



## The Effectiveness of Learning to Read and Write Arabic Letters in Early Children at Taman Pendidikan Quran (TPQ)

Nuril Mufidah<sup>1\*</sup>, Rifka Arifatul Choridah<sup>2</sup>, Inaad Mutlib Sayer<sup>3</sup>

<sup>1,2</sup> UIN Maulana Malik Ibrahim Malang, Indonesia

<sup>3</sup> University of Human Development, Kurdistan Region, Iraq

 [nurilmufidah86@uin-malang.ac.id](mailto:nurilmufidah86@uin-malang.ac.id)

### Abstract

The purpose of this study is to describe process of learning to read and write Arabic letters in early childhood at Taman Pendidikan Quran (TPQ) Nurul Muttaqin 4, the students' interest in learning, positive impacts or benefits for students, opportunities in learning, and challenges faced during learning. The research method used is qualitative with the subject of early childhood aged 4-8 years at TPQ Nurul Muttaqin 4. Data collection techniques by observing the teaching and learning process of students and interviews with one of the teachers and students concerned. The research results obtained include: 1. The process of learning to read and write Arabic letters for early childhood at TPQ Nurul Muttaqin 4 using the iqro' method for reading and writing 2. The students' interest in learning is very large in learning because the parents of the students support it. and very open so that students are very interested in this learning. 3. The positive impact or benefits obtained by the students vary after participating in learning using the iqro' method, because each child has a different level of ability. There are children who are proficient in reading but lacking in writing Arabic letters. Vice versa. 4. The opportunities for learning are very good because the surrounding community is supportive and open with evidence that their children are entrusted to study at this TPQ. 5. The challenge faced during learning is the feeling of drowsiness that comes to students during learning, which makes it difficult for students to concentrate. The solution that can be done is that teachers can make learning as interesting as possible so that it makes students enthusiastic and interested in learning.

**Keywords:** Arabic Letters, Effectiveness Learning Quran, Early Children

### ARTICLE INFO

#### Article history:

Received

June 21, 2022

Revised

June 28, 2022

Accepted

June 29, 2022

Published by  
Website

This is an open access article under the CC BY SA license

CV. Creative Tugu Pena

<https://attractivejournal.com/index.php/bec>

<https://creativecommons.org/licenses/by-sa/4.0/>



## INTRODUCTION

Language is an important component in human life. Without language, humans may not be able to carry out their activities easily. Because of the language that helps humans so they can mingle with other humans and do whatever they want. Only people have language. Humans seem to be born to speak and understand language (Nufus Hayati 2015). From 23-27 weeks of gestation, the baby in the womb is able to hear the voice of the mother and her surroundings. From birth to 6 months, babies begin to communicate as follows: cry, shout, cheer. Babies basically produce vowels (a,i,u,e,o), etc., and by the age of 5 years, 2000 words can be used by the age of 5 years, using 6 forms of phrases. The role of the

mother in the formation of the child is very large, because the mother is always close to the child and is the adult who best knows the sound language of the child's language (native Hessian). (George 2008). Therefore, it cannot be denied that mothers are the first schools for their children who teach and guide children to be able to speak in a polite language (Utama 2017).

Early childhood is a child who develops all forms of development and growth rapidly (Sari, Djuani, and Qadafi 2020). Language learning in early childhood is a language acquisition activity that is unconsciously learned from early childhood through exposure and occurs naturally without worrying about the problem of correct grammatical errors, but through the importance of the communication process (Nufus Hayati 2015). This can be found when early childhood interacts with the people around them such as mothers, fathers, siblings, etc. So that as adults, like mothers and fathers, they can assess and correct communication skills as well as mistakes in speaking according to the customs that exist around them. The definition of early childhood in Law Number 20 of 2003 concerning the National Education System which is called early childhood is children aged 0-6 years, and experts say that what is meant is children aged 0-8 years (Sunanah 2017)..

