

# THE INFLUENCE OF LEARNING STRATEGIES THROUGH SINGING ON IQRO' READING ABILITY EARLY CHILDHOOD

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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui langkah-langkah, proses serta pengaruh strategi pembelajaran melalui bernyanyi terhadap kemampuan membaca Iqro' anak usia dini di RA Ummul Qura Stabat Kabupaten Langkat. Subjek penelitiannya adalah guru dan anak didik pada kelompok B dengan populasi berjumlah 20 anak dengan sampel yang terdiri dari dua kelas yaitu B1 berjumlah 10 anak sebagai kelas eksperimen dan B2 berjumlah 10 anak sebagai kelas kontrol dengan teknik *purposive sampling*. Teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Tehnik analisis data menggunakan analisis statistik uji perbedaan rata-rata dengan *t-test*. Perbandingan hasil *pretest* dan *posttest* kelas eksperimen dengan menggunakan uji-t (*t-test*) diperoleh  $t_{hitung} = 35,850$ , dikarenakan nilai (*Sig. 2-tailed*) =  $0,000 < 0,05$  maka dapat disimpulkan terdapat pengaruh yang signifikan setelah menggunakan strategi pembelajaran melalui bernyanyi terhadap kemampuan membaca Iqro' anak. Dengan demikian,  $H_0$  ditolak dan  $H_a$  diterima yang artinya dalam penelitian ini terdapat pengaruh terhadap kemampuan membaca Iqro' anak setelah dilakukan penerapan strategi pembelajaran melalui bernyanyi pada kelas eksperimen kelompok B di RA Ummul Qura Stabat sebesar 91,94%.

Kata Kunci: Strategi pembelajaran bernyanyi, kemampuan membaca aud, pembelajaran iqro'

## ABSTRACT

*This study aims to determine the steps, processes and the influence of learning strategies through singing on Iqro' reading ability of early childhood in RA Ummul Qura Stabat, Kabupaten Langkat. The research subjects were teachers and students in group B with a population of 20 children with a sample consisting of two classes, namely B1 with total 10 children as the experimental class and B2 with total 10 children as the control class using purposive sampling technique. Data collection techniques through observation, interviews and documentation. The data analysis technique used the statistical analysis of the mean difference test with the t-test. Comparison of the results of the experimental class pretest and posttest using the t-test obtained  $t_{hitung} = 35,850$  because the value (*Sig. 2 tailed*) =  $0,000 < 0,05$ , it can be conclude that there is a significant effect after using learning strategies through singing on children's Iqro' reading skills. Thus,  $H_0$  is rejected and  $H_a$  is accepted, which means that in this study*

*there is an influence on the children's Iqro' reading skills after implementing the learning strategy through singing in the experimental class group B at RA Ummul Qura Stabat amounting to 91,94%.*

## INTRODUCTION

The early age is the most important and fundamental early period in the span of growth and development of human life. This period is marked by various fundamentally important periods in the life of the next child until the final period of its development. One of the periods that characterizes early childhood is the golden ages.

Many concepts and facts found provide an explanation of the golden period at an early age, in which children's potential develops the fastest. Based on Piaget's theory, children who are in Kindergarten (TK/RA) and the early grades of Elementary school (SD/MI) are children who are in the early age range. Early childhood is a short period but it's a very important period in a person's life. Therefore, at this time all potential possessed by the children needs to be encouraged so that they will develop optimally. The Koran has also explained how important parents and teachers are in preparing children as the next

generation. As in Surah An-Nisa '3: 9, Allah SWT. said:

وَلْيَخْشَ الَّذِينَ لَسَوْا تَرَكُوا مِنْ خَلْفِهِمْ ذُرِّيَّةً ضِعْفًا  
خَافُوا عَلَيْهِمْ فَلْيَتَّقُوا اللَّهَ وَلْيَقُولُوا قَوْلًا سَدِيدًا ﴿٩﴾

Meaning: "And let fear (of Allah) those who if they leave weak offspring behind them who they worry about it (welfare). Therefore, let them fear Allah, and let them speak with the right words."

