
IMPLEMENTATION OF UPIN IPIN SONG IN THE INTRODUCTION OF HIJAIYAH LETTERS TO CHILDREN IN RA SUNAN BONANG

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ABSTRACT

This study aims to discover how singing methods are applied in introducing hijaiyah letters in early childhood group A in RA Sunan Bonang Brani wetan. The method used is a qualitative approach with descriptive analysis. The object of this study was as many as 16 people, with the techniques used by researchers in collecting data, namely observation, interview, and documentation techniques. To analyze the data, researchers also use data collection, data reduction, data presentation, and conclusions. The study was conducted for 1 month. The application of the method of singing with the song Hijaiyah upin ipin is very effective in providing hijaiyah letter recognition to children from an early age in group A RA Sunan Bonang Brani wetan, with the steps used; Preparation and Planning of Learning Implementation of Singing Method, Teachers Understand Well the Material Teach, Selection of Songs to be Taught to Children, Demonstrate Songs Repeatedly, Convey Learning Information, Ask Questions. The impact of using this method is that children have an interest in learning hijaiyah letters and are involved in the learning process such as singing together and answering questions together (active), the learning environment created also becomes fun, and children memorize faster so that it also makes it easier for children to recognize hijaiyah letters.

INTRODUCTION

Education has a very important and strategic role in ensuring the continuity and development of the nation's life. In this case, education must be able to prepare citizens to face their future, so it is not wrong if people argue that the future of a country is determined by its current education (Herwati & As' ari, 2019). Education is a conscious and planned effort to create a learning atmosphere and learning process so that students are actively able to develop their potential to have the spiritual potential, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation, and country that lasts for life (life long education) (Suprapno et al., 2021). And for assistance in the world of education, it must start at an early age, because it is at that age that the generation and the sustainability and future of the nation begin to be built (Dp et al., 2023).

Early childhood is an individual character who undergoes a developmental process for the next life. Early Childhood (AUD) is an individual who is in the Golden Age condition (Cahyanti & Katoningsih, 2023). This stage is the golden period because children grow and

develop so quickly, and is a stage that cannot be replaced in the future. The aspects of child development include moral and religious values, socio-emotional, linguistic, cognitive, artistic, and physical-motor aspects as well as motor and fine motor aspects.

The aspect of language development, which is a phase of development that can be controlled from an early age, is not only focused on rapid growth but also on speaking and listening skills because language is a medium for establishing communication. Language also affects children's cognition and has an important role in children's social conditions (Suryana, 2016). Recognition and reading are the foundation on which children master various subjects. If the ability to recognize and read does not appear immediately in early childhood, then children will encounter many obstacles when learning other subjects. Therefore, children need to learn to recognize and read.

Reading in this case is not only reading or recognizing the alphabet (a-z), but the main thing is to teach children hijaiyah letters (Arabic letters) from an early age. As Muslims, we cannot be separated from the guideline of life, namely the Qur'an and the Qur'an has Arabic writing, namely Alif to ya 'as opposed to the alphabet consisting of a-z. This research focuses on children's learning to recognize and read Hijaiyah letters. Early childhood education in the family has a central role in a child's life, this education lasts throughout life and occurs continuously. The importance of instilling religion early on is that children are the gold mine of the family so that it can give birth to a generation that understands religion. Religious education to recognize Hijaiyah letters is the beginning of reading the Qur'an which is a crucial part to be conveyed to early childhood.

Quality education requires a good learning system accompanied by unique, interesting, and fun learning methods or models. Methods are ways that the process of use is called tools to achieve the goals of the learning process so that the learning process activities can take place properly.

Based on this, it shows that the selection of early childhood learning methods can be given more attention by teachers. The learning method chosen should be tailored to the character of the child, such as fun learning, where there is an element of play or singing. The singing method is a method that is very popular in early childhood. Managing a class using the singing method means shaping and managing learning using songs. Generally, the songs used are songs whose lyrics are adapted to the materials to be taught. The singing method can also provide a unique and interesting learning experience, arouse enthusiasm, and cause children to like learning so that children's development can be stimulated more optimally.