In Indonesia, because the majority of the population is Muslim, Arabic learning is held from an early age such as non-formal education, namely TPQ (Quran education park) and formal education, namely MI (madrasah ibtidaiyah). This is intended so that children are familiar with learning Arabic which will be used to read the holy book Al-Qur'an according to good and correct rules. In addition, Arabic is an international language introduced by the United Nations educational, scientific and cultural organization (UNESCO) on December 18, 1973 and is ranked sixth out of 22 languages more than other countries (Ulfatur 2022). This makes Arabic more attractive to many people from various Muslim-populated countries. Arabic books state that Arabic is spoken by more than 150 million people as a daily language, documenting that Arabic is the oldest language of all. There is no evidence it was done. However, it is also uncertain whether Arabic is much younger than other languages.

Learning Arabic in early childhood should be based on the general rules of learning foreign languages. In short, learning Arabic must be carried out by taking into account the individual characteristics of students in terms of emotional, intellectual development, social conditions, and cultural environment (Nufus Hayati 2015). Given that every child has a different personality. Learning by using the character approach method by knowing family background, social conditions, and the surrounding cultural environment is very effective because as a teacher you can consider and adjust the way of teaching and so that early childhood can easily achieve understanding with what the teacher teaches. In addition, when teaching Arabic learning, it is necessary to pay attention to children's musical

intelligence (H Gardner nd), so using music and singing methods can help early childhood in helping to understand learning material.

Educators should instill in the minds of early childhood that learning Arabic is fun and enjoyable. Therefore, the choice of learning approach is also a holistic, contextual, and coherent approach that makes early childhood motivated, enthusiastic, happy, and active (Nufus Hayati 2015). Foreign language education requires many professional Arabic teachers who have a complete understanding of early childhood learning, learning strategies and skills, choice and development of materials, learning resources and evaluation aspects. In addition, the brain of early childhood is still very flexible to learn foreign languages so that this time is the right time to introduce and teach reading and writing Arabic letters.

Based on the data above, it is important to research the effectiveness of learning to read and write letters in early childhood at TPQ Nurul Muttaqin 4 Malang. This article describes how the learning process of TPQ Nurul Muttaqin 4 students, students' interest in learning, the positive impact of teaching, learning opportunities, and learning challenges.

## **METHOD**

This survey is in the form of descriptive analysis using a qualitative research approach. Descriptive study is a study that is intended to use features to systematically, accurately describe symptoms, facts, and events in terms of the characteristics of the population of a particular area. Qualitative research is a research method that uses descriptive data in the form of written or spoken language from observable people or actors. Qualitative is everything related to quality, value, or semantic aspects related to quality, value or semantic aspects behind the facts. The quality of value and meaning can only be expressed and explained by linguistics, language, or words (Libarkin C, Julie 2017). The qualitative research approach is also called naturalistic or natural research because the context of the field of study remains the same and is not manipulated or carried out with exploratory experiments (Afrianingsih, Putri, and Munir 2019). A qualitative survey is a type of survey that aims to examine information thoroughly and open to all answers and not just "yes" or "no" answers (Perreault, Cannon, and McCarthy 2015).

In a qualitative survey, the researcher or writer interacts directly with the object under study or informants so that the data obtained is factual and accurate. Furthermore, the authors describe the object studied systematically. Qualitative research aims to explain case studies or phenomena through data collection in depth.

This research was conducted in TPQ Nurul Muttaqin 4 Kec. Wagir Kab. Poor. The reason for the researcher is because at TPQ Nurul Muttaqin 4 still uses the classical method for the Arabic alphabet reading and writing learning method.

Depending on the problem, the researcher can use one or a combination of the existing methods. Data acquisition in research must be factually accurate and free from engineering elements. The methods used for the survey are as follows:

1. Observation (first observation)

Observation was initially based on general observations or overall observations of ongoing learning events or activities being carried out. Observation is the focus on insights that enable or meet the requirements for use at an analytical level by observing and listening for some time without manipulating or controlling behavior.

2. Interview

The second step of collecting survey data is based on interviews. An interview is a group of people who exchange opinions/information and ideas by using question and answer so that they can construct certain topics according to meaning (Sugiyono 2010).

