Improving Javanese Letter Reading Skill through the Iqro Script Method

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Article Info	ABSTRACT
	This study aims to improve reading skills through the application of the Iqro 'method and in particular to determine the improvement of students' skills in reading Javanese characters in class VII students of SMPN 1 Banyudono Boyolali. The subjects of this study were teachers and students of class VII SMPN 1 Banyudono Boyolali, while what was observed in this study was fluency and thoroughness which led to students' skills in reading Javanese script and student activities in learning. Data collection techniques are carried out through observation, interviews, tests, and documentation. The data were analyzed using an interactive analysis model which consisted of examining all the data that had been collected, reducing the data, and making conclusions. The results showed an increase in reading skills. Prior to the implementation of the measures obtained by the average value of 63.03 with 29% completeness study, in the first cycle the average value obtained with mastery learning 68.07 79%, and the second cycle increased reading skills significant value an average of 74.96 and mastery learning 93%. Based on the results of this study, it was concluded that learning with the application of the Iqro 'Aksara method could improve the reading skills of Javanese script students of class VII SMPN 1 Banyudono Odd Semester 2022/2023. *This is an open access article under the CC BY-SA license.*

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1. INTRODUCTION

Based on the results of interviews conducted with the resource person Muhammad Yusuf Bachtiar S.Pd., a Javanese language teacher at SMPN 1 Banyudono Boyolali, it was found that the Javanese language subjects, especially on the subject of Javanese script, received less attention from the students. Teachers' teaching methods and student learning media that are still conventional are one of the factors causing students' lack of interest in Javanese script. Classroom learning tends to be less interesting and interactive. This is one of the causes of the students' lack of interest in Javanese script. Gerlach and Ely (in Arsyad 2011) say that the media, if understood in broad terms, are humans, materials, or events that build conditions that enable students to acquire knowledge, skills, or attitudes.[1]

Based on the initial information, the difficulty of students in reading Javanese letters mostly lies in their lack of understanding of the code/symbol/form of the letters, which causes students' skills in reading Javanese letters to be low. Javanese script is one of the subjects that are less attractive, especially for the younger generation who learn the Javanese language. The thought of the difficulty of memorizing complex letter forms as well as the many letters that must be memorized increasingly makes students reluctant to learn, let alone deepen their mastery of reading and writing Javanese script. In general, students' ability to read Javanese language discourse, especially Javanese lettered discourse, is very lacking. No matter how difficult it is to learn Javanese, it must still be taught because Javanese is a subject for Local Content in Central Java Province. Learning to read Javanese letters is currently still low because students do not understand the code / symbols / letter shapes, so it is very important for teachers to be able to improve the quality of their learning by implementing interesting and not boring learning strategies. Javanese script (Javanese letters) is now not used to serve daily life, but as a provision for students to read Javanese literature written in Javanese letters, both upright and slanted.

The Javanese script used in the Javanese spelling consists of 20 basic characters that are syllabic (syllable). Each letter has a pair of characters, namely characters that function to connect syllables to consonants with the next syllable, except for syllables that are covered by wigyan, lizard, screen. Javanese script without sandhangan is called legena script. To read the legend, it must be equipped with a sandhangan and a partner. Javanese script is a syllabic letter, meaning that each syllable will be depicted with a picture as its symbol, so that one character with another when combined can create words.

Learning experience depends on the interaction of students with the media. The right media in accordance with learning objectives will be able to improve the learning experience so that students can enhance learning outcomes.[2] This reason is in line with the opinion expressed by Edgare Dale with the theory of "Cone Experience ", which is the main basis for using media in learning. According to the Cone of Experience theory, knowledge will be more abstract if the message is only conveyed through verbal words. As a result, students will only understand a knowledge in the form of words, without understanding the meaning contained in the knowledge. For this reason, students must have a more concrete experience so as not to misperceive the knowledge being taught. One way for students to have concrete experiences is to use learning media in the learning and teaching process [2].

Learning media is a medium used in learning and has a function as an intermediary for messages or subject matter to students [1]. Learning media is not only in the form of tools or materials, but also includes other things, such as activities or people around. Activities such as play and play equipment also include learning media. This is because playing activities condition students to increase students' knowledge and insight easily. Children, especially junior high school students, find it easier to learn through a media that attracts attention. Learning in this way is in accordance with the characteristics of those who begin to have an interest in new things. Through a new and foreign medium, learning will be fun for them. Therefore, the author tries to use the Iqro' method as a medium in learning to read Javanese letters.

