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The Implementation of Learning Hijaiyah Letters for Deaf Children (Case Study in Class V SLB-B Sumbersari)

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Abstract

As Muslim reading the holy al-Quran is the important thing. Although with the shortcomings and limitations that have not prevented someone to learn the hijaiyah letters. Likewise with the case in SLB-B Sumbersari. With the deafness experienced it does not make the students forget to their obligations as Muslims. This research aims to provide an overview of the learning hijaiyah letters in deaf students at SLB-B Sumbersari. One of the responsibilities of the school is to provide learning about the Muslim's obligations in the world, such as learning hijaiyah letters without making shortcomings as an excuse. This research uses qualitative approaches with descriptive methods. Data was collected through interviews, observation and documentation studies. Data validity examination technique uses triangulation techniques. From the results of the study, it can be known that the lesson planning has been carried out quite well, even though the teacher does not have a written assessment at the time of learning the hijaiyah letters. The implementation of learning the hijaiyah letters has been going quite well. The learning methods used are methods of writing, reading and kinesthetic or groping. Evaluation of learning hijaiyah letters using process evaluation and evaluation of results. School facilities and infrastructure are actually adequate, but there isn't media for learning hijaiyah letters which can makes it easier for children to remember hijaiyah letters. The problem is the lack of student's concentration during learning hijaiyah letters and other difficulty is the teachers who are not of islamic or Arabic education background.

Keywords: Arabic, Hijaiyah Letters, Deaf Children

Introduction

One of the familiar languages, especially for Muslims, is Arabic. This is because Allah SWT revealed the Quran in Arabic and made it into Arabic. In Surah Yusuf / 12: 2 Allah SWT says: *Verily, We have sent down the Qur'an as a reading in Arabic so that you may understand it.* Also in Surah Ash-Syu'ara/ 26: 195: *... in clear Arabic.*

From this explanation, it can be seen that the Arabic language is so attached to the teachings of Islam. And in learning Arabic, you will definitely find *hijaiyah letters*.

According to Handayani in Filaty (2017) hijaiyah (Arabic letters) has existed since centuries ago, when the Al-Quran was first revealed using hijaiyah, because the first time the Al-Quran was revealed was in Arabic. According to Attieh (2009) hijaiyah letters are sounds that come out of the throat, tongue and two lips, totaling 29 letters. Meanwhile, according to Al-Jamzuri (2003) Hijaiyah letters consist of sounds totaling 29 letters starting from *alif to yes* and becoming 28 letters if *alif* and *hamzah* are made into one letter.

Since childhood, a child will be introduced and taught about the Al-Qur'an. Both in the form of recognizing the shape of the hijaiyah letters and how to read them. Learning

hijaiyah letters can be found both in schools and in *ta'lim majlis* in the surrounding environment.

According to Fathurrohman (2015) Learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs can occur in students (Sanusi et al., 2020; Sauri et al., 2021). In other words, learning is a process to help students learn well.

But in reality not every child is born perfect. Some of them have drawbacks. Both in the form of physical deficiencies and limitations in the use of the senses. One of them is deaf.

According to Yuliati (2017) deaf children are children who experience abnormalities in their hearing function, both deaf and hard of hearing. As a result of impaired hearing function, deaf children will experience obstacles in language development, speech and communication. The place of education for children with hearing loss or deafness is in special schools for deaf children or SLB-B. Because according to what is stated in Law no. 20 of 2003 article 32 states that, special education is education for participants who have difficulty in participating in the learning process due to physical, emotional, mental, social disorders, or have the potential for special intelligence and talent.

According to Ghadim, *et al.*(2013) *The National Association of the Deaf* (NAD) states, deafness also consists of someone who only hears partially, conductive hearing loss, sensorineural hearing loss, mixed hearing loss, and neural hearing loss. It can be congenital or newly acquired. Congenital deafness occurs in those who are born with a state of hearing loss, while newly acquired deafness occurs after they are born.

The deaf are always identified with the deaf. The direct impact of deafness is the inhibition of expressive verbal/oral communication through speech and receptiveness, namely understanding other people's speech. One of the simple causes of speech impairment is hearing loss that is not detected early, causing a lack of language stimulation from birth. This causes deafness to be identified with speech impaired.

