The Learning of Arabic Alphabets for Special Needs Students in Elementary School

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ABSTRACT

This research was motivated by the learning of Arabic letters in students with special needs as a basic stage of learning Arabic and the *Qur'an*. This study aimed to describe the learning of Arabic letters in students with special needs in elementary school Campurdarat Tulungagung East Java Indonesia. This type of research was descriptive qualitative. Data collection techniques by interview, observation, and documentation. Sources of data in this study were principals, teachers, students with special needs, and documents. The results of this study were descriptions of the learning of Arabic letters for students with special needs in elementary schools. (1) Learning planning included promissory notes, syllabus, and lesson plans like schools in general. (2) The implementation of learning included teaching materials with Islamic handbooks while learning methods included alphabetical methods, demonstrations, recitation, and lectures dominated by sign language, while the learning media included cards and *Juz 'Amma*. (3) Evaluation of learning included evaluation of processes and results that show students with special abilities can identify Arabic letters, but difficulties in pronunciation.

Keyword	Arabic Alphabets; Learning; Student with Special Needs

مستخلص البحث

خلفية هذا البحث هو تعليم الحروف الهجائية لطلاب الأطرش كالمرحلة الأولى لتعلم اللغة العربية والقرآن الكريم. هذا البحث يهدف إلى وصف تعليم الحروف الهجائية لطلاب الأطرش في المدرسة الابتدائية الحكومية الخصوصية في جامفور دارات تولونج أكونج جاوى الشرقية إندونيسيا. هذا البحث الوصفي يستخدم طريقة المقابلة والملاحظة و الوثائق. مصادر البيانات لهذا البحث هي مدير المدرسة و المدرسون و طلاب الأطرش. والنتيجة من هذا البحث تدل على (١) أن التخطيط المستخدم في هذه المدرسة متساوي بالمدرسة الأخرى ويتكون على برنامج التعليم للفصل الدراسي والتخطيط والخطوات الدراسية. (٢)وأداء التعليم يتكون من المواد المستخدمة وهي الكتاب المقرر للتربية الإسلامية والطريقة التعليمية المستخدمة هي الطريقة الأبجدية والمحاضرة بلغة الإشارة والتطبيق والتوظيف. الوسائل المستخدمة هي البطاقة والجزء العم (٣) والتقويم المستخدم هو التقويم العملي و التقويم الإنتاجي يدل على أن الطلاب يستطيعون أن يفهموا الحروف الهجائية ولكنهم يشعرون بالصعبة لنطقها.

كلمات أساسية	الحروف الهجائية؛ التعليم؛ طلاب الأطرش

INTRODUCTION

Learning is a combination of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives (Hamalik, 2007). According to Zuhairi (2008), learning activities consist of the stages of planning, implementation, and evaluation. The implementation of learning is the operationalization of learning planning, so it cannot be separated from the teaching/learning plan that has been made. The learning process is also an amalgamation of two concepts between learning and teaching (Khalil & Elkhider, 2016).

Every child has a learning process or way of learning that is different from one another (Darling, Hammond, Flook, Harvey, Barron, & Osher, 2020) likewise, with special needs students. Special needs students need a separate pattern according to their individual needs, which differs from one another (Delphie, 2006). Children with special needs, including deaf, have different ways of learning. People with deaf intellectual disabilities face obstacles to participating in social environments that do not take into account their need for easily accessible visual communication (Fellinger, Linzer, Holzinger, Dall, Fellinger, & Fogler, 2020)

All deaf children can develop their language skills with the habituation and support of other parties to play an active role in conducting two-way communication (Mulyana & Wijiastuti, 2019). Deaf children will find it difficult to know new things that have never been seen before (Nuraeni & Mardiah, 2020). Therefore, learning contained in special schools should have differences with ordinary schools.

The teacher or instructor has a very important role in the learning of students with special needs, including the deaf. Teachers, educators, instructors and those who work in the field of education for deaf students must realize that they absorb phonological information through visual speech into their representations and look at the lips when we speak, to help them understand learning (Kyle, Campbell, & Macsweeney, 2016).

