



Analysis of Articulation Learning Media to Read Hijaiyah Letters for Low-Grade Deaf Students

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Abstract

Learning media is one of the important things in the child's learning process. The purpose of this study was to determine the teacher's needs for learning media for children with special needs of the deaf type in learning Hijaiyah letters. This research technique uses a qualitative descriptive research method, namely by conducting a needs analysis. The research subjects were teachers in special schools who teach the deaf. The results of the study show that the learning media used are still not varied. With this in mind, media development really needs to be done by the teacher. The conclusion of this study is that the learning media used by teachers in learning hijaiyah letters still need to be developed.

Keywords: *Deaf Student; Hijaiyah Letters; Learning Media*

Introduction

Education is a human effort that must be conducted with full responsibility because it involves the future of children, society, and humanity. It means that the future of children, society, and humanity is not only in the hands of educators but rather the education that students receive as a form of developing their intelligence so that future orientation is more focused according to the development he wants through the educational progress he has passed.

Religious learning is required in every school as a form of implementation of the first precepts. In special schools (SLB) religious learning is also conducted. Religious learning is taught according to the religion adhered to by each student. One of the religious lessons given is Islamic religious learning. Islamic religious learning is an attempt to foster and nurture students so that they can always understand Islamic teachings as a whole (Faradisya & Sopandi, 2019). Islamic religious learning is adapted to the conditions and abilities of students in SLB. Islamic religious learning is also taught to deaf students. Deaf students are students who experience hearing difficulties ranging from mild to severe, which are classified as deaf and hearing loss, thus hindering the process of receiving language information through hearing whether using hearing aids or not. Therefore, a special guidance and education are needed according to their needs in order to optimize the language and its potential (Kustawan Dedi & Yani, 2013).

Language has an essential role in human life, namely as a means to develop interactions with others. Messages, instructions, information, and knowledge are obtained through interaction. Language is a medium that allows a person to convey thoughts or messages to others and identify his deepest feelings.

Through language, we can help solve personal problems and explore the world. It may occur because language is a code or sign in which ideas about the environment are represented by a set of symbols that have been mutually agreed to carry out communication. Sadjah (2005). There are 4 skills in language, namely: listening, speaking, reading, and writing. All of these aspects are very important in the learning process. In order to support the mastery of language, one of the skills that must be possessed is a reading skill.

Language is closely related to the process of reading. The process of human cognition is closely related to one's intelligence. Reading Hijaiyah activities for children with normal hearing and intelligence can be applied early when the child is 4 or 5 years old. At this age, children can be trained to recite mahroj (how to read hijaiyah letters) well. By listening to and imitating the letters taught by the child by routinely saying them over and over again until the child can read them without having to give examples. It may occur because, at the age of 4 years, the child has mastered the language. This is what is experienced in normal children differently in Deaf Children

According to Van Uden, the acquisition of language for deaf students educated by MMR starts at the age of 2 years. At a normal level of intelligence or normal conditions, the students will achieve mastery of the language (full language) at the age of 12 years. It means that after deaf students have received language learning for at least ten years, they will only understand the language and language rules that apply in their environment on a par with normal students who are approximately 4-5 years old (Wasita 2012:29-30). Thus it takes a longer age for deaf children to memorize Hijaiyah letters. Reading Hijaiyah letters is an abstract concept for deaf children. It is very difficult for the deaf to absorb information in the abstract because they understand very few words. This is in accordance with the opinion of Sadjah (2005) which states that the limitations in acquiring language for hearing-impaired children also result in limitations in expressing language verbally and in writing.

The importance of religious education is not only given to normal children but also to extraordinary children. Learning to read the Qur'an in elementary school classes has not shown satisfactory results. It is caused by the lack of maximum provision of religious learning, especially in reading the Qur'an. So deaf children's interest in reading the Qur'an is lacking. In learning the Islamic religion in schools, especially the Qur'an, students tend to be taught to write, even though students had not or do not know what they write. It can be seen from the number of students who cannot read the Qur'an and do not even know the hijaiyah letters and how to read them. Therefore, deaf children must learn from an early age about reading the Qur'an. In the first lesson, children are taught about reading the beginning of the Qur'an well. According to Asy Syarif (1424 H) "reading the beginning of the Qur'an is reciting the symbols of the written language, namely hijaiyah letters with the harokah fatkhah as the first step in reading the beginning of the Qur'an". Efforts to increase interest in reading the beginning of the Qur'an in deaf children require the application of appropriate strategies or methods, which are considered by the teacher to be used in teaching and learning activities. To help improve the ability to read the beginning of the Qur'an in deaf students, researchers tried a method, namely the shautiyyah method. The shautiyyah method is a method of learning to read beginning by voicing consonants, with the help of vowel sounds. By using the shautiyyah method, children are taught to read at the beginning, not by introducing the names of hijaiyah letters, but directly on how to read them.

Based on this description, the researcher intends to conduct research on the analysis of articulation learning media for reading hijaiyah letters for low-grade deaf students.

Research Methods

Types of Research

This research is a qualitative descriptive study. In this study, an analysis of the needs of learning media was carried out. The study was carried out thoroughly regarding the needs of learning media needed by teachers of deaf students in providing learning related to the articulation of hijaiyah letters.