3. Documentation

The third step in the survey is documentation. Data acquisition technology using documents is to retrieve data generated through several of these documents. In fact, documentation data is secondary data, namely information data about research problems obtained from books, internet, magazines, newspapers, activity records, videos, and other related documents (Afrianingsih et al. 2019).

## **RESULT AND DISCUSSION**

### **A. Learning Process of Reading and Writing Arabic Letters for Santri Nurul Muttaqin 4**

Al-Qur'an Education Park (TPQ) is a non-formal religious education institution sponsored by the local government (Nurhuda, Fatinova, and Wildan 2020). TPQ is the first place where students can get to know Islam and learn from the basics such as learning to read and write Arabic letters, basic jurisprudence, moral aqidah. Although the learning has not been like in Pondok which has a system and is well organized, TPQ is already qualified as a place to find religious knowledge in the community.

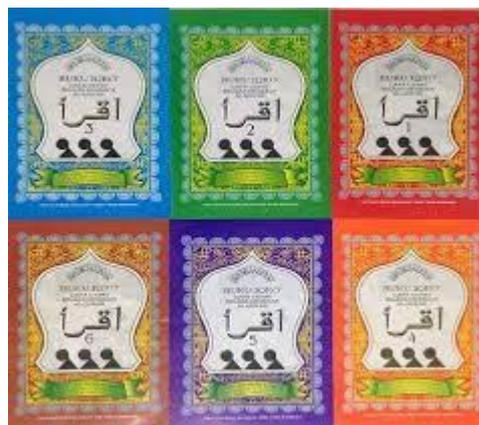
The main aim of learning Arabic is to enable one to read the Qur'an and understand its meaning and to be able to speak Arabic of course. However, Arabic which is taught to early childhood children in non-formal education such as Qur'an education parks is focused on them being able to read the Qur'an well according to the rules. Because their age is still too early if given a heavy lesson with the aim that they can speak Arabic. As for learning that is focused so that they can speak Arabic, they can get it in other educational places such as Islamic boarding schools, formal schools, and other course institutions.

The method of learning to read and write Arabic letters at TPQ Nurul Muttaqin 4 uses a relevant method, namely the reading method using the book of

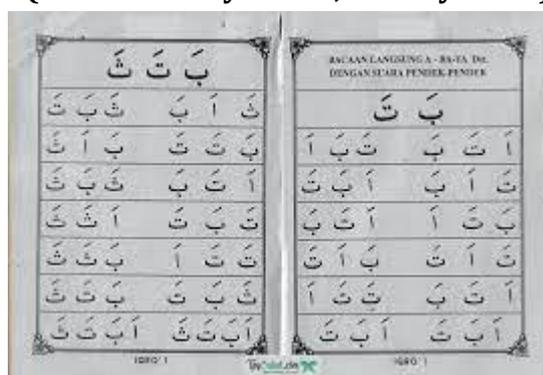
Iqro' volumes 1 to 6 by KH As'ad Humam. Learning activities through Iqro' volumes 1 to 6 make it easier for students to learn the Qur'an slowly. So it can be seen that each level experienced by children increasingly motivates them to learn the Koran (Ulfah et al. 2019). The iqro book is indeed very familiar in Indonesia because it has existed since the 1900s and is mostly used in learning to read and write Arabic letters in Indonesia.

This is because the iqro' book has several advantages, including (Siregar and Siregar 2018):

1. The Iqro' method is used throughout Indonesia and in several ASEAN countries such as Malaysia and Thailand.
2. The use of the CBSA system (Active Student Learning Method).
3. The book of iqro' is easy to get in various places and the price is quite affordable.
4. Practical, because the teacher can immediately understand the students' abilities.
5. The book of Iqro is arranged systematically according to various skills. The iqro method is structured from concrete to abstract, simple to difficult, and simple to complex.
6. The Iqro' method gives students the flexibility to increase the volume if they maximize their skills but they cannot spell certain hijaiyah letters, such as when pronouncing the letters ba and na, the students always do the opposite. However, if the student is asked to read another letter and it turns out that he can spell it correctly, then the student can be raised to the next level or volume.