Alphabet/letter knowledge is the learning of Arabic alphabets as the initial foundation for later literacy success (Bergeron, Lederberg, Easterbrooks, Miller, & Connor , 2009). Arabic alphabets or also called *hijaiyah* alphabets are alphabets used in Arabic. Therefore, to be able to learn Arabic properly it is necessary to learn Arabic alphabets first. This Arabic letter is also used in our holy Muslim "Al-Qur'an Al-Karim". Based on this point of view, it can be concluded that learning Arabic alphabets is basic and important learning to learn a language and the *Qur'an*.

There are various methods, media, and teaching materials in learning Arabic alphabets. However, not all of these things can be applied in learning Arabic alphabets in children with special needs, especially deaf. Although special needs students have a level of intelligence that is almost the same as normal students. However, functional development is influenced by the level of language skills, limited information, and the child's abstraction power. So, it is still possible for special needs students to receive Arabic alphabet learning.

Several previous studies are relevant and underlie this research. Research conducted by Boudelaa, Perrea & Carreiras (2020) has a focus on the visual, auditory, and motor domains in learning the Arabic alphabet and also the allography. Relevant research by Farris, Alexander & Odegard (2020) discussed the assessment and identification of disability learning which concludes that the use of hybrid models in the process of identifying and integrating each outcome of assessment with planning learning targets. Relevant previous research by Lestari & Zulmiyetri (2019) the use of instructional video media for children with special needs concluded that the application of instructional video media can improve the ability to read nouns in children with special needs.

The difference of this study with previous research is that this study focused on the stages of learning Arabic letters which include planning, implementation, and evaluation. This study also focused on students with special hearing impairments, also, the object of this study was students with special needs in special needs school Campurdarat District, Tulungagung, East Java Province. This school is an elementary school that nurtures several students with special needs: deaf, blind, and mentally disabled. This study focused on deaf students in learning Arabic letters which includes planning, implementation, and evaluation. The deaf students in the school numbered 6 students with details of one student in grade 2, three students in grade 5, and two students in grade 6.

This study aimed to explain the learning of Arabic alphabets for special needs students in elementary school at Campurdarat, Tulungagung, East Java. The learning consists of planning, the implementation consists of teaching materials, methods, and media, and also the evaluation of learning Arabic alphabets on special needs students (deaf).

This research was beneficial for researchers, institutions, and science. Among them is to add insight and knowledge about problems in the field of education, especially in learning Arabic alphabets on special needs students. For institutions, this research can make scientific contributions in the field of education. This research can also provide theoretical benefits about learning Arabic alphabets for special needs students in elementary schools.

METHOD

This research used a qualitative approach. It is because in this study there were qualitative characteristics, namely: a) the setting in this study was natural setting, b) humans as the main Instrument, namely researchers, c) data analysis inductively, d) descriptive data. Following the data and objectives of this study, which is describing the learning of Arabic alphabets for special needs students in Elementary School at Campurdarat in Tulungagung, East Java. This type of research was descriptive research. Based on the approach, the presence of researchers in the field was the main instrument.

This research was located in the special needs Elementary Schools Campurdarat, Tulungagung, East Java. While the data of this study were sourced from informants and teachers. The documents were obtained from informant. The document included covering a) planning of learning Arabic alphabets for students of special needs Elementary Schools, b) implementation of learning Arabic alphabets for special needs students in elementary schools, c) evaluation of learning Arabic alphabets for special needs students in elementary schools. The data in this study were qualitative related to learning the Arabic alphabets for students of special needs Elementary Schools.

There were several procedures taken by researchers in carrying out research. There were observation and interview. In observational activities, researchers acted as passive participants. In this case, the existence of researchers in the classroom was only as observers or viewers of something happened in the class. In this observation activity, researchers used assistive instruments in the form of observation guides and other forms of field notes.

In addition to observation, researchers also conducted interviews with teachers of Arabic alphabets students with special needs. Ainin (2010) said that in terms of implementation interviews were distinguished from free interviews (unguided interviews), guided interviews, and guided free interviews. In this study, researchers used guided interview techniques, which was an interview activity in which the interviewer has prepared a series of questions in such a complete and detailed way.