The Iqro' method is "a method of teaching reading the Qur'an with the sound of the hijaiyyah letters that are already vowed (punctuation marks). In this lesson, children are not allowed to spell but directly read the sound of the letters with the vowel. From the beginning, children are required to read fluently, namely: fast, precise, and correct. The statement above is supported by Wijayanti's statement (2006) which explains that the Iqro method is a method or quick way of learning to read the Qur'an which is systematically arranged starting from a simple reading and then increasing gradually so that it feels light for those who study it [3]. The Iqro method was adopted in literacy learning because of its effectiveness and success. The concept of the Iqro method in literacy learning is learning to read starting from the simplest things from syllables to words then into sentences. The iqro method is not starting from the introduction of the letters A to Z one by one, but a combination of vowels and consonants or vice versa from consonants and vowels (syllables). The iqro' method is structured with a module system or learning package, with increasing levels of difficulty. That way, learning to read Javanese letters with the

iqro' method is arranged starting from simple readings and then increasing gradually, so that students will feel light in learning to read Javanese letters.

Humam (2000) states that the Iqro' method has the following advantages: 1) Students are active in learning activities, 2) There is a close relationship between students, 3) Using a module/volume system, where in each volume there is a level of difficulty, 4) Students can get help from the teacher according to their needs, and 5) Train students to learn more on their own, because students are required to read carefully and fluently.[4] The Iqro' method is used to improve students' skills in reading Javanese letters. Based on the description above, the writer is interested in conducting a research entitled "Improving the Skills of Reading Javanese Letters through the Iqro' Method for VII Students of SMPN 1 Banyudono Boyolali.

2. METHOD

This research was conducted at SMPN 1 Banyudono, Boyolali. The type of research carried out by the researcher is a Class Action Research (CAR). According to David Hopkins (in Kunandar 2009), CAR is a form of self-reflection activity carried out by educational actors in an educational situation to improve rationality and justice regarding (1) their educational practices; (2) their understanding of these practices; (3) the situation in which these practices are carried out [5]. Between these cycles there is information as feedback on what the researcher has done [6]. According to Masnur Muslich Classroom Action Research is "as a form of reflective study by actors of actions taken to increase the rational stability of their actions in carrying out tasks, deepen understanding of the actions taken, and improve the conditions in which learning practices are carried out" [7]. The research design consists of; planning, implementing actions, observing, reflecting.

The subjects of this study were teachers and students of class VII Odd Semester SMPN 1 Banyudono for the academic year 2022/2023, totaling 28 students, consisting of 18 male students and 10 female students. This classroom action research will observe; fluency of students in reading Javanese letters, students' accuracy in reading Javanese letters, student activities in learning. Data collection techniques in this study used interviews, observation, documentation, and tests.

1. Data Collection (Interview)

How to collect data by way of direct and face-to-face questions and answers, researchers ask orally to teachers, and students[8]–[12]. Teachers and students answer orally as well. This interview was conducted on teachers and students of class VII SMPN 1 Banyudono about the learning methods usually carried out by teachers and about the learning outcomes of Javanese language students in class VII, especially on the material for reading Javanese letters, which aims to dig up information in order to obtain data relating to the determination, action , and responses that arise as a result of the actions taken.

Interviews are questions that are asked verbally to people who are considered to provide information or explanations of things that are deemed necessary and have relevance to class action problems [5]. According to Arikunto (2006), broadly speaking, there are two kinds of interview guidelines, namely; (1) Unstructured interview guidelines, namely interview guidelines that only contain an outline that will be asked; (2) Structured interview guidelines, namely interview guidelines that are arranged in detail so that they resemble a check-list [13].

2. Observation

According to Arikunto (2006), in collecting data through observation, researchers not only record what is found in these observations, but it is necessary to consider which then conduct research into a multilevel scale[14], [15]. learning by teachers, student responses in the learning process, classroom management by teachers and other information [13].

3. Documentation

It is a way of collecting data by using document documents as a data source that aims to examine student grade data, Javanese language syllabus, and Javanese Language Learning

Implementation Plan which are used as reference material in research planning up to the implementation of actions. With this technique, the research tries to collect research data about: curriculum data, and data on the value of Javanese language lessons obtained by students on previous occasions.