Apart from the Quranic verse above, there is also the hadith of the Prophet Muhammad. which advises parents to apply good habits for children and always advise children when they make mistakes. This hadith was narrated by at-Tirmidhi and authenticated by Shaykh al-Albani in Sahihul Jami 'number 5632, from Abu Darda' radhiyallahu 'anhu, Prophet Muhammad SAW. said:

مَا مِنْ شَيْءٍ أَثْقَلَ فِي مِيزَانِ الْمُؤْمِنِ يَوْمَ  
الْقِيَامَةِ مِنْ خُلُقٍ حَسَنٍ.

Meaning: "There is nothing heavier in scale than a believer on the Day of Resurrection than noble character."

Based on the verses of the Qur'an and the hadith of the Prophet above, it can be concluded that Islam views early childhood education as the obligation of parents in nurturing and educating children properly and correctly. Parents have a very big role in guiding children, because the home is the first school for children before heading to formal education.

Iqro' book itself is a book that has been published in Indonesia since the 1990s. The methods offered are also very complete and basic. However, the reality is that in Iqro' learning in early childhood education institutions, especially Raudhatul Athfal, they still use traditional strategies and methods. That is, the children are called one by one in front of the teacher's desk and the teacher directly guides the child when reading Iqro'. This strategy must of course be re-evaluated considering that in fostering early childhood interest in learning it must be done in a fun and interesting way. Not only in general learning such as the introduction of numbers and letters, learning to read Iqro' also needs to get new strategies in its application by RA teachers.

A fun learning strategy for early childhood must be owned by an RA teacher in the teaching and learning process. A teacher must be able to master and control his class by making the teaching and learning process appropriate, interesting and fun.

One approach that must be mastered by teachers is a fun learning strategy through singing. Mastery of teachers regarding fun learning is expected to stimulate the creation of healthy and conducive learning dynamics that are charged with increasing children's ability to read Iqro'.

The use of singing as a strategy in teaching the ability to speak is considered to be ideal to be used in order to ease the teacher explaining the learning materials. The easiness obtained from the use of strategy is teachers can develop the aspects of children with language ability. Besides, teachers will also be able to build a positive communication to children. The most essential role of this strategy is to grow the children's interest and motivation towards the learning activities (Kristyana, 2014). Aside

from that, the singing method can be applied in order to be able to develop children's emotional expression (Padang, 2019).

The learning strategy through singing that the author means is a way of providing experiences to early childhood children through messages and information and creating a happy and fun learning atmosphere. So it is hoped that the child's Iqro reading ability can be improved through humming Islamic songs that are cheerful and contemporary, and contain religious motivations and messages.

## **METHOD**

This research is an experimental type of quantitative research. Experimental research is a systematic empirical study that minimizes the variance of all or almost all influential and possible independent variables that may exist but are not relevant to the problem under study by manipulating one or more independent variables under conditions that are set, operated and controlled carefully and thoroughly (Hikmawanti, 2018).

This research was conducted at RA Ummul Qura, Jalan HM. Arif

No. 11 Stabat Baru, Kecamatan Stabat, Kabupaten Langkat. The population in this study were all 20 students in TK B RA Ummul Qura with the sample divided into two groups, namely 10 children in group B1 as the experimental class and 10 children in group B2 as the control class. In determining the number of samples, the researcher uses the purposive sampling technique, which is done by taking the subject not based on strata, random or regional but based on a certain purpose and is usually done because of certain considerations (Hikmawanti, 2018).

Data collection techniques were carried out by means of observation, interviews and documentation techniques. Data analysis is carried out as an action to process data into information, both in the form of narratives and numbers. This needs to be done to answer the problems and sub-problems in a study. The data that has been collected will be analyzed by statistical method independent Sample T-Test in order to test the mean significance of the two sample groups which of course will affect

the independent variable and the dependent variable.