There were several steps in analyzing data, namely data collection, data reduction, data presentation, and inference. Meanwhile, to test the validity of the data, researchers used several stages, credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity). In this study, several stages must be carried out by researchers, namely the pre-field stage, the stage of fieldwork, and the stage of preparing research reports based on the results of the data obtained.

RESULTS & DISCUSSION

The results of this study were related to learning the Arabic alphabets for special needs students in elementary schools. The learning included planning, implementation, and evaluation. The implementation included teaching materials, methods, and media used in learning Arabic alphabets for special needs students in Elementary Schools Campurdarat. The components used in planning Arabic learning for special needs students in special needs elementary schools are the first-semester teaching programs, syllabus of Islamic Education, and learning implementation plan at each meeting.

In the implementation, it was explained about teaching materials, methods, and media for learning Arabic alphabets on deaf students. The teaching material used in learning Arabic alphabets was a guide to Islamic Education published by PT Erlangga and also Al-Munawar student worksheet. The instructional methods were the alphabetical method, lecture method, demonstration method, mind mapping method, and recitation method. The alphabetical method only used in learning Arabic alphabets in second-grade students only. While the other methods were used in learning Arabic alphabets in second, fifth, and sixth-grade students. The media used in learning Arabic alphabets in fifth-grade students was a card. The fifth and sixth-grade students used *Juz 'Amma*.

Evaluations used in learning Arabic alphabets were process evaluation and outcome evaluation. Evaluation of the intended process was an evaluation carried out during the learning process took place. The intended outcome evaluation was the evaluation which was carried out during midterm and the end of the semester. The measuring instruments used in evaluation activities were in the form of tests.

Based on the evaluation of the process carried out on the second-grade students during five meetings, students were able to recite, write, and understand 28 Arabic alphabets. Students also can memorize it in the form of Indonesian sign language. The teacher has also introduced learning to learn Arabic punctuation, but students can still understand in broad outline. For example, for *harakat fathah* using additional letter "a" sign, for *kasrah* using additional letter "i" sign, and for *dlammah* using additional letter "u" sign.

While the results of evaluating the learning process of fifth-grade deaf students show that students can already recite Surah *al-Lahab* and *al-Kaafirun*. The pronunciation spoken by a normal child is certainly different from a child who is lacking in hearing. This fifth-grade student can recite the two chapters with as much effort as possible and full support from the teacher. Although their pronunciation is not perfect, the instructors said that in fact, they could already

understand how to read the surahs. This ability is reflected when they can work on Student Worksheets properly and correctly.

The results of the evaluation of the sixth-grade process indicated that students have been able to recite and memorize *Surah al-Qadr* and *al-'Alaq* verses 1-5. They also have been able to do the worksheets well. The pronunciation intended here is not good as said by students with no special needs. The pronunciation of the short *surah* by special needs students is carried out as closely as possible by students, with a loud voice. Although their pronunciation is not as good as the pronunciation of non-students with special needs, their understanding of punctuation is good. While the aspects included in the assessment in learning Arabic alphabets are aspects of *makhraj*, reading accompanied by an explanation using sign language and working on worksheet.

The Planning of Learning Arabic Alphabets for Special Needs Students in Elementary School at Campurdarat Tulungagung East Java Indonesia

Planning is the initial stage of a teaching and learning process. However, this planning is a stage that influences the result of the learning process. In encouraging students' enthusiasm for learning to improve learning achievement and understanding economic literacy, teachers must be able to understand student character, design learning, conduct learning evaluations, and even be required to be able to actualize various potentials possessed by students (Sum & Taran, 2020). It is also following Iskandar's opinion that good learning planning will guide the implementation of learning, making it easier for teachers to recognize their abilities in learning (Iskandar, 2019). Therefore, careful planning is needed for learning.

Learning planning is the core of a learning system. This is consistent with Susiloningsih's (2019) opinion that learning planning is an activity to form a system of learning. To eliminate boredom, anxiety, and laziness in learning, in learning planning teachers must pay attention to the learning system that will bind all actions of the teaching and learning process (Suryapermana, 2017). There are several important aspects of learning planning, including annual programs, semester teaching programs, syllabi, and lesson plans.