4. Tests

At this stage, testing is carried out using a qualitative and quantitative approach. The qualitative approach is carried out by interviewing elementary school teachers about the results of the Javanese script learning media, the quantitative approach is carried out by providing an assessment tool in the form of a series of questions that have right and wrong answers, or other tools used to measure skills, intelligence knowledge, and abilities. in solving the problem of reading Javanese letters. The test results are used to determine student learning outcomes and the success of the action. In this study, to obtain data on students' grades in the Odd semester Javanese language subjects regarding the material for reading Javanese letters for class VII.

The data analysis technique used is interactive analysis technique. The technique consists of four components that include a data collection component and three components of interrelated activities that include data reduction, data presentation, and conclusion drawing interactive analysis techniques developed by Miles, Huberman, and Saldana [16].

This interactive analysis technique is used to reveal the advantages and disadvantages in the learning process both from the students and teachers side. The results of the analysis will be used as a basis in the preparation of action plans. This analysis technique was also carried out in the initial survey, this was done to determine the initial condition of students' skills. After the initial conditions are known, the researcher plans actions to solve the problem, at the end of each cycle the advantages and disadvantages are analyzed so that the results of applying the actions in each cycle can be known. In detail, the steps in this technique can be described as follows:

1. Data collection, this collection is done by noting and seeing verbal interactions and actions between teachers and students that occur in the learning process by documenting.
2. Data reduction, this reduction is done by selecting and selecting data that do not support the research.
3. Data display, this display that has been collected is grouped into several sections according to the type of problem so that it is easy to understand. Existing data is described and interpreted and then compared the similarities and differences.
4. The last step in the qualitative data analysis of the interactive model is drawing conclusions. Based on the data that has been reduced and presented, the researcher makes conclusions that are supported by strong evidence at the data collection stage. Conclusions are answers to the formulation of problems and questions that have been expressed by researchers since the beginning.

Scientific Approach

The approach in the process of collecting data, researchers use a scientific approach[17]–[22]. The scientific approach is a new approach that is applied in the 2013 curriculum. The scientific approach is an approach characterized by student activities, namely observing, asking questions, collecting data, associating and communicating. This is in accordance with the opinion of Fadillah (2014) that "The scientific approach is a learning approach that is carried out through the process of observing (observing), asking (questioning), trying (experimenting), reasoning (associating), and communicating (communicating)"[23]. Sani (2015) states "The scientific approach is closely related to the scientific method." [24]

In the scientific approach students search for information related to the subject matter, then students conclude the information that has been obtained. In the learning process that applies scientific learning students will be actively involved in learning activities, such as observing, asking questions, collecting data, associating and communicating. So that learning is not only dominated by the teacher, but students also have the opportunity to express opinions and can solve

their own problems. According to Abidin (2014), the characteristics of the scientific learning approach are as follows: Objective, factual, systematic, methodical, careful and precise, logical, actual, disinterested, unsupported opinion, verification [25]. Learning that is carried out by applying a scientific approach to student-student interactions, as well as students and teachers will run well. Students will also not depend on the teacher, because they can get information from various sources. Students can also work with their groups to solve a problem. The steps of the scientific approach in the learning process include observing (observing), asking (questioning), trying (experimenting),   processing data or information followed by analyzing, reasoning (associating), and concluding, presenting data or information (communicating), and create and form a network (networking) [26].

Drawing conclusions, based on data reduction and data display in the form of changes that occur after the action takes place gradually. Temporary conclusion at the end of cycle 1, then final conclusion in cycle II, and so on until the final conclusion in the final cycle.

3.   RESULTS AND DISCUSSION

This discussion describes the steps for collecting data to obtain the concept of iqro' script, designing the concept of material, and testing the material for iqro' script. The final result of iqro' script can improve students' reading skills in Javanese script and can be used as a medium of learning at all school levels.

Data Collection

Data collection was carried out with the aim of obtaining all forms of data and information related to the concept of iqro' script for Javanese script learning media. Data were collected qualitatively. The collection of qualitative data was obtained from the results of interviews with Mr. Muhammad Yusuf Bachtiar, S.Pd. Elementary school, as the seventh grade Javanese language teacher, and to four seventh grade students at SMP Negeri 1 Banyudono.