After the researchers conducted brief interviews with several Special School (SLB) teachers, it can be concluded that teaching the hijaiyah letters to deaf children is done slowly. By writing the hijaiyah letters and writing them in Latin. Like ا (alif), ب (ba), ت (ta) etc. Then they were given instructions on how to pronounce it slowly. Because deaf children will pay close attention to the teacher's lips. Despite the fact that deaf children have difficulty in pronouncing it correctly. The method of learning the Koran for deaf children according to Isaac (2016) are: 1. Access to communication. Access to communication is an important thing to ensure that students get the maximum information so that they can read the Koran. Usually, communication access is carried out in the following stages: hearing ability, visual distance, communication access in the form of hearing aids or cochlear implants, and the form of communication used. 2. Communication approach. The following are some of the different methods and approaches that can be used for deaf children: the verbal-hearing approach is that deaf children's hearing can be strengthened if they use hearing aids, or cochlear implants. The hearing-speech approach is for deaf children to read lips to increase their listening ability and touch the sound source to help them produce speech sounds. The sound sound method is this method that encourages deaf children to position their hands on the sound vibrations of each word that is spoken. The total communication approach is this approach involves all ways of communicating that allow deaf children to learn language. Such as using sign language, gestures, hearing aids, sounds, and lip reading. 3. Classroom management. According to Ormrod (2003) several teaching methods that can

help people learn are: minimizing unnecessary noise, making students active participants, taking steps to maximize listening skills and reading lips regularly checking students' understanding by asking students to repeat what the teacher says, and focus on student weaknesses in reading and speaking. 4. Training for teachers. According to Ormrod (2003) several teaching methods that can help people learn are: minimizing unnecessary noise, making students active participants, taking steps to maximize listening skills and reading lips regularly checking students' understanding by asking students to repeat what the teacher says, and focus on student weaknesses in reading and speaking. 5. Special education services. The special services available are: audiology services, sign language classes, speech therapy classes, counseling for parents, toy library and reference materials. (Declaration, 2007).

This study aims to provide an overview of learning hijaiyah letters for deaf students at SLB-B Summersari. Schools are obliged to provide learning about the obligations of Muslims in the world, such as learning the hijaiyah letters without using shortcomings as an excuse.

Method

In this study, the research method used is a case study with a qualitative approach. As is well known, the case in question is an incident or event, simple or complex. Therefore, the researcher chose only one that was truly specific. The event itself is classified as "unique". "unique" means that it only occurs in certain locations. This is done to explore and get detailed substance in a comprehensive case.

In this study, the researcher acts as a data collector and as an active instrument in an effort to collect data in the field. While the techniques and instruments of data collection in this study were observation, interviews and documentation studies. The stages of data collection in this study were obtained through five main steps of data collection such as, orientation stage, exploration stage, member check stage, triangulation stage and audit trail stage.

The data analysis technique that the researcher uses is using qualitative data analysis techniques, namely data in the form of descriptions that require researchers to interpret further to get the meaning contained therein. As for the form of managing the stages of data analysis, such as data reduction, in this process the researcher simplifies the data recorded and recorded during research at SLB-B Summersari. Then display the data because the data obtained has accumulated in large quantities, it is necessary to tabulate so that researchers can easily read the data. The last is conclusion and verification.

Results and Discussion

A. Research Result

The results of this study are a description of teaching and learning activities in learning hijaiyah letters carried out by teachers in class V SLB-B Summersari. Starting from the planning of the teacher who compiles the assessment, the implementation of the assessment and the preparation of the Learning Implementation Plan (RPP). Then the process of learning hijaiyah letters which consists of initial activities, core activities and final activities. As well as the evaluation of learning hijaiyah letters carried out by teachers in learning hijaiyah letters, the evaluations used by teachers were evaluation of results and evaluation of processes. And the last is the difficulties experienced by teachers in learning hijaiyah letters for deaf children in class V SLB-B Summersari.