The digital era today brings many changes, where students emphasize smartphones rather than textbooks. The existence of technological advances can be utilized by students by accessing the internet to find learning resources either through the web / BlogSpot or YouTube. Thus, video-based learning models can support the learning process in today's era (Wulandari et al., 2023). This is by the learning model applied by teachers at RA Sunan Bonang, namely by applying the animated singing learning method.

As revealed by one of the teachers at Sunan Bonang Kindergarten Class A, "Children memorize more easily if they use songs, especially in songs that have often been watched at home so it can be said that children are familiar with the song." This statement made the author finally interested in researching this matter.

The formulation of this research is how the application of the singing method in introducing hijaiyah letters in early childhood. The purpose of this study is to find out how the application of the singing method in introducing hijaiyah letters in early childhood group A at RA Sunan Bonang Brani Wetan. In addition, this research is expected to provide benefits for readers to better understand the importance of choosing learning methods in introducing hijaiyah letters early in children, and this research is expected to be a reference for other researchers.

METHOD RESEARCH

This research uses a qualitative approach. The type of research used in this research is qualitative research with descriptive analysis. The period required to conduct research is 1 month starting from January 3 to February 3. The location or place of research is RA Sunan Bonang Brani Wetan Maron District, Probolinggo Regency. The targets and research subjects consisted of sixteen people. The techniques applied in obtaining information are observation, interview, and documentation techniques. Researchers first made observations for approximately one week regarding the application of the singing method applied at RA Sunan Bonang, besides that researchers also observed the behavior of students during the research process, researchers also took data through interviews with informants in the study. The data from this study are in the form of interview transcriptions, observation notes, reports or records (Khasanah, 2021) of child development assessments, daily notes, anecdotal notes, and documentation (school profiles, student data).

Qualitative research is conducted with a type of case study research. This type of case study research is a qualitative research method that produces descriptive data, a systematic, accurate description of the facts and relationships between the phenomena being investigated (Mursyidah et al., 2022). There are several steps taken so that this research can be completed properly, including data collection, data reduction, data presentation, and conclusion drawing. researchers collect data on research topics related to steps in applying the singing method, steps taken by teachers in making assessments, collecting observation notes, collecting data on school information, student data, and things that can later be used as references in research.

After the data is collected, the researcher reduces the data, the researcher carries out the process of the data selection stage, the researcher carries out the selection stage from the large amount of data that has been collected, the researcher selects important data, and is by the research topic that will be used later as a reference, the selected data source must be related to the topic of research on the application of the hijaiyah letter singing method and the achievement of child development which focuses on the introduction of hijaiyah letters in children. After the data is appropriately selected, the researcher presents the right data in this study, the researcher presents the data that has been obtained in the form of simple reports that have been arranged systematically to facilitate the research process such as child development evaluation reports to make it easier for researchers to conclude. Conclusions, namely concluding the data that has been reduced into a systematic report by connecting and selecting data that leads to problem-solving and answers the problems and objectives to be achieved (Wijaya, 2020).

RESULTS AND DISCUSSION

This research will analyze the data that has been collected from the results of research conducted through observation and interviews, in the results of this study indicate that the singing method applied at RA Sunan Bonang on an ongoing basis can increase knowledge in recognizing hijaiyah letters in class A children.

This research is in line with research conducted by Kamtini and Fahmi Agustina Sitompul in their journal entitled *The Effect of the Singing Method on the Ability to Remember Letters and Numbers in Early Childhood*, by taking samples for the experimental class, getting research results that show that there is a significant effect of the singing method on the ability to remember early childhood (Kamtini & Sitompul, 2019).

