

Game-Based Al - Furqan Learning Strategies for Children at Tadika Didik Bistari Gemilang Gerik

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Abstract

This research is based on the background that learning Al - Furqan (Al-Qur'an) in Tadika age children faces challenges in the form of low understanding and interest of children. Conventional methods that rely on reading and memorization are often less effective in attracting children's attention and maintaining their focus. This requires educators to develop learning approaches that are more engaging and appropriate to the child's developmental stage. Game-based learning strategies emerge as a potential solution to this problem. The type of research used in this study uses a qualitative approach with a qualitative descriptive method. The purpose is to explore information about Al-Furqan learning strategies at Tadika Didik Bistari Gemilang, Gerik Malaysia. The research subjects consisted of 4 educators, including 3 teachers and 1 institution owner. While the object of this research is Al-Furqan learning strategy in Tadika Didik Bistari Gemilang Gerik, Malaysia. As for collecting field data, researchers used observation, interview, and documentation techniques. The results of this study show that the strategies used in the whole series of teaching and learning activities in Al-Furqan consist of 2 strategies, namely interactive learning strategies and learning strategies while playing such as arranging hijaiyah letter cards to make it easier for children to remember and spell hijaiyah letters. In the teaching process, teachers carry out tasks related to the use of strategies, using techniques that consist of several aspects including learning strategy planning, application/implementation of learning strategies, and evaluation/reflection of learning strategies.

Keywords: Al-Furqan Learning, Learning Strategy, Interactive Strategy

ARTICLE INFO

Article history:

Received
October 17, 2024

Revised
December 03,
2024

Accepted
December 23,
2024

Published by

ISSN

Website

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2774-4299

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

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INTRODUCTION

The Qur'an as the holy book of Muslims has a fundamental role for religious education. The ability to read the Qur'an is a basic skill that every Muslim needs to master in order to understand and practice the teachings of Islam. Therefore, it is important to introduce and teach the Qur'an to children from an early age (Putri Maritsa Khairiyah, 2024). The game-based Al-Furqan learning strategy combines game elements with Qur'anic learning materials. This approach aims to create a learning environment that is fun, not monotonous, interactive and in accordance with the age stage of development in children. By integrating games into Al-Furqan learning, it is expected that children can more easily accept and remember the material taught as well as develop a positive

attitude towards learning the Qur'an. Several studies have shown effectiveness of game-based learning to improve children's motivation and learning outcomes. For example, a study by Sari and Sukatiningsih (2024) proved that the use of games in learning can improve reading skills in early childhood.

Learning Al - Furqan (Qur'an) in Tadika age children faces the challenge of low comprehension and interest. Conventional methods that rely on reading and memorization are often less effective in attracting children's attention and maintaining focus. This requires educators to develop more engaging approaches to learning based on children's developmental stages. Game-based learning strategies emerge as a potential solution to this problem. This approach aims to create a fun and interactive learning environment that will increase children's interest and understanding of Al-Furqan. By integrating game elements into learning, it is expected that children can more easily absorb and remember the material taught.

Game-based Al-Furqan learning strategies can include a variety of activities, such as hijaiyah letter card games, Islamic songs, and role-playing related to stories in the Qur'an. This approach not only helps children to recognize and read the Qur'an, but also supports their cognitive, social and emotional development. The selection of appropriate learning strategies is key to the success of the teaching and learning process, especially for Tadika-age children who still have a tendency to play. Game-based learning techniques can increase children's engagement in the learning process and provide an effective learning environment. One tactic to address this issue is to use a game-based approach. Learning through games not only provides a fun learning experience, but can also strengthen children's memory of the material taught. In the context of Tadika Didik Bistari Gemilang, the application of this strategy is expected to increase the effectiveness of Al - Furqan learning.

The word "strategy" comes from the Greek "strategia" which means the art of using plans to achieve goals. In the context of education, Ferlberg & Driscoll (1992) define learning strategies as methods that can be used to achieve different learning objectives at different levels, for different students, and in different situations (Anitah, 2007). In choosing learning strategies, it is important to consider the characteristics of children and their stage of development. The teacher acts as a facilitator who provides encouragement, direction and supervision, not forcing children to learn. The teacher's main task is to design and determine strategies based on learning objectives and children's characteristics. (Asrori, 2013).