If the value of *t count* is compared with the value of *t table*, it will get  $t\ count > t\ table$  or  $t\ count < -t\ table$  then  $H_0$  is rejected, and if  $-t\ table < t\ count$  then  $H_0$  is accepted. based on the probability value (sig), if the probability  $> 0.05$  then  $H_0$  can be accepted, or vice versa if the probability is  $< 0.05$  then  $H_0$  is rejected. The formula used is as follows:

$$t = \frac{md}{\sqrt{\frac{\sum X^2 d}{N - (N - 1)}}$$

Md = Mean of difference *pretest* and *posttest*

Xd = Deviation of each subject (d-xd)

$\sum X^2 d$  = Sum of quadrate deviation

Db = determined by N-1

To determine the scale of assessment of children's abilities, the researchers used an assessment in the form of numbers and letters. The rating scale is in the form of numbers, consisting of statements or words and others. So the researcher only gave a tick (✓) column that corresponded to the ability and behavior of the child in the row of the scale or number observed.

## DISCUSSION

School is the second educational environment after family. Schools are formal educational institutions, the duties and responsibilities of schools are to seek intelligence of the mind and provide various knowledge. Keep in mind that the purpose of education in schools always includes three aspects, namely, cognitive, affective and psychomotor aspects. These three aspects are interrelated and dependent on each other in the development and growth of children (Suryana, 2013).

Early childhood education is organized based on the commitments proclaimed in education for all (Educational for all) in Jordan-Thailand in 1990. Based on education for all (Educational for all and all for education) contains a commitment to expand and improve overall care and education for young children especially for children who are very vulnerable and less fortunate. Early childhood education as the most basic education places a very strategic position in the development of human resources, children who are smart, cheerful and

have noble character. Various basic foundations of early childhood education have directed and developed various potentials of children from an early age as preparation for life and can adapt to their environment (Diana, 2016).

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in article 1 point 14 states that: "Early childhood education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help growth and physical and spiritual development so that children have readiness to enter further education (Direktorat Jenderal Pendidikan Islam Departemen Agama RI, 2007).

Singing is an inseparable part of the world of children. Humming a song, especially one with a cheerful rhythm, is really an activity that is loved by children. This is not surprising because the song is basically a form of tone language. That is a form of harmony from the high and low voice. Tone language will actually bring them to

a cheerful, solemn, sad, enthusiastic and so on even though they do not fully understand the content of a song.

Singing is one method that is very popular with early childhood, through the singing method children are given moral values for children that will shape the child's personality into children with noble character. However, if children sing adult songs, it will affect the cognitive and emotional development of children who are not good (Risaldy, 2020).

Through singing activities can increase self-confidence and can help children think skillfully. Singing and dancing at the same time can improve motor skills. If you use the singing method to learn, then pay attention to the following things so that the benefits of singing are more optimal: 1) Simple lyrics, 2) Utilizing popular songs, 3) Do not randomly choose songs for children, 4) Invite children to create songs, and 5) Sing along with the children (Risaldy, 2020).

The stages/steps in the learning strategy through singing as follows: 1) Planning stage, consisting of: setting learning objectives,

determining learning materials, determining learning methods and techniques and determining learning evaluations. 2) The implementation stage, in the form of implementing what has been planned, which consists of: a) initial activities (the teacher introduces the song to be sung together and gives an example of how the song should be sung and provides direction on how to sound the applause that accompanies it. b) activities addition: children are invited to dramatize songs, for example the song *Dua Mata Saya*, by making gestures to point to the organs of the body in the lyrics of the song. c) development activities: the teacher helps children to recognize high and low notes with musical instruments, such as the piano. 3) The assessment stage is carried out by using observation guidelines to determine the extent to which the child's progress has been achieved individually or in groups (Idris, 2020).