Based on the results of the research that has been presented previously, the learning of Arabic alphabets for special needs students in elementary schools is a semester teaching program, syllabus, and learning implementation plan. For the semester program and syllabus in learning planning in special needs Elementary Schools, special mixtures are appropriate. While lesson plan that is used still requires some improvement because it is not following the existing promissory and syllabus.

Learning implementation plan is a guide for teachers in implementing learning in the classroom, laboratory, and/or field for each basic competency (Prayoga, Dian, & Anwar, 2020). Lesson plan is spelled out from the syllabus to direct learners' learning activities in an effort to achieve Basic Competence (Pudjiastuti, 2018). According to Susanto (2015), in the presentation of the RPP (lesson plan) there are some important things that must be in it. There are basic competence, indicators, learning materials, learning strategies, learning steps and assessment. Therefore, the lesson plan has an important role in terms of learning planning. Therefore, learning implementation plans have an important role in terms of learning planning.

Based on research findings that have been presented previously related to the lesson plan, there are some components that are not appropriate, namely, learning material and steps in learning. in the presentation of teaching materials must be clarified. In a sense, if the teaching material is contained in a textbook, the chapter or title of the lesson and page must be written. Meanwhile, if the teaching material is taken from another source, the source must be attached.

Minister of Education Regulation No. 41 of 2013 concerned the standard process for the presentation of the lesson plan: (1) Planning of the learning process includes a syllabus and lesson plan that contains the identity of subjects, competency standards, basic competencies, indicators of competency achievement, learning objectives, teaching materials, allocation time, learning methods, learning activities, assessment of learning outcomes, and learning resources; (2) lesson plan is translated from the syllabus to direct student learning activities to achieve basic competence; (3) every teacher in an educational unit is obliged to prepare a complete and systematic lesson plan (Indonesian Minister of Education, 2013). The presentation of teaching materials in this lesson plan only mentioned that the teaching materials were sourced from the Islamic education handbook, Al-Munawar student worksheet, and *Juz 'Amma*. The presentation of teaching materials contained in the lesson plan is considered inappropriate.

In addition to teaching materials, some steps are not following the theory of the presentation of lesson plan. As explained by Gumrowi (2020) that lesson plan contains Basic Competence, indicators, materials, learning methods, learning steps, learning media, and learning resources and assessments. In presenting the steps contained in the lesson plan, only teacher activities are presented. In presenting the steps of learning, it is necessary to include student activities. It is intended that when learning activities take place, teachers do not dominate learning activities. In this case, student activities are expected to dominate more than teacher activities.

The Implementation of Learning Arabic Alphabets for Special Needs Students in Elementary School at Campurdarat Tulungagung East Java Indonesia

In the implementation of learning there are media, methods and teaching materials. This teaching material is used by the teacher as a guide to provide material. As explained by Ahmadi dan Supriyono (2008) teaching materials are a set of tools that contain learning materials, methods, boundaries, and ways of evaluating systematically and attractively designed to achieve the expected goals, namely achieving competence and sub competency with all its complexity.

Based on the explanation, it can be concluded that in the selection of teaching materials, teachers also need to be selective. In the sense that teachers must consider the use of teaching materials by their students. The selection of teaching materials that are not following the circumstances of students will result in learning becoming less effective.

In this case, the teaching material used in learning Arabic alphabets in deaf students in special needs elementary school at Campurdarat contains materials that are needed by students. The selection of teaching materials is appropriate if related to the material needed by students at each level. However, in the teaching material, some things are not following the characteristics of students who have weaknesses in hearing. That is because teaching materials used in learning Arabic alphabets must be different and more interesting than teaching materials used by primary schools in general.

The existence of less interesting teaching materials will lead to an ineffective learning process. Therefore, teachers are expected to be more selective in the selection of teaching materials. In this case, the students faced by the teacher are different from students in general. Then, the teacher is expected to understand the characteristics of students with special needs.

Based on this, teachers should distinguish teaching materials for students with special needs. In a sense, teaching materials used by special needs students have different characteristics from teaching materials used by students with nonspecial needs. For example, teaching materials with special needs are more emphasized by the presence of images. So that the teacher is easier to explain, besides that students will also be easier to remember the material.