The data found in the field will then be adjusted by the researcher with the data obtained from the results of interviews, observations and documentation

studies. So that you will get a real picture of the learning of hijaiyah letters in class V SLB-B Summersari.

B. Discussion

1. Teacher planning in learning hijaiyah letters for deaf children

a. Assessment Preparation

The results showed that when preparing for learning hijaiyah letters in deaf children in class V SLB-B Summersari YM had not compiled an assessment for learning hijaiyah letters. This is because last year the assessment in SLB was only an assessment for language, but this year there is a new policy that SLB must have an assessment in every subject, so YM does not yet have an assessment reference for Islamic religious education subjects, but YM knows the steps that must be taken to compile the assessment and the aspects that must be assessed in the assessment of learning the hijaiyah letter. This is proven because YM previously had a language assessment.

b. Assessment Implementation

Although YM does not yet have an assessment of learning hijaiyah letters, YM still conducts assessments using an oral test on students, before learning the hijaiyah letters YM already knows the students' initial abilities.

The steps for implementing the assessment carried out by YM when learning the hijaiyah letters, at first YM asked students to open the Iqro book juz 1 and in turn asked students to read the Iqro page by page. To find out how far the students' ability to read hijaiyah letters is. Then YM assesses the potential of the students. In the implementation of the assessment, YM determines the aspects that are assessed, such as articulation or pronunciation, recitation that is almost close, and intonation. So it can be said that the assessment actually exists but has not been carried out in writing.

c. Preparation of RPP

YM makes a learning implementation plan before learning activities. The learning implementation plan is how the teacher designs or plans the steps in a lesson and in it there are initial activities, core activities and final activities. The stage of making learning implementation plans is carried out by YM at the beginning of the semester. In preparing the lesson plan, YM uses the curriculum and syllabus as a reference. The components compiled in the learning implementation plan are learning objectives, expected student characters, learning materials, learning methods, steps for learning activities, learning tools/resources, assessments, assessment criteria formats, and assessment sheets. Actually learning the hijaiyah letter has been carried out in grades 1 and 2, but because it is feared that it will be forgotten, the learning of the hijaiyah letter is still repeated.

2. The process of learning hijaiyah letters by teachers for deaf children.

a. Initial activity

The implementation of learning hijaiyah letters in class V SLB-B Summersari is not much different from schools in general, the difference is that if the deaf child the teacher must always face to face with students, the teacher cannot turn his back to the students in explaining the material because students will not understand the material being taught. explained by the teacher. This is because deaf students rely heavily on vision so the teacher must face the students so that students can pay attention to lip movements and are also assisted by sign language. In the process of implementing

learning hijaiyah letters for deaf children in class V SLB-B Summersari, it consists of 2 meetings, namely recognizing hijaiyah letters and writing hijaiyah letters.

The initial activity of implementing hijaiyah letter learning begins when students are ready to learn. Learning begins with praying, taking attendance, reviewing previous lessons. YM started learning by doing apperception. YM explained the objectives and learning materials given to students, YM's initial activities were good.

b. Core activities

In the core activities other than learning media, in learning activities the letter hijaiyah YM uses reading, kinesthetic or touching and writing learning methods. YM has created a good teaching and learning process by using varied learning methods. It can be seen that when YM gave an example of how to pronounce the letter hijaiyah then the students repeated it, but there were students who felt that their pronunciation was not good, YM then put his hand on the source of the sound where the letter came out and asked the student to feel the source of the sound of the letter.

c. End activities

YM's final learning activity closed the lesson by re-testing the students' ability to read hijaiyah letters and asking one of the students who felt the best pronunciation to come forward to give examples of good pronunciation, after that YM gave conclusions about important things from learning.

And in the implementation of learning hijaiyah letters that YM carried out on deaf students in class V SLB-B Summersari in line with the opinion expressed by Sudjana in Suryosubroto (2009) the stages of learning implementation include initial activities, core activities and final activities. The initial stages contained at the beginning of the implementation of learning such as, the teacher and students pray together before carrying out the lesson, the teacher attends to students and records those who are not present, the teacher asks students about learning at the previous meeting, holds an apperception that is linking learning about the material. which will be studied and conduct a pre-test to determine the extent to which students have mastered the material that has been given previously.

