$  ). The following is the result of the development of several children who have developed, have not yet developed, are developing as expected, and are developing very well in reading hijaiyah letters using the Iqra method:

Based on the results of observational interviews and documentation that the author conducted, the final results regarding the implementation of the Iqra method in developing the ability to read hijaiyah letters in early childhood at Aisyiyah VII Kindergarten, Purwokerto

The author will explain in more detail regarding the implementation of the Iqra method in developing the ability to read hijaiyah letters in early childhood, totaling 15 children as follows:

According to the author's study at TK Aisyiyah VII Purwokerto, hijaiyah letters can be read by young children early by using the iqra method and to mention the sound of letters. According to the observations made by the author, there were 8 children who had developed as expected, 3 children who had started to develop and 4 children who had not yet developed. This can be seen when the child is learning directly in reading iqra.

The author's study at TK Aisyiyah VII Purwokerto examined how well young children can read hijaiyah letters using the iqra method and to distinguish different forms of hijaiyah letters. According to the author's observations, there are 2 children whose development is as expected, 7 children who are just starting to develop and 6 children who have not yet developed. This can be

seen when the child is doing the learning directly in reading the iqra, the child is still having difficulty when mentioning letters that are the same shape but the dots are different like the letters (ح خ ج)

Understand the relationship between sounds and hijaiyah letters According to the author's research at TK Aisyiyah VII Purwokerto, hijaiyah letters can be read by young children using the iqra method, which is to help children understand the relationship between sound and hijaiyah letters. According to the authors' findings, there were 4 children who had developed as expected, 8 children who had started to develop, and 3 children who had not yet developed. This can be seen when the child is doing direct learning in reading iqra there are still difficulties in the child when mentioning the letters (ث, د, ذ, س, ش)

Able to pronounce hijaiyah letters

The ability to read hijaiyah letters in early childhood uses the iqra method and to be able to pronounce hijaiyah letters, according to a study conducted by the author at Aisyiyah VII Kindergarten, Purwokerto. According to the observations made by the author, there are 3 children who have developed as expected, 8 children who have started to develop, and 4 children who have not yet developed. This can be seen when the child is doing direct learning in reading iqra, there are still difficulties in the child when mentioning the letters ظ and خ.

Based on the results of the observations that the researchers made in reading hijaiyah letters using the Iqra method, it was entered at the beginning of the learning hour and after that, reading Iqra was implemented in the Aisyiyah VII Kindergarten class, Purwokerto. The iqra reading activity is carried out by the teacher who has determined the teaching section for each child's ability.

Meanwhile, the process of reading Iqra for children lasts for 30 minutes after the class teacher first introduces the reading of hijaiyah letters pasted on the blackboard. Even though it looks like a short time, for children 30 minutes is a very long time, because children have to concentrate and focus while reading iqra. If the child can focus within 30 minutes, this is a good achievement for the child in reading Iqra to the child.

Based on the results of observations that researchers made in the process of reading iqra which was directly guided by the class teacher and accompanying teacher. In the process of reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto it is done using the classical model, because of the difference in volume increase in each child, therefore in one class it is certain that each child has different abilities.

The procedures for carrying out reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto include:

- 1) Opening Activities
  - a) Arranging chairs and tables
  - b) Doing ice breaking or singing beforehand to condition the children
  - c) Reading ta'awudz and basmalah sentences
  - d) Read surah Al-Fatihah
  - e) Read prayers when you want to study, pray in the morning, pray for both parents, pray for the safety of the world and the hereafter.
  - f) Read the hadith of loving each other and the hadith prohibiting anger.
- 2) Core Activities
  - a) Before starting to read Iqra the child first reads ta'awudz and kalimah basmalah.
  - b) The teacher listens to the iqra reading to the child

c) The teacher justifies the child's reading when there is something wrong or inappropriate in his pronunciation

3) Closing Activities

After the child has finished reading the iqra, the teacher writes in the child's achievement book with information that is not yet fluent or is already fluent and the teacher also tests the child's reading, that is, with the child being told to read short surahs, memorize daily prayers, and hadiths.

Evaluation is one of the most important things in education, because it is a benchmark for the success of the learning process. This can be measured in an assessment. Therefore, at Aisyiyah VII Kindergarten, Purwokerto, it also evaluates all learning processes.

In the implementation of learning to carry out evaluations, namely the important thing to do is to find out the method to be used is good and needs to be developed again or not. Evaluation in reading hijaiyah letters using the Iqra method can be carried out in the following way:

- a) The teacher can evaluate the use of the Iqra method at a certain time determined by the school.
- b) The teacher carries out follow-up from the results of evaluating the use of the iqra method.
- c) The teacher must invite the principal and also parents to play a role in evaluating the reading of hijaiyah letters using the Iqra method.

The results of these observations were also supported by the results of interviews conducted with the class teacher, namely Mrs. Siti Umaroh who stated that: the researcher conducted an evaluation, namely at the end of the even and odd semester. The evaluation was carried out by discussing with the parents and guardians of students to discuss the development of reading hijaiyah letters using the Iqra method which was achieved in 1 semester for each child and the targets to be achieved in the following semester. However, there are some children's readings that are still not very good at recognizing hijaiyah letters using the Iqra method, so I will tell their parents if they are still too poor at reading, they can still be corrected slowly.