The next component is the learning method. There are several learning methods aimed at students with special needs, including the alphabetical method. Agustia and Arifin (2018) explained that the multisensory approach is known as Visual, Auditory, Kinesthetic, and Touch (VAKT), visual elements are represented by the presentation of images, posters, photos, films, keywords, and colorful writing. This approach is a reference for several learning methods for students with special needs, one of which is the alphabetical method.

The use of the alphabetic method for learning Arabic alphabets in students with special second-class needs is following the characteristics of their students. That is because special needs students will find it easier to understand alphabets when they are introduced to them first. After that, the new teacher explained using Indonesian sign language. That is because the sound between Arabic alphabets and Indonesian alphabets has almost the same characteristics.

Another method used is the mind mapping method. The use of mind mapping method is considered as the most appropriate method in vocabulary learning, as Rahmawati, Nugrahaeni and Mauludiyah (2020) stated that the purpose of using mind mapping method is to create visual and engraved graphical topics which in turn can help to record, strengthen, and recover information that is studied. Although at first, the use of the mind mapping method was for learning Indonesian vocabulary. Furthermore, the use of the mind mapping method was adopted in learning Arabic alphabets for deaf students.

The use of the lecture method in learning Arabic alphabets has several weaknesses. Among other things, the teacher will be a little overwhelmed in explaining all the material using sign language. Although the teacher has mastered the entire sign language used by students with special needs. However, the use of the lecture method using sign language will give students an understanding of the Arabic alphabets. That is because sign language is their main language of communication.

Demonstration methods are also used. The use of this demonstration method also has a good effect on student understanding. The intended demonstration is the teacher gives examples of pronunciation with clear lip movements, so students can read the teacher's lip movements. The teacher also uses a loud voice. That is because the special needs students are classified as those with special needs with moderate losses, namely those with special needs who lose hearing between 40-60 dB. Therefore, they still have a residual hearing.

Learning of deaf students cannot be separated with sign language. Whether it's Indonesian or foreign alphabet learning including this Arabic letter. The use of sign language aims to make it easier for students to pronounce and also because sign language is a language that does not use sounds in symbolism, sign language is suitable for deaf students.

Based on the type, the method used in learning Arabic alphabets is the same as the method used in learning nonspecial needs. However, sign language is the preferred method of teaching Arabic alphabets to students with special needs. This is exactly what distinguishes the methods used in learning Arabic alphabets in special needs students and non-special needs students.

In learning this Arabic alphabet, the media used is card media. This card media is media that is suitable for the state of students who are weak in hearing. As revealed by Pimada, Toba and Rasyidi (2020) that the use of card media can

strengthen students' concentration and memory in the form of writing numbers and alphabets *hijaiyah*. That is because this media card is a media card including visual media so that it will be more easily understood by students who cannot hear but are normal in vision. As stated by Arsyad (2011) that visual stimulus produces better learning outcomes for tasks such as remembering, recognizing, recalling, and linking facts and concepts.

Other media used are *Juz 'Amma* and blackboard. The use of *Juz 'Amma* media is only for fifth and sixth-grade students. This is because these fifth and sixth-grade students are already able to use single Arabic letters, so it needs to be solved by understanding continuous Arabic letters. The use of *Juz 'Amma* media can discuss the meaning of words in a letter. Although it is felt difficult and takes a long time, the teachers still try and try to understand several meanings in one letter. The method used is the *Qawaid wa Tarjamah* method. This method is an old method and makes students inactive in translating texts (Fitriyah & Fauzi, 2020). Need the latest method in translating short letters in *Juz 'Amma*. Although the main purpose of the use of *Juz 'Amma* media is for the requirements of concatenated Arabic letters.

The media used in learning the Arabic alphabet is already following the circumstances of special needs students who are visual persons. As stated by researchers from Universitas Pendidikan Indonesia that the ideal media for special needs students is visual media. Visual multimedia is very much needed for people with special needs who are deaf at every opportunity, especially in education or training (Ramadhan, Sumarto & Abdullah, 2020). Although the media used are the same as for nonstudents with special needs, the delivery method used is still different.