Also according to Sudjana in Suryosubroto (2009) in teaching practice, a good method used is a varied learning method or a combination of several teaching methods such as, (1) lectures, questions and answers and assignments, (2) lectures, discussions and assignments, (3) lectures, demonstrations and experiments, (4) lectures, sociodrama and discussions, (5) lectures, problem solving and assignments, (6) lectures, demonstrations and exercises. After the learning activities, the teacher closed the lesson with prayers and greetings.

3. Evaluation of learning hijaiyah letters conducted by teachers for deaf children

a. Process Evaluation

In seeing the level of success, it is necessary to evaluate the learning process. The evaluation used by YM in the implementation of learning hijaiyah letters was an oral test and a written test to measure student learning outcomes. The aspects that were assessed were how to pronounce the hijaiyah letters. The pronunciation made by deaf students is seen directly whether it is considered good or not, so that if the pronunciation of the

hijaiyah letters is considered good enough, the teacher does not need to guide again when the deaf students read the hijaiyah letters.

The oral test was carried out by asking students to mention the hijaiyah letters that YM said and the written tests were carried out by YM by asking students to write in Latin the hijaiyah letters that YM had written on the blackboard. This is done so that students remember the hijaiyah letters that have been studied.

While the written test used by YM during the process evaluation was a short answer. YM wrote three to five hijaiyah letters on the blackboard and then asked one of the four students to come forward to write in Latin the hijaiyah letters that YM had written before. So it can be said that the written test used by YM is in the form of a description.

b. Result evaluation

The results showed that YM's evaluation of the results after learning was given to students was by assessing the final results through an oral test.

At the end of the semester after the evaluation has been completed, students receive a grade report in the form of a report card. It is intended that parents / guardians of students can know the progress of their children at school.

4. Teacher difficulties in learning hijaiyah letters for deaf children

In teaching and learning activities, a learning must find difficulties or problems that will be faced by the teacher. The problem found in the field during the implementation of learning the hijaiyah letter was that YM found it difficult to compose an assessment of learning the hijaiyah letter but the assessment carried out continued to run well. This is because YM does not yet have an assessment reference for learning hijaiyah letters and learning Islamic religion, so when learning hijaiyah letters is in progress YM still uses language assessments. In addition, YM found it difficult to determine the material according to the ability of students and in terms of the quality and quantity of human resources who became teachers, especially for Islamic religious education subjects at SLB-B Summersari.

These difficulties occur because this is a new regulation for SLB so YM does not yet have a reference for the assessment of learning the hijaiyah letter. And because YM is not a teacher of Islamic religious education.

When YM wrote the hijaiyah letters on the blackboard, YM looked doubtful about the hijaiyah letters he had written on the blackboard, so the researcher helped write the hijaiyah letters at the end. And ask the researchers for help in pronouncing some letters hijaiyah like ث (tsa), ذ (dza) and ش (sya).

Conclusion

Based on the research that has been done, the research results can be taken. The results of the study are the answers to the focus of the problem, so it can be concluded that:

Hijaiyah letter learning plans made by teachers are based on Islamic religious education subjects for Elementary School level. The teacher has prepared a lesson plan. Determinants of standards and basic competencies for learning hijaiyah letters are taken from the existing curriculum. Learning objectives are adjusted to the material being taught while taking into account individual abilities. Learning resources are taken from the Iqro book. Methods, approaches and learning media are used in a variety of ways so that learning is more varied and does not make students feel bored.

The process of learning hijaiyah letters carried out by teachers for deaf children in class V SLB-B Summersari, in its implementation did not experience many obstacles, both in the selection of learning methods and media.

The evaluation of learning the hijaiyah letter by the teacher for the deaf children of class V SLB-B Summersari has been running according to the procedure. And the implementation of process evaluation and learning outcomes did not experience many obstacles.

The difficulties of teachers in learning hijaiyah letters for deaf children are difficulties in compiling assessments, difficulties in compiling materials that are in accordance with the abilities of deaf children and difficulties regarding human resources due to the limited ability of teaching staff.

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