The results of the interview with Ms. Maita Rizki Amalia said that: there was an evaluation at the time the report cards were distributed and I was about to enter the even semester, usually I and Ms. Siti did the overall evaluation of the child's development and only then reported the report to the school principal.

The following is an excerpt from an interview with Mrs. Wahyu Purwitosari as the principal at Kindergarten Aisyiyah VII Purwokerto: in the implementation of learning to read hijaiyah letters using the Iqra method, I did not participate in the evaluation, but the teacher gave me a report on the results of the evaluation. The school also provides achievement books or iqra book assessments for each child.

Based on the results of the observations and interviews above, the writer can conclude that the teacher only evaluates only with fellow teachers but only during the final semester and the principal does not participate in the evaluation, only gets a report on the results of the evaluation. In the evaluation of learning to read hijaiyah letters using the Iqra method, the teacher followed up afterwards by telling the parents and guardians of the students to help their children repeat reading the Iqra book when the child was at home and when the achievement book assessment was still not fluent in reading it. Learning to read hijaiyah letters using the iqra method has a positive impact, namely that each child will be motivated to be even more active in reading iqra so that they have developments in reading iqra. In every child who repeats the iqra reading at home with the help of people his parents. The teacher provides progress reports in reading hijaiyah letters using the iqra



method only at the end of each semester, but notifications on children's iqra reading progress can be made on days when children have problems reading iqra and need the help of their parents.

While the evaluation carried out by the teacher in the implementation of the Iqra method to develop the ability to read hijaiyah letters in children which includes the development of the assessment has not yet developed (BB), started to develop (MB), developed according to expectations (BSH), developed very well (BSB) .

Aisyiyah VII Kindergarten Purwokerto also conducts an evaluation at the end of each semester, the assessment is from achievement cards that are already fluent or not when the child is reading hijaiyah letters using the Iqra method and linked again in the final semester that the child has progressed or not in reading hijaiyah letters if there is children who are not fluent or not yet developing, the teacher will tell the parents and guardians of the students to guide the child to repeat reading the Iqra book when the child is at home. Based on the assessment sheet documentation, it was found that out of 15 children in class A, 3 children had developed according to expectations (BSH) and 7 children had started to develop (MB). In general, it can be said that the Iqra method has been effective in developing the ability to read hijaiyah letters in children. . In this evaluation, in taking local content values regarding religion and generality, one of them is the Iqra method.

Based on the results of observations and interviews conducted by researchers at Kindergarten Aisyiyah VII Purwokerto, this evaluation activity was to find out whether the child was fluent in reading iqra or not.

The advantages and disadvantages of the Iqra method in developing the ability to read hijaiyah letters in early childhood at Kindergarten Aisyiyah VII Purwokerto are as follows:

- 1) Advantages of the Iqra Method
  - a) The iqra method has been carried out throughout Indonesia
  - b) By using the CBSA method (active student learning method)
  - c) It's easy to increase the volume.
  - d) It's easier, because the teacher is immediately able to understand each child's abilities.
  - e) Systematic, it has been arranged according to different levels of ability in each child and children are able to understand in following their reading.

The guidebook on the Iqra method is an easy and flexible book for all ages and the Iqra method is also complete with learning instructions for reading Iqra. The learning process is individual and the methods used are CBSA, making it easier for children to understand and learn how to read Iqra.

- 2) Lack of iqra method
  - a) Children still do not know, in knowing the original hijaiyah letter names, because they have not been immediately introduced at the beginning of their learning.
  - b) The child does not know and also about the names of the readings in the science of recitation.

When learning to use the Iqra method, I did not learn the names of the original hijaiyah letters, but I studied and understood more the hijaiyah letters that already bear the vowel. The Iqra method does not only study terms in the science of recitation because in the Iqra method the practice emphasizes reading the Qur'an in which the method is read it customized and also fluent.

From the results of observations, what the researchers did was that in an atmosphere where the implementation of reading hijaiyah letters using the iqra method at Kindergarten Aisyiyah VII Purwokerto was not conducive enough because the atmosphere in the class was full of the voices

of their friends who were waiting their turn to read or had already read they instead played alone so children who are reading iqra find it difficult to concentrate and focus when reading iqra.

In the implementation of the learning process, of course there are influencing factors and inhibiting factors. Likewise, the ability to read hijaiyah letters using the Iqra method at Kindergarten Aisyiyah VII Purwokerto is as follows:

When someone who learns to read Iqra has their own abilities and also varies from one child to another. The ability to read iqra in each child can be influenced by various factors, both internal and external. The factors that influence the development of the ability to read hijaiyah letters using the Iqra method are:

Non-social factors, or elements that can influence learning success and the growth of Iqra reading skills, are those that are not influenced by humans. These factors are the state of the air, weather, time of day (morning, afternoon, evening, night) and so on. All of these factors must be managed in such a way as to help the child's learning process. As was carried out at Kindergarten Aisyiyah VII Purwokerto, namely the teacher arranges the learning time to introduce hijaiyah letters and also read iqra in the morning, because in the morning the children are still fresh/new in thinking so later the child will quickly understand and be able to follow the lesson.