In this case, it does not mean that the media used in learning Arabic alphabets for special needs students is limited to card media, or *Juz 'Amma*. But there are still some visual media that can be applied in learning Arabic alphabets, for example board bags. Although this bag board is not a media that is specifically intended for special need students, this media also includes visual media that is suitable for students with special needs.

The Evaluation of Learning Arabic Alphabets for Special Needs Students in Elementary School at Campurdarat Tulungagung East Java Indonesia

Evaluation is the final stage of the learning process. The evaluation has a very important and strategic position because evaluation is an inseparable part of learning itself (Hidayat & Asyafah, 2019). Evaluations used in this study are process evaluation and outcome evaluation. Based on research findings that have been presented previously related to the evaluation of the process, the evaluation of the process carried out in Arabic learning has been going well. That is because

from the process of evaluating the results obtained that almost meets the competency standards that have been prepared in planning.

Measuring instruments used in the evaluation of results in learning the Arabic alphabet on special needs students elementary school is a test. Based on the measuring instrument used in the evaluation of these results, the evaluation of Arabic alphabet learning outcomes is well programmed. This can be seen from the schedule and tests used in the evaluation of results. In a lesson, the teacher should also give a test outside the learning process that takes place, and it is carried out during the results evaluation activities. This result evaluation activity is needed to see the overall ability of students in a certain period.

The teacher can already combine students' cognitive and motor skills. Students' motor skills can be assessed from *makhraj* in this case, the teacher can see the seriousness of students in reciting Arabic alphabets. Although it is certain they do not have perfect pronunciation. This is supported by another aspect of assessment which is memorizing the Arabic alphabets. *Hijaiyah* memorization is through questions raised by the teacher to students. The questions developed can foster students' analytical, critical, and creative power (Ichsan, Hasanah, Aini, Ristanto & Miarsyah, 2019). Although, their pronunciation is not appropriate basically. From memorization, the teacher can also see the sincerity of students in memorizing it. Both pronunciation and memorization aspects of assessment are supported by the assignment of teachers to work on student worksheets. From the results of the work, the teacher can assess the students' cognitive aspects.

Wiyono and Sunarni (2009) said that the purpose of the evaluation of learning included knowing the progress of student learning, knowing the potential possessed by students, and knowing student learning outcomes. The results of the evaluation of students' processes in learning Arabic alphabets are following the objectives contained in learning planning. The suitability of student learning outcomes with planning cannot be separated from the learning components that have been described previously. The existence of material that is less interesting in learning Arabic alphabets can be overcome by methods and media as has been said before. Likewise, with the opposite. The role of the teacher in learning the Arabic alphabet is considered to be quite good, although the various learning components still need to be further developed. The development of these components aims to make students more enthusiastic and enthusiastic in learning with the limitations they have.

CONCLUSION

Learning Arabic letters in deaf students includes planning, implementation, and evaluation. Some things are not appropriate in the preparation of the plan, namely the presentation of the lesson plan. In the learning process, the delivery process is to use sign language. This is following the delivery procedure for deaf students. Card is one of the most effective instructional media compared to the whiteboard and *Juz 'Amma*. The teaching material used in learning Arabic letters is the same as other elementary school students. However, the method used is the alphabetical method and mind mapping. Both of these methods have a good role in improving their memory in learning *Juz 'Amma*. Evaluation in learning consists of evaluating the process and results. Based on the results of the two evaluations, it shows that deaf students can identify each Arabic letter through the media and methods mentioned earlier. However, because they have limitations in delivery, so they still have to try hard to mention every Arabic letter they have learned. This research can be a reference for further research related to learning *hijaiyah* letters in elementary schools for deaf students. Based on the results of the research that has been described, there is a need for learning elements that are specific to deaf students, related methods, media, and teaching materials which still need to be developed. As technology develops, it is hoped that further researchers will be able to develop digital-based media that can facilitate deaf students in learning Arabic letters. Likewise, with teachers, teachers are needed who are graduates of majors that are suitable for deaf students. So that in planning, implementing, and evaluating learning can run well.

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