Al-Furqan, another name for the Qur'an, is the holy book revealed to Prophet Muhammad SAW from the intermediary of the angel Gabriel. As one of the pillars of faith, belief in the Qur'an must be realized through recitation and teaching to others, especially children. Etymologically, the Arabic phrase "qara'a - yaqra'u - qur'an" (to read) is a masdar form of the word "Qur'an." Like the Torah and the Gospel, some scholars argue that the Qur'an is a specific term for the sacred text given to the Prophet Muhammad. Therefore, it is the obligation of educators and parents to introduce the Qur'an to children from an early age. (Kartika, 2022).

In the context of Tadika, Al-Furqan learning includes the introduction of hijaiyah letters and how to read them with harakat. This includes single hijaiyah letters with fathah harakat (sounding "a") such as ba, ta, sa, and hijaiyah letters with kasrah harakat (sounding "i") such as bi, ti, si. Learning is a process of interaction between students, educators, and teaching materials in a learning environment, as stated in the National Education System Law No. 20 of 2003. The learning process involves three main elements, namely teachers, students, and teaching materials or learning resources.

a.

b. Principles of Learning

Some key principles in the learning process include:

1. Goal-oriented the success of learning is measured by the level of goal achievement by the learners.
2. Interactive involves interaction between teachers and students, between students, and with the learning environment.
3. Fun creates a learning environment that is free from fear and interesting for children.

The world of education related to teaching often encounters learning strategies referring to a series of plans and methods used in achieving learning objectives effectively.

The following is the definition of learning strategies according to experts:

- a). Kamp (1995) in Lubis (2013) defines learning methods as exercises that help students and teachers work together to achieve learning objectives successfully.
- b). Dick and Carey (1986) in Aswan (2013:4) describe a learning strategy as a set of materials and procedures used together to produce learning outcomes in students.
- c). Seels and Richey (1994) in Wahyuddin Nur Nasution (2017:4) state that learning strategies include details of the sequence of learning activities, including steps, techniques, and procedures to achieve learning objectives.

A method known as “game-based learning” bases learning objectives on the concept of play. This method engages children in learning activities that support the natural learning process and helps character building through the development of values such as cooperation, honesty and discipline (Hasriadi, 2022). Learning strategies that base learning objectives on the concept of play are known as play-based learning. Play-based learning engages young children in learning activities and supports natural learning processes. Play-based learning builds character by developing values such as cooperation, honesty and discipline. (Fakhri Ardan Naashir, 2023).

The purpose of a learning or teaching strategy is for students to understand and apply the material clearly and concisely. Both operational and non-operational processes must be carried out with diligence and a mature strategy. In the process of teaching the Qur'an (Al-Furqan) strategy is also very important. For example, when Rasulullah SAW introduced Islam through his teachings which could not be separated from learning or teaching strategies, but at that time Rasulullah SAW was also faced with various obstacles and obstacles. As a result, there is a strategy that is very effective in carrying out the mission of the Prophet Muhammad SAW. So that we can improve the education process and a number of sciences. (Mia Rahim, 2023). As Allah's Word in

Q.S An-Nahl verse 125 which is as follows:

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

From this verse, Allah SWT provides education that is beneficial, serene, and calming with various methods so that the message conveyed can be received properly. According to experts “the teacher is a component of education that plays a central role in the teaching and learning process”. Teachers must also be proficient in planning, implementing, evaluating, and monitoring learning that takes place in the classroom. (Rizka Harfiani, 2021).

Play refers to the basic needs and way of life of children. Within the framework, children can contribute information, provide pleasure, or develop imagination in addition to producing understanding or understanding. (Zailani, 2021). Early childhood interests have a significant impact on their learning outcomes. Interest can be defined as a great desire or interest in something (Fitmansyah, 2015). When a child has a high interest in Al-Furqan lessons, they are likely to want to understand more about the hijaiyah letters and how to read them, which in turn can improve their learning outcomes.