Likewise, research from Dahlia Amalia, and Afifatu Rohmawati with the title *Improving Arabic Speaking Skills Through Singing Methods in Group B Children at PAUD Al-Madaniy Gondanglegi-Malang*, which uses the type of Classroom Action Research (Action Research). Data collection techniques through the application of the cycle, and documentation. Based on the findings, it shows that there is an increase in Arabic speaking skills through the singing method which is shown through an increase in learning completeness with a percentage of 30%. The increase in cycle I with a percentage of 53% and an increase in cycle II with a percentage of 83%. So, the increase in Arabic speaking skills through singing methods in group B children between cycle I to cycle II amounted to 30%. In the results obtained, the singing method is very effective and efficient in improving Arabic speaking skills through memorization techniques (Amalia & Rohmawati, 2020).

Not only that, a study entitled *The Effect of the Use of Singing Learning Strategies on the Ability to Read Iqro' Early Childhood*, written by Ramadhaniar, Tien Rafida, and Humaidah Br Hasibuan also strengthens previous studies. The study, which is a quantitative study of this type of experiment, found that singing learning strategies can improve the ability to read Iqro' of early childhood group B at RAUmmul Qura Stabat (Ramadhaniar et al., 2022).

The difference in this study is that the researcher's variables are more specific to recognizing hijaiyah letters only while the variables in the previous study are more general, namely the development of reading and language skills. The research methods used are somewhat different because other studies use quantitative methods, while researchers use qualitative methods.

In the introduction, the author has stated that the purpose of this research is to describe the application of the method of singing hijaiyah letters in the upin ipin film in recognizing hijaiyah letters in early childhood at RA Sunan Bonang, Brani wetan Village, Maron District, Probolinggo Regency. The following is an explanation of the application of the method of singing hijaiyah letters at RA Sunan Bonang which the author will describe including the following:

Application of Singing Method in Introducing Hijaiyah Letters in Early Childhood

Singing is a fun activity for children because by singing children can express what is in their minds. Besides being fun, singing can also be used to improve children's memory, because by singing or listening to music, children's concentration can increase.

Rasyid wrote that singing can hone a child's ability to absorb, improve, and pronounce words. If the child learns to sing an important part of the song, the child unconsciously learns:

- a. Distinguish the sounds of letters, words, and sentences.
- b. Pronounce letters, words, and sentences.
- c. Remembering letters, words, and sentences (Sundari, 2014)

Therefore, the singing method is one method that can support the introduction of hijaiyah letters in children from an early age. Singing will play a more important role if in its implementation it is emphasized and stimulated more on religious nuances so that children develop more religiously, such as when singing children are given songs that contain Islamic teachings. This needs good stimulation in providing the introduction of hijaiyah letters to children, as implemented in RA Sunan Bonang. The implementation of the singing method at RA Sunan Bonang has several stages including the following:

Preparation and Planning for Singing Method Learning Implementation

At this stage before carrying out learning activities using the Islamic singing method. The teacher prepares himself first to do the learning, then the teacher will compile a lesson plan, and prepare what will be needed in the learning process by using the Islamic singing method. Preparations were made such as preparing songs and materials to be delivered and preparing lesson plans during the learning process. Planning is needed in the learning process starting from planning learning objectives, planning the material to be delivered, and planning media or methods if needed (Fadlillah, 2016). In this case, RA Sunan Bonang teachers prepare several teaching tools, both from lesson plans to the media used.

The teacher understands the material well

Before the learning activity process begins, the teacher first prepares himself to master the material and understand what the teacher will convey to the students, so that in delivering the material the children can easily understand it, and the learning objectives can also be achieved. Apart from just understanding the teacher must also understand the concepts or facts of new material that must be mastered by students. In this case, the teacher must recognize the characteristics of the hijaiyah letters. Letters are script marks in writing systems which are members of the alphabet that symbolize sound and language. According to Ath Thabari, it explains that hijaiyah letters are one of the distinctive types of language displayed in the Qur'an. The Qur'an is indeed arranged using Hijaiyah letters with different makhraj as well as implying that the Qur'an was revealed using Arabic (Latifah, 2021). This is what was explained by one of the class A teachers; "Before entering the class, I first prepare myself, such as the hijaiyah letter material. I must memorize and know the characters first".