**Figure 1. Iqro' volumes 1-6 TPQ Nurul Muttaqin 4  
(Documentary: Rifka, 17 May 2022)**



**Figure 2. Iqro' volume 1 TPQ Nurul Muttaqin 4  
( Documentation: Rifka, 17 May 2022)**

Learning the iqro' method at TPQ Nurul Muttaqin 4 is done every day except Saturday and Sunday. There are about 20 early childhood students aged 4-8 years and there are about 10 children aged around 9-15 years. Starting from 13.00 to 15.00 for children aged 4-8 years and from 15.00-17.00 for children aged 9-15 years. So, the students get a learning duration of about two hours. That means that in a week students get about ten hours of learning. In implementing the iqro' method, the teacher guides according to the needs and character of the child. If there are children who are smart in terms of reading skills, the teacher emphasizes writing exercises. And if there are children who are smart in terms of writing skills, the teacher emphasizes reading exercises.

There are three ustadzah/teachers at TPQ with about 30 students. So each teacher holds ten students to guide and accompany the development of their reading. For the writing method, students are guided to write letters like those in Iqro' with one page meeting each. After the students recited all of them, the students were then guided on how to write Arabic letters and practice the makhroj hijaiyah letters together for a duration of about fifteen minutes.

**B. Nurul Muttaqin's Student Interest in Learning 4**

According to psychologists, interest always tends and pays attention and always remembers something. This interest is related to emotions, especially one's feelings. It can be said that interest is born from the feeling of enjoying something. Interests have a great impact on learning. If someone likes a lesson, the students will never stop and have fun in learning (Zuldafrial 2012) (Djamarah and Zain 2016).

Interest is the persistent tendency of the subject to be interested and willing to be involved in a particular area or object. In addition, a sign that interest is a persistent tendency to pay attention and that a person remembers some activities that are interested in paying attention is accompanied by affection (Ferdian Utama 2017).

From the reasoning of the opinion above, it is clear that interest greatly influences a person towards something he does. So if a student has a great interest then he will get quite a lot of understanding, and vice versa.

The author conducted interviews with students of Nurul Muttaqin 4 who were 8 years old to find out firsthand how interested they were in learning to read

and write Arabic letters using the iqro' method. And he stated that learning with the iqro' method is practical because it has been arranged in several volumes according to ability and is easy to follow and easy to understand. And his interest if it is a percentage from numbers 1-10 he says 8. So, interest in learning the iqro' method is enough to be recognized. Because the number of parents who leave their children is proof that the method of learning to read and write Arabic letters using the iqro' method has received great interest for their children.

### **C. Positive Impact of Iqro' Method Learning**

The big Indonesian dictionary definition of impact is support, an impact that has both positive and negative consequences. Influence comes from something (people, things) that shape a person's personality, beliefs, and actions. Impact is a condition where there is a reciprocal or causal relationship between the person who has the impact and the person who is affected (Suharno nd).

Given that each child's ability is different due to several factors, including:

1. Inherited intelligence factor
2. Environmental factors
3. Age factor

From the explanation above, the first factor is heredity. There are some children in this world who have intelligence from birth because they have intelligent parents. The intelligence of a mother can be inherited by a child. While the father inherits the physical to the child. The second factor is the environmental factor. The family environment and the community environment greatly affect the mindset of a child. If the family environment is good and the child gets a good friend then he has a good level of mindset. This mindset includes ways of thinking in learning, ways of thinking in dealing with a problem, and ways of thinking in deciding something. The last factor is the age factor. A child will quickly understand a lesson because his brain is still very clear and not contaminated with bad things. And also at an early age the level of intelligence that is at the middle level will later be able to increase if the child learns to the maximum with increasing age. When one is in old age, one's intelligence slowly declines, such as senile dementia, etc.

Therefore, the positive impact that each child gets is different. In this study, the majority of early childhood children had a positive impact or benefit in their ability to write good Arabic letters. The majority of the other abilities in reading are still lacking. However, there are some children whose reading and writing abilities are balanced, meaning they are equally good.