Children who are accustomed to reading the Qur'an from an early age will have an influence on the development of religious values in themselves. But it

is not an easy thing to teach the basics of reading the Qur'an to early childhood. It takes patience, perseverance, and enthusiasm in developing children's motivation and interest in learning the basic material of reading the Qur'an.

Being able to carry out religious orders is one way to cultivate noble character for children through learning *Iqro* 'at home and at school. The habit of carrying out religious orders is important for several reasons, such as: 1) religious values are proven to be an effective prevention of various negative influences and 2) religious values are the main values in character growth and are universal (Kemdikbud RI, 2016).

The *Iqro*' book has become one of the learning resources that have long been used by many *Raudhatul Athfal* in Indonesia. In fact, many have studied and conducted research on the use of the *Iqro* 'book and discussed the *Iqro*' method itself. The results of the study have also been presented to add to the treasures of knowledge in the development of learning the Qur'an in early childhood. So far, the

results of this study state that the use of the Iqro' book has a significant impact in helping children learn the basics of reading the Qur'an.

The Iqro' book used by early childhood education institutions, especially Raudhatul Athfal has characteristics in its learning methods, namely: 1) Direct Reading, 2) CBSA (How to Learn Active Santri), 3) Private, 4) Module, 5) Assistance, 6) Practical, 7) Systematic, 8) Variative, 9) Communicative, and 10) Flexible (Humam, 2017).

The purpose of using the Iqro' book is of course as a tangible manifestation in preparing a quranic generation. Because loving the Koran is part of the pillars of faith in Islam and the cultivation of faith the Qur'an as *Kitabullah*. This must be nurtured from an early age even in the womb. So that later the child who is born becomes a human being who holds fast to the Qur'an and Hadith in living his life.

However, in the course of using the Iqro' book which has been used for more than 30 years in Raudhatul Athfal and other non-formal education such as TKA/TPA,

Iqro' learning still carries out this learning activity with the same learning strategy. Children are usually called one by one to the teacher by bringing their Iqro' book and immediately reading. The number of pages a child reads depends on his ability to read or recognize letters and how to read the hijaiyah series of letters. It is even found that the teacher listens to more than one child, this is certainly not in accordance with the nature of Iqro learning which requires private methods in listening to children's readings.

There is also the problem of some children who do not want to read their Iqro' books because they feel that they are not being cared for by their teachers. Other problems such as children who have finished reading Iqro 'will carry out personal activities that interfere with the smooth learning in the classroom, such as disturbing friends, running or even making noise. This of course will result in the interest and motivation of other children to learn. If the teacher adheres to the characteristics that must be done in Iqro' learning, the child will certainly



not be lazy to read Iqro' and always be excited when he will learn Iqro'. Based on the characteristics of Iqro' learning above, it is necessary to make a new breakthrough in Iqro' learning in early childhood education institutions, especially Raudhatul Athfal. Learning strategies through singing may be a new strategy so that children are more enthusiastic when learning Iqro' takes place.

## CONCLUSION

This research has been carried out at RA Ummul Qura Stabat on January 11 to March 10, 2021 in group B for the 2020-2021 Academic Year. The research method used is experimental research by dividing into two groups of 10 children in the experimental class and 10 children in the control class.

Pretest results of the experimental class got an average result of 33.75% with the criteria of Less Normal (LN) while the control class got an average result of 27.81% with the criteria of Less Normal (LN). After being given the first treatment (Treatment) in the experimental class, the average result became 43.75%. In the second

treatment it became 50% and increased in the third treatment to 80% with the criteria Above Normal (AN).

Then in the posttest results of the experimental class (B1) there is an average result that continues to grow to 94.06 with the criteria Above Normal (DN). While the posttest data in the control class (B2) has an average result of 41.9% with the criteria of Less Normal (LN).