Etymologically, the word “interest” comes from the English “interest” which means fondness, attention, or desire. In the context of learning, student interest is very important because it can encourage attention, activity and participation in the learning process (Sari, 2020). Another way to understand interest is as a mental state that produces a focused reaction to certain pleasant situations or things. Interest functions as a motivator to learn and a driving force that guides a person to perform certain tasks. Ikawati (2013). Early childhood is undergoing a special period of physical, cognitive, socio-emotional, linguistic, and communicative development. Early childhood education aims not only to provide a good foundation for formal education, but also to develop various aspects of child development holistically. (Sutapa, 2019). The main goal of early childhood education should be more than just giving children a good start on formal education at school age. Teaching preschoolers is flexible, casual whenever and wherever appropriate, and suitable preschool social interactions include extended family, friends and community members.

METHOD

The type of research in this study is a qualitative approach with a qualitative descriptive method. The purpose is to explore information about Al-Furqan learning strategies at Tadika Didik Bistari Gemilang, Gerik Malaysia. The research focus includes the process of determining, implementing, and evaluating learning strategies. The research subjects consisted of 4 educators at Tadika Didik Bistari Gemilang, including 3 teachers and 1 institution owner. The qualitative approach was chosen for its ability to produce rich descriptive data. Moleong, L. (2000) explains that descriptive research produces data in the form of words and pictures, not numbers. Sugiyono (2008) emphasizes that qualitative research methods are suitable for use in natural object conditions. Meanwhile, Yusuf, A. (2010) states that qualitative research aims to find meaning and understanding of a phenomenon or event.

This research uses primary and secondary data as its two data sources. Primary data sources are data collected directly by researchers from the source. A teacher at Tadika Didik Bistari Gemilang Gerik, Malaysia, served as the main data source for this research. Direct data collection by researchers to complement primary sources is known as secondary data. In addition, secondary data can be obtained through books or diaries. Documentation serves as a complementary data source for this study. Data reduction, which is the process of summarizing and organizing the collected data to extract information that is truly significant and consistent with the research emphasis, is another method the researcher used to transform data into information. (2) Presenting the data in a way that ensures that it is truly accurate, objective, legitimate, and of high quality is known as data presentation. (3) During the research process, conclusions are drawn. Therefore, researchers often revise their findings and double-check their data until they are sure that there are no more mistakes.

RESULT AND DISCUSSION

Tadika Al fikh Orchard Didik Bistari Gemilang is one of the branches of Al - Fikh Orchard institution. Tadika Al - Fikh Orchard Didik Bistari Gemilang I which is located at Jalan Semarak 5 No.73, Taman Semarak 33300 Gerik, Perak Malaysia. Tadika Al - Fikh Orchard Didik Bistari Gemilang II which is located at Jalan Baiduri 6 No.335, Taman Desa Baiduri 33300 Gerik, Perak Malaysia. Based on the data obtained both through observations and interviews that the researcher has described, then further to more systematically analyze this data, the researcher explains again according to the order of study. Findings obtained from research must be supported by adequate data. This is a consideration to assess and respond to the data that has been presented, whether it has been able to answer the problem formulation.

Game-based learning strategies use the principle of operant conditioning, which is also at the heart of the behavioral approach. In the context of Tadika Didik Bistari, positive reinforcement can be in the form of praise or rewards when children succeed in understanding Al-Furqan material through games. This motivates children to repeat the desired learning behavior (purbatua manurung, 2020).

The data examined is data about learning strategies in the Al-Furqan (Qur'an) learning subject at Tadika Didik Bistari Gemilang Gerik, Malaysia which includes:

Learning Strategy Planning

Learning strategy planning consists of information on how to use available and potential resources to improve the effectiveness and efficiency of the teaching process. In a straightforward manner, it can be understood that teaching strategy planning is a type of plan related to tactics or methods or ways that teachers will use in the teaching process. Based on the results of the research that has been conducted, that the planning of learning strategies carried out by Islamic Religious Education teachers is to observe and balance the strategies that will be used in accordance with the characteristics of early childhood, then in the lesson plan section made by the teacher himself. So that the existing lesson plan book is in accordance with the learning concept in Tadika Didik Bistari Gemilang Gerik, Malaysia. In addition, the teacher also did not make a syllabus for Al-Furqan (Qur'an) Education.