### **D. Learning Opportunities at TPQ Nurul Muttaqin 4**

In every learning process, of course, there are opportunities and challenges that need to be learned. According to the Big Indonesian Dictionary (KBBI) opportunity is a concrete and abstract space for activities, providing opportunities for those activities to use them to achieve goals; opportunity. Meanwhile,

according to the Big Indonesian Dictionary (KBBI) challenges are things or things or objects that stimulate determination to improve problem solving abilities; stimulation (work hard, etc.).

An opportunity should be estimated before an activity starts so that the desired goal is achieved. Meanwhile, challenges will appear in the middle when the activity is carried out over time.

In learning to read and write Arabic letters using the iqro' method at TPQ Nurul Muttaqin 4 has a very good opportunity because the community is very open and supportive so that many of the guardians of the students entrust their sons and daughters to study at TPQ Nurul Muttaqin 4 from an early age. There are about 20 early childhood students aged around 4-8 years and there are about 10 children aged around 9-15 years. A total of about 30 students study at TPQ and this adds to the enthusiasm of the teachers to teach with totality so that the students can read the Qur'an and write Arabic letters according to the correct rules.

#### **E. Learning Challenges at TPQ Nurul Muttaqin 4**

Challenges are obstacles that exist in every life. Every formal and non-formal educational institution has its own challenges. Likewise in TPQ Nurul Muttaqin 4. The challenge faced is a matter of time. Learning the iqro' method at TPQ Nurul Muttaqin 4 is done every day except Saturday and Sunday. Starting from 13.00 to 15.00 WIB. Because in the morning students study in formal schools until 12.00 WIB. And when learning is done during the day, many students experience drowsiness while studying, which sometimes makes it difficult for the brain to concentrate. For now, there is one challenge that must be found, how to solve it and the solution is to make learning as interesting as possible so that students become interested and enthusiastic in learning. This can be done so that the students are not sleepy while learning is taking place.

## **CONCLUSION**

Based on the results of the study, it can be concluded that the effectiveness of learning to read and write Arabic letters at TPQ Nurul Muttaqin 4 uses the iqro' method for reading and writing. After that, there is guidance on how to write and read Arabic letters according to makhroj for about 15 minutes together. Learning time is carried out from 13.00-15.00 WIB starting Monday-Friday. The students are very interested in this learning because the parents of the students are very supportive and very open so that the students are very interested in this learning. There are three ustadzah/teachers who teach at this TPQ with approximately 20 early childhood students aged around 4-8 years and there are about 10 children aged around 9-15 years. A total of about 30 students study at TPQ. The learning time starts at 13.00-15.00 WIB for children aged 4-8 years, then continues at 15.00-15.00 WIB for children aged 9-15 years. The positive impact or benefits obtained by the students vary after participating in learning using the iqro'

method, because each student has a different level of intelligence. There are children who are proficient in reading but lacking in writing Arabic letters. Vice versa. The teachers at TPQ teach according to the needs of the child. If the child is lacking in reading Arabic letters, it will be emphasized in learning. Likewise with writing Arabic letters.

Meanwhile, the opportunities for learning are very good because the surrounding community is supportive and open with evidence that their children are entrusted to study at this TPQ. The challenge faced during learning is the drowsiness that comes to the students during the learning process, which makes it difficult for students to concentrate. Because learning is done at 13.00-15.00 WIB when people take a lunch break with the addition of students who have just returned from formal school. The solution that can be done is that teachers can make learning as interesting as possible so that it makes students enthusiastic and interested in learning.