The results of this research are the application of learning strategies through singing can affect children's Iqro' reading ability. This is shown in the comparison of the results of the pretest and posttest experimental class using the *t-test* obtained  $t_{count} = 35,850$ , because the value (Sig. 2-tailed) = 0,000 < 0.05, it can be concluded that there is an effect which is significant after using the learning strategy through singing on the children's Iqro' reading ability. Thus,  $H_0$  is rejected and  $H_a$  is accepted, which means that in this study there was an influence on the children's Iqro' reading ability after the implementation of learning strategies through singing in the

experimental class group B at RA Ummul Qura Stabat by 91.94%.

The main purpose of learning Iqro 'at RA Ummul Qura Stabat is the students become a religious generation who are able to understand and read the Qur'an properly and correctly. As the goal of Islamic education is to prepare a generation of believers to become Muslims who always fear Allah. and have noble character in personal, social, national and state life.

RA Ummul Qura Stabat has been using the Iqro 'book since it was first established in 2001. Iqro' learning is mandatory for all students/students who are studying at Ummul Qura either at the Raudhatul Athfal, Madrasah Diniyah Awwaliyah and Madrasah Ibtidaiyah levels.

Iqro' learning at RA Ummul Qura Stabat is held every morning at 08:00 WIB. After previously carrying out morning apples outside the classroom while singing to encourage the children. After entering the class, the teacher (called Ummi in RA) invites the children to pray together and perform muroja'ah short surahs on juz 30

which have been taught by the teacher and then continue with reading the book Iqro'.

Before reading Iqro' do not forget the teacher repeats some hijaiyah letters and how to pronounce them correctly and according to the place where the letters come out (*makharijul huruf*). The teacher conveys this material while using the singing method with hijaiyah letter songs that are familiar to children, such as the Hijaiyah letter from the Upin Ipin series, Nussa and Rarra as well as Omar and Hana.

The introduction of the basic letters of the hijaiyah letter is important for children to be taught to know the mention of the hijaiyah letter before being given the harakat (line). This section is found at the end of page Iqro' 1 before continuing to Iqro' 2. When singing, children not only gain knowledge about makharijul letters that can support cognitive aspects but there are also messages of kindness from songs that can develop religious values and morals for children.

There are also other songs with varied tones and cheerful



and not good in singing songs, so he prefers to carry out Iqro learning with the conventional method (demonstration). In this case, the teacher must be fully aware that a teacher is required to have high self-confidence, so that it can increase creativity in the learning process.

3. The teacher has difficulty dealing with children who don't like to sing, so they have to try an effective way, namely bringing children who don't like singing closer to children who have a hobby and enthusiasm for singing to encourage their friends who are still reluctant to follow the lyrics of the song sung by the teacher. Or the teacher can create a group that can inspire children to participate in singing activities.
4. The teacher has not been creative in developing his ability to create new tones with lyrics from the readings in the Iqro' book. This of course should be a concern for all parties, both school leaders and PAUD organizations should hold special education or socialization to train RA teachers in developing

teachers' singing creativity for learning purposes.

The suggestions that can be submitted by researchers are:

1. For RA Ummul Qura, the results of this research should be used as constructive input and new strategies for teachers in Iqro' learning.
2. For the Postgraduate Program at UIN-SU Medan, especially the Concentration of Early Childhood Islamic Education, it should be able to become literature or reference material which is later expected to prove theories that conclude that learning strategies through singing can improve early childhood Iqro reading skills.
3. Parents should be able to add insight into the right strategies for children in learning Iqro 'and can support the activities carried out by Raudhatul Athfal in developing aspects of children's moral and religious values, especially in their ability to read Iqro'.
4. Community and AUD Institutions/Organizations can become new insights in

improving children's Iqro' reading skills with fun learning strategies, so that research can be further developed at local and national levels.

5. For further researchers, they can use the results of this study from different aspects such as the variables used and the methods used if they want to conduct research that is also related to the title of this study.

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