Application / Implementation of Learning Strategies

The application of learning strategies has certain elements that must be considered by the teacher so that the strategies used are appropriate and effective in helping early childhood or students achieve predetermined learning goals. Innovating and varying the learning strategies used by teachers in the classroom is a very important task. Teachers must be able to choose the best learning strategy based on learning features because there is no single learning strategy that is suitable for all materials and learning scenarios and helps students achieve learning objectives. One important component of learning activities is variation in the way teachers use learning methods.

The efforts of Islamic Religious Education teachers in Al-Furqan learning subjects to early childhood have fun strategies and various strategies carried out, one of which is a strategy by getting a prize when they can answer questions given by the teacher to students. As for the delivery of teaching and learning activities, the teacher provides the strategies used which are tailored to the needs of children and the development of age in children. The strategies used by Tadika Didik Bistari teachers are interactive learning strategies and learning-by-play strategies such as arranging hijaiyah letter cards. Many early childhood children still have difficulty reading the hijaiyah letters one by one.

In the world of education, a teacher must be able to master the class and interact with students in order to help in aspects of development in children, one of which is the development of religious values in Al-Furqan learning. According to (Nuraeni, 2014) suggests various types of learning strategies for early childhood:

1. Direct learning strategy
It is learning material that is presented directly to the students themselves. For example, playing puzzles and the teacher's job is only as a facilitator.
2. Individualized learning strategy
This is done independently by the students. Each enrolled child is highly valued for the speed, delay and success of their education.
3. Group learning strategy
This is done in groups, teams or large and small groups. Group learning strategies can be said to be deductive and inductive learning strategies.

Furthermore, the teacher gives questions in the form of writing at the end of the learning time which is supported by the ability and development of the child.

Evaluation/Reflection of Learning Strategies

Evaluation is very important for the running of a program, and is also important for educational programs. Evaluation is done to find out whether the program that has been implemented has been effective and based on the expected goals. So, existing programs can run more effectively and minimize problems that can hinder the running of a teaching and learning activity. In addition, in evaluating learning strategies, every teacher must consider and determine whether the strategies used have been successful or not. If the strategy is not chosen and implemented properly, it will have a significant negative impact on student learning outcomes. Therefore, evaluation must be carried out carefully so that the learning process can take place optimally. From the strategies that have been implemented, it can be seen in the form of interest or understanding of early childhood in learning the letter sounds of the Hijaiyah letters based on the game.

The game-based learning approach provides a contextual learning experience, such as teaching children to work together, be disciplined, and have a sense of responsibility, all of which are in line with the teachings of the Qur'an. Educational games can be used to teach the moral values of Al-Furqan in a fun way, in accordance with the principles of orthopractic theology, namely education that is oriented towards developing moral character. (Purbatuaa Manurung, 2024).

CONCLUSION

From the results of the study and discussion related to the game-based Al-Furqan learning strategy for children at Tadika Didik Bistari Gemilang Gerik Malaysia, it can be concluded that the teaching and learning activities of Islamic Religious Education teachers at Tadika Didik Bistari Gemilang begin with planning learning strategies by analyzing and observing the characteristics and understanding of students which will later become guidelines in determining strategies that are in accordance with the behavior of students or early childhood. Before starting teaching and learning activities, teachers carry out 3 stages in order to achieve the desired learning objectives, namely; stages in planning learning strategies, stages in implementing or implementing learning strategies, and finally stages in evaluating or reflecting on learning strategies. The strategies used in the learning process are interactive learning strategies and learning strategies while playing such as arranging hijaiyah letter cards to make it easier for children to remember and spell hijaiyah letters. On the other hand, Islamic Religious Education teachers who teach Al-Furqan (Al-Qur'an) learning evaluate teaching strategies by analyzing and comparing student learning outcomes, and this activity is only carried out a few times each year. Meanwhile, reflection on the learning strategies of Islamic Religious Education teachers is an activity that encourages learning more and encourages learning more.

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