## REFERENCES

- Afriyaningsih, Anita, Aprilia Riyana Putri, and M.Misbahul Munir. 2019. "Karakteristik Huruf Hijaiyah Sebagai Sarana Pembelajaran Baca Tulis Awal Anak Usia Dini." *Tunas Siliwangi : Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung* 5(2):111-19. doi: 10.22460/TS.V5I2P111-119.1568.
- Djamarah, Syaiful Bahri, and Aswan Zain. 2016. *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.
- Ferdian Utama, Suhono. 2017. "KETELADANAN ORANG TUA DAN GURU DALAM PERTUMBUHAN DAN PERKEMBANGAN ANAK USIA DINI (Perspektif Abdullah Nashih Ulwan Kajian Kitab Tarbiyyah Al-Aulad Fi Al-Islam)." *Elementary* 3(2):107-19.
- George, Boore. 2008. *Metode Pembelajaran Dan Pengajaran*. Jogjakarta: Ar-Ruz Media.
- H Gardner. n.d. "Frames of Minds." *Cir.nii.ac.jp*.
- Libarkin C, Julie, dan Kurdziel P.Joseph. 2017. *Qualitative Research Is an Unconstrained Approach to Studying Phenomena*.
- Nufus Hayati. 2015. "Model Pembelajaran Bahasa Arab Untuk Anak Usia Dini." *Jurnal Studi Islam* 5(1).
- Nurhuda, Zamzam, Dede Fatimova, and M. Wildan. 2020. "Metode Pengajaran Komunikatif Sebagai Strategi Pembelajaran Bahasa Bagi Siswa Usia Dini." *Jurnal Loyalitas Sosial: Journal of Community Service in Humanities and Social Sciences* 2(1):1. doi: 10.32493/jls.v2i1.p1-14.

- Perreault, William D., Joseph P. Cannon, and E. Jerome McCarthy. 2015. *Essentials of Marketing : A Marketing Strategy Planning Approach*. New York: McGraw-Hill Education.
- Sari, Anggun Nirmala, Djuani, and Muammar Qadafi. 2020. "Hijaiyah Pada Siswa RA Perwanida II Mataram." *Islamic EduKids: Jurnal Pendidikan Anak Usia Dini* 2(2):14–26.
- Siregar, IHSAN Ihsan, and IHSAN Ihsan Siregar. 2018. "Penerapan Metode Iqro' Dan Pengaruhnya Terhadap Kemampuan Membaca Al-Qur'an Murid MDA Muhammadiyah Bonan Dolok." *Al-Muaddib: Jurnal Ilmu-Ilmu Sosial Dan Keislaman* 3(1). doi: 10.31604/muaddib.v1i1.370.
- Sugiyono. 2010. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta.
- Suharno, Retnoningsih dan. n.d. *Kamus Besar Bahasa Indonesia*. Semarang: Widya Karya.
- Sunanih. 2017. "Kemampuan Membaca Al-Qur'an Bagi Anak Usia Dini Bagian Dari Perkembangan Bahasa." *Early Childhood : Jurnal Pendidikan* 1(1):1–12.
- Ulfah, Tsaqifa Taqiyya, ) \* Muhammad, Shaleh Assingily, and Izzatin Kamala. 2019. "Implementasi Metode Iqro' Dalam Pembelajaran Membaca Al-Qur'an." *TA'DIBUNA: Jurnal Pendidikan Agama Islam* 2(2):59–69. doi: 10.30659/JPAI.2.2.44-54.
- Ulfatur, Rosyidah. 2022. "Hari Bahasa Arab Sedunia." *AIN Madura*. Retrieved May 20, 2022 (<https://iainmadura.ac.id/site/detberita/294-hari-bahasa-arab-sedunia#:~:text=Bahasa arab merupakan salah satu,internasional UNESCO dari 22>).
- Utama, Ferdian. 2017. "Pengenalan Aksara Melalui Media Gambar Terhadap Anak Usia Dini." *Jurnal Iqra': Kajian Ilmu Pendidikan* 2(2):433–57. doi: 10.25217/JI.V2I2.169.
- Zuldafrial. 2012. *Strategi Belajar Mengajar*. Surakarta: Cakrawala Media.

---

**Copyright Holder :**

© Nuril Mufidah, Rifka Arifatul Choridah , Inaad Mutlib Sayer (2022).

**First Publication Right :**

© Bulletin of Early Childhood

**This article is under:**

CC BY SA