Table 1
Characteristics of Hijaiyah Letters

Arab	Latin	Bunyi
ا	-	Tidak dilambangkan (half madd)
ب	B	Be
ت	T	Te
ث	s\	Te dan Ha
ج	J	Je
ح	h	Ha (dengan titik dibawah)
خ	Kh	Ka dan Ha

د	D	De
ذ	z\	De dan Ha
ر	R	Er
ز	Z	Zet
س	S	Es
ش	Sy	Es dan Ye
ص	s}	Es (dengan titik dibawah)
ض	d}	De (dengan titik dibawah)
ط	t}	Te (dengan titik dibawah)
ظ	z}	Zet (dengan titik dibawah)
ع	‘	Koma terbalik diatas
غ	Gh	Ge dan Ha
ف	F	Ef
ق	Q	Qi
ك	K	Ka
ل	L	El
م	M	Em
ن	N	En
و	W	We
ه	H	Ha
ء	‘	Apostrophe
ي	Y	Ye

The definition of recognizing letters for early childhood education is that children learn to recognize letters and their sounds from the context of the language used. Children are directed to identify the shape of the letter and its sound. So children learn from the overall concept to a specific concept. In this case, the overarching concept introduced to children is the hijaiyah letters which total 28 letters, while the specific concepts introduced are the shapes of letters and their sounds. Considering that the students taught are early childhood children who are still in group A with ages between 3-4 years, then from the 28 hijaiyah letters, children are directed to understand that the 28 letters introduced are hijaiyah letters, while considering their early age, it is expected that at least students can recognize 10-15 letters from the 28 hijaiyah letters introduced.

While hijaiyah letters, linguistically means letters as we know in Indonesian which consists of 26 letters. While in Arabic there are 28 letters that we know as hijaiyah letters. Based on the description above, it can be concluded that the ability to recognize hijaiyyah letters is the mastery of recognizing the letters and sounds of the 28 hijaiyyah letters based on the shape, sound, and context of the language used, in this case, the language of the Qur'an.

Hijaiyah letters start from alif and end in ya' separately. Hijaiyah letters are the letters used as the basis for learning to read the Qur'an. Hijaiyah letters in more detail are a collection of letters that amount to letters used in the Qur'an and are known until now. Children need to be introduced to the letters that make up writing to help the reading process as well as the need to be introduced to Aaliyah's letters to be able to read the Qur'an.

Reading skills in early childhood can be stimulated by practicing listening to letter sounds, and words about objects, and showing the shape of letters and objects. In line with that, hijaiyah letters need to be introduced to children from an early age. Hijaiyah letters consist of two words, namely letters and hijaiyah. Letters are the plural of al-harfu which means the smallest part of the pronunciation that cannot form its meaning unless it must be assembled with other letters. Letters in Arabic are called hijaiyah. Its origin comes from the development of the letter system in the ancient Mediterranean which can be traced back to the emergence of Egyptian civilization in 2000 BC. So the mention of hijaiyah is derived from Arabic which has its history (Ma'arif & Azizah, 2020).

The ability to recognize letters is part of the child's language development aspect, which needs to be developed by providing optimal stimulation from an early age. Stimulation of letter recognition is to stimulate children to recognize, understand, and use written symbols to communicate. In line with that, the introduction of hijaiyah letters is considered important.

Selection of songs to be taught to children

In choosing songs that will be taught to children, teachers choose song tones that are familiar to students, such as religious songs contained in the animated film Upin ipin; one of which is the hijaiyah letter song, with the aim that it is easier for students to remember. Because the Upin ipin movie is already familiar to children. Including also with the songs.

As well as in the application of the singing method in RA Sunan Bonang class A which uses the Hijaiyah letter song upin ipin. One of the teachers interviewed by the researchers explained that "The song has several advantages, so it was finally chosen as the song of choice for the use of learning methods. The song is very effective besides being familiar to children, the lyrics are also directly on the material not wordy. So we immediately show the letters."

Demonstrating the Song Repeatedly

After giving examples to students, the teacher will demonstrate or repeat the song that was sung earlier so that children are more able to follow it. Repeating the song until the children feel they can start and invite them to sing together.