The learning process in children will be influenced by physiological factors, especially physical conditions, because a healthy physical condition will have a different impact than a tired physical condition. In the learning process will have a negative impact, because they experience a lack of food intake and nutritional deficiencies. In children, for example, they will be sleepy when studying and there is no willingness to learn, therefore nutritious food is food that is in accordance with what is needed by the child's physique and the child will later become healthy, enthusiastic in learning and able to understand the lesson being taught by the teacher so that children quickly understand the lesson.

The implementation process in reading iqra at Kindergarten Aisyiyah VII Purwokerto has a few obstacles, namely after the child reads iqra in turn, the child is not conducive to focusing after iqra learning but the child plays waiting for his friend's turn to finish, but the teacher has a solution in overcoming these obstacles and never gives up in teaching children to read iqra, because indeed their goal is for children to be able to read iqra properly and correctly in accordance with the science of recitation, the solution for teachers in overcoming these obstacles is that children who have read iqra alternately or have not been able to pay attention to the teacher in front, the teacher before continuing the Iqra method learning which will take place, the teacher first does ice breaking such as clapping and singing so that the child's focus can later be come back again and pay attention to the teacher who explained in front.

According to the results of an interview with Mrs. Maita Rizki Amalia on children's responses in learning to read hijaiyah letters using the iqra method, that is, most children like this learning because it shows the meaning that I can write, know and understand hijaiyah letters. However, according to one of the children, Ananda Azizah, while learning to read the Iqra, which was guided directly by the teacher, there was an obstacle, namely not concentrating when reading the Iqra, because the atmosphere in the class was full of the voices of her friends who were waiting their turn to read or had already read, they even played alone.

## **D. Conclusion**

Based on the results of the research in the previous chapter, the implementation of the Iqra method in developing the ability to read hijaiyah letters in early childhood at Kindergarten Aisyiyah VII Purwokerto obtained the following description:

1. Planning is done by the teacher compiling a Daily Activity Plan (RKH) related to iqra learning materials, then each child is required to bring an iqra book.
2. The implementation is carried out by learning using CBSA, the teacher calls the names of the children one by one according to the order of absences who will read the iqra, then the teacher listens to the children's reading, then the teacher repeats the reading only on the reading when a child makes a mistake in pronouncing it, after that the teacher can skip the volumes to be read when the child comes forward one by one if the child is considered capable of reading it, finally the teacher teaches the iqra method using simple tajwid.
3. The evaluation is carried out by the process of the ability to read hijaiyah letters using the Iqra method one by one which is assessed by: achievement card books, assessment sheets related to the child's ability to develop the ability to read hijaiyah letters. The data shows that out of 15 children, 10 children have shown developing abilities.

## **References**

- Nurani Yuliani. 2019. *A New Perspective on the Basic Concepts of Early Childhood Education*, (Jakarta: Campustaka).
- Budiman Arief. 2011. *Practical Guide to Test Your Child's IQ*, (Bandung: Alfabeta).
- Sunarto Ahmad et al. 1993. *Translation of Sahih Bukhari*, (Semarang: Asy-Syifa').
- Sulistiyani and Rosidah 2005, *Human Resource Management: Concept Theory and Development in the Context of Public Organizations*, (Yogyakarta: Graha Ilmu).
- Thoha 2003, *Organizational Behavior Basic Concepts and Applications*, (Jakarta: PT. Raja Grafindo Persada).
- Mulyani Novi. 2019. *Developing Early Childhood Creativity*, (Bandung: PT Remaja Rosdakarya).
- Nirmala Sari Anggun dkk. 2020. "Implementasi Metode Iqro dalam Pengenalan Huruf Hijaiyah Pada Siswa RA Perwanida II Mataram", *Jurnal Pendidikan Anak Usia Dini* Vol. 2 No.2.
- Ardy Wiyani Novan. 2019. "Actualization of Continuous Improvement Principles in Responsive Leadership of the Head of the Integrated Islamic PAUD Al-Ikhlas Bumiayu Brebes", *Al-Athfal Journal: Journal of Children's Education*, Vol. 5, No. 1.
- Zulfa Umi. 2014. *Flash Engineering Module for Thesis Proposal Preparation*, (Cilacap: Ilhya Media).
- Sugiyono. 2013. *Quantitative, qualitative and R&D Research Methods*, (Bandung: Alfabeta).
- Hairani Siregar and Farhan Shidqi Tanjong. 2022. "Guidance of Reading the Qur'an Through the Iqra Method" for Early Childhood at the Bani Adam 'As Medan Foundation Orphanage, *Journal of Indonesian Society Service (JAMSI)* Vol. 2, No. 1.
- Srijatun. 2017. *Implementation of Learning to Read and Write the Qur'an with the Iqro Method in Early Childhood at RA Perwanida Slawi, Tegal Regency*, (Semarang: *Journal of Islamic Education* Vol. 11, No. 1).