Time and Place of Research

This research was conducted in June 2022. The place of research was at a Special School (SLB) in Surakarta. The research subjects were selected using the purposive sampling method. Purposive sampling is a sampling technique for data sources with certain considerations (Sugiyono, 2015) . The purposive sampling method was chosen because the subject is a teacher at a special school that teaches deaf students.

Research Procedure

Data were collected through interview techniques and direct observation regarding the condition of the learning media used by the teacher. Interviews were conducted with teachers at special schools with deaf students on the subject of Islamic religious learning. The next stage is to make observations by directly observing the state of the use of these learning media in schools. The function of observation is also to strengthen the analysis.

Research Instruments

The instrument was made by taking into account 5 aspects consisting of (1) the type of learning media commonly used; (2) the Frequency of using learning media; (3) The advantages of learning media that are commonly used; (4) Lack of commonly used learning media and (5) Teacher constraints in developing learning media. These five aspects are used because they are considered the main aspects that need to be observed in implementing the use of hijaiyah letter articulation learning media for deaf students.

Data Analysis Technique

Data from the interviews were analyzed descriptively. The analysis is directed at the needs of learning media needed by special school teachers with deaf students in Islamic religious learning material to read hijaiyah letters. The results of the data analysis are in the form of a descriptive description.

Results and Discussion

The results of observations and interviews with teachers, the data obtained which has been summarized as follows is contained in table 1.

Table 1. Results of observations and interviews

No	Aspect	Response
1	Types of learning media commonly used	Textbook
2	The frequency of using media in learning	1 time per chapter, but not regularly because the teacher is still reviewing suitable learning media to assist students in learning
3	The advantages of learning media that are commonly used	Great use of whiteboards and textbooks Practically does not require a lot of supporting facilities
4	Lack of commonly used learning media	Students feel bored with the use of textbooks and whiteboards because of the monotony. Textbooks used are still not varied and deaf students need varied media and interesting pictures
5	Teacher constraints in developing learning media	Current media development should be social media-based or easily accessible. The current obstacle is the lack of knowledge from supporting teachers.

Obtaining data after observation and interviews shows the need for religious learning media regarding the material for reading hijaiyah letters for deaf students. The types of media used by teachers still tend to use physical media such as blackboards, printed books, and printed images which are very conventional. Therefore, it can be concluded that the use of technology in learning media is still minimal. There is a possibility that conventional learning is still used because teachers still think that conventional learning is enough (van der Veen & van Oers, 2017) . Such thinking will stick with teachers, especially teachers of special schools because of an understanding of the obstacles in the intellectual context that occur in children with special needs (Avi Yanni, Kamala, Shaleh Assingily, & Rahmawati, 2020) . Students with special needs will quickly get bored with conventional learning media. Therefore, media development must be adapted to the characteristics of existing classes (Wolfson & Funke, 2014).

The ability to recognize hijaiyah letters is the ability to recognize the signs/characteristics of script marks which are members of the alphabet which symbolize the sounds of the Arabic language, namely hijaiyah letters which are the basic learning in studying the Al-Quran. Hijaiyah letters are letters used in the Middle East or Saudi Arabia and its surroundings. This letter is also known as the letter of the Al-Quran so this letter is known throughout the world (Faradisya & Sopandi, 2019) . From the results of this study, sign language can improve the ability to recognize hijaiyah letters for deaf students, which initially only reached 10% of all letters. Students who learn to use book media full of illustrations show significant progress in understanding stories, as well as this illustrated book for introducing hijaiyah letters for deaf children. Book media can provide benefits to children because it can stimulate the motor aspects of children (Wibawa & Suci, 2021) . Illustration as a medium of art is also often used in various learning activities and it is proven that the use of illustrations can have a positive impact on students' absorption (Rahmawati, 2014) .

Analysis of teacher needs conducted by researchers found that teachers are still very low in using technology in the learning process. In addition, there is a content discrepancy in the existing learning media so students still experience difficulties capturing the material conveyed. The teacher as a facilitator in the teaching and learning process must have a role active in designing learning (Nesmith et al., 2016) . Therefore, with this in mind, learning media developments can be carried out for hijaiyah letter material by utilizing sign language and illustration media. It happens because one image can convey a variety of information that is quite complex when it has to be realized in the form of a written sentence. On the other hand, illustrative images will provide an easier learning experience for students, especially those who are deaf, when they are going to imitate a learning activity or certain steps compared to just reading text in a book and or participating in face-to-face learning activities.

Conclusions and Suggestions

Conclusion

The learning media used by teachers are still conventional and not diverse. Teachers still find it difficult to develop media. Many factors influence this, such as teachers who do not have competence in developing material, teachers who do not have much time to develop media, and minimal learning media for deaf children themselves to be found to assist the learning process. The main purpose of designing this book is to help deaf children learn to read the Al-Quran, especially the hijaiyah letters according to their abilities, namely using sign language.

Suggestion

The creation of this book is a good hope to help deaf children in the process of learning to read the Al-Qur'an. Face-to-face activities with the teacher are not the only learning approach for deaf students. Many things can be developed from this research for the future because in general this research is not specifically designed. The world of education, especially for students with hearing impairments and other special needs, is increasingly in need of more attention. Of course, innovations in digital media-

based learning media can be the target of further research and development. In addition, it is also necessary to think about the development of Al-Quran reading and writing learning methods for students with hearing impairments.

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