Conveying Learning Information

From the song, there is material that we can convey, not only based on the lyrics of the song but also on the pronunciation and shape of the letters. An example of delivering material from the song Hijaiyah Letters up in pin;

First, the teacher will explain that as Muslims we cannot be separated from the guide to life, namely the Qur'an and the Qur'an has Arabic writing, Alif to ya'. Therefore, religious education to recognize Hijaiyah letters is the beginning of reading the Qur'an.

Second, after conveying the importance of the Quran by learning hijaiyah letters first. Then the teacher also explains the characteristics of the hijaiyah letters, such as how many there are and what the reading is like.

Asking Questions

After passing through several stages above, it comes to the evaluation stage where the teacher asks short questions about what has been conveyed by the teacher from the learning results using the method of singing hijaiyah letters upin ipin. Questions related to the song being taught. Some examples of questions asked to students, such as; the teacher writing one of the hijaiyah letters and then asking the students "What letter is that?". Or vice versa, such

as; the teacher mentions one of the hijaiyah letters and then asks the learners to point on the hijaiyah wall table what the hijaiyah letter read is written like.

The questions that teachers ask children are to evaluate learning whether the objectives of the learning process can be achieved optimally and to find out whether children have understood what the teacher has conveyed through learning by using the singing method. The questions asked to children are adjusted to the song that the teacher has chosen in the learning process (Rukmana et al., 2022).

The Impact of Using the Hijaiyah Letter Singing Method in the Upin Ipin Movie on Children

Based on the results of the research conducted by researchers, the use of the hijaiyah letter song from the movie upin ipin there is a positive impact on group A children at RA Sunan Bonang. Researchers have also written previously on the process of implementing learning, where the learning objectives and children's responses during the learning process are the same, this is known from the results of field observations and interviews with teachers.

In addition, upin ipin animated films played by children with conflicts presented are children's activities, making them favored by many children in class A. So it is familiar for them to remember the storyline or songs. This is also reinforced by a statement from one of the guardians of class A students; *"Nazil really likes watching Upin Ipin movies, maybe every day. I also never forbid it, because it's a children's movie, so I think it's only natural. Moreover, the story has a religious message too, so the child can learn too."*

From the explanation above, it shows that playing or watching is a good activity if the content of the activity is positive things. And good things need to be familiarized from an early age. The real example is watching the animated movie Upin ipin and understanding or recognizing the religious values in it, one of which is like a hijaiyah letter song.

This is evident when the application of the method of singing hijaiyah letters using upin ipin songs is carried out at RA Sunan Bonang group A, there are several benefits to students, including;

- a) Children tend to be active When the teacher applies the singing learning method, children become very active during learning by singing along.
- b) Creating an effective and fun learning environment The classroom atmosphere also becomes easier, structured, organized, and fun. All the children are very happy singing the upin ipin song together. Their imaginations are running by remembering each letter of the hijaiyah.
- c) Increased children's interest in learning Children no longer have the habit of playing with tools, buying snacks, and having fun around the school during the learning process. Thanks to the learning model provided by the teacher, children's interest in learning is gradually increasing.

CONCLUSION

Based on the results of the study, it can be concluded that the application of the singing method with the upin ipin hijaiyah letter song is very effective in providing the introduction of hijaiyah letters to children from an early age in group A of RA Sunan Bonang Brani wetan. The structured application provides positive value in teaching and learning activities, such as; the existence of a pleasant learning situation which then becomes a habit and then records

learning achievements. The application has several steps that are carried out in the learning process including; Preparation and Planning of Singing Method Learning Implementation, Teachers Understanding the Material being taught, Selection of Songs to be Taught to Children, Demonstrating Songs Repeatedly, Conveying Learning Information, Asking Questions.

Some of the stages above are the teacher's efforts in achieving learning objectives by successfully using the singing method. So that researchers found the results that after using this method children have an interest in learning hijaiyah letters and are involved in the learning process such as singing together and answering questions together (active), the learning environment that is created also becomes fun, and children memorize faster so that it also makes it easier for children to recognize hijaiyah letters.

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