The results of interviews with Javanese language subject teachers for class VII explained that Javanese script was taught from the basics since elementary school, but was more profound at the junior high school level. The Javanese script teaching media used by the teacher is still conventional, namely by inviting students to write the same letter on one sheet of paper until the student becomes memorized to the one character. Students tend to feel bored with the teaching media used by teachers in schools, thus reducing their interest in Javanese script. The learning media used by students are still conventional, which only uses textbooks. Each different Javanese script (character script) also makes it difficult for students to remember each form. Students become less interested in Javanese script, even though it is these students who will have to pass this cultural heritage on to the next generation from generation to generation. This can affect the sustainability of the Javanese script itself.

The results of interviews with four junior high school students also showed the same results, namely the students did not enjoy Javanese language lessons, especially in the subject of Javanese script because it was boring and seemed old-fashioned. The students also added that they found it difficult to memorize Javanese script, because the textbooks used as learning media were not interesting and only contained writing. Learning only becomes one-way, namely the teacher explains the material in the textbook and students only listen to the material presented by the teacher.

From the results of interviews with teachers and junior high school students, it can be concluded that students need an interesting and interactive learning media, both in terms of appearance and material, to be applied in the classroom, so that students become memorized and interested in Javanese script. He added that the addition of repeatable media (such as iqro') was very effective in improving students' ability to understand and memorize Javanese script.

Data Analysis

The results of data collection were analyzed and then designed the concept appropriately as needed. The learning media that is designed later cannot be separated from the predetermined concept, so that the solutions and design objectives can be conveyed properly to the research target.

Qualitative data is one of the considerations for the quality of the learning media created, which can be one of the effective, innovative, and interesting learning media for students to memorize Javanese script, especially Carakan script, so that it can increase students' interest in Javanese script. The media created must also be simple, applicable in the learning process as well as outside the learning process, and easily understood by middle school age children.

Preservation of Javanese script will certainly be more effective if students are introduced from an early age about respect for Javanese script, which will later raise awareness to preserve it, so that the target of this designed learning media is learning media for children who are still in school. VII. The principles of learning for junior high school students must include three aspects of learning (cognitive, affective, and psychomotor). In addition, it is easier for junior high school-aged children to learn by interacting in groups, as well as accompanied by more skilled people, this is because seventh grade junior high school students are sometimes still like elementary school children.

From all the aspects mentioned above, it can be said that iqro' script can be an effective alternative learning media for students. This is because Iqro' script can be used by all students at all levels.

Design

At the design stage of making iqro' the characters are sorted first, then compiled. In iqro' 1 it only contains Javanese characters without their partners and clothing. Iqro' 2 contains Javanese script and swara sandhangan. Iqro' 3 contains the Javanese script and sandhangan (swara, panyigeg and wiyanjana). Iqro' 4 contains Javanese characters, sandhangan, and pairs. Iqro' 5 contains Javanese script sentences. In iqro' 1 and 2, the Javanese script has not yet formed kaa, while the next iqro' has formed words and even sentences.

Testing

Before testing the students, the teacher scrutinized the iqro' script media first. Are there letters, words or sentences that have typos. After it is deemed sufficient, the media can be used in learning. The application of the Javanese script iqro' media is used as student training and is very practical to take home. The teacher hopes that by reading iqro' Javanese script continuously, it will train students to memorize types of Javanese script.

In the testing phase the teacher performs class actions (teaching). Apply the prepared media. As when conducting teaching and learning activities, the teacher also prepares lesson plans as well as syllabus, media, and learning approaches as supports. Efforts to make learning Javanese script with Javanese script material successful, teachers must choose the main media supporting media, approaches, and appropriate means to support successful learning. The media used by researchers for teachers is iqro' script by applying a scientific approach to learning.

The steps of the scientific approach in the learning process includes observing (observing), asking (questioning), trying (experimenting), processing data or information followed by analyzing, reasoning (associating), and concluding, presenting data or information (communicating), and create and form a network (networking).

The application of the scientific approach makes students enthusiastic in ongoing learning activities, because this scientific approach opens up opportunities for students to dare to express their opinions, defend their opinions and refute the opinions of other students. In this scientific approach, students are encouraged to find or construct the concept being studied through the steps of observing, asking, trying/digging information, reasoning and communicating. The scientific approach is learning that makes students motivated, makes learning more meaningful by creating a pleasant learning atmosphere and students are directly involved both physically and mentally in the learning process.

Learning with a scientific approach will encourage students to find the information they need for themselves, they not only get information from the teacher, but they can get information from various sources, for example from friends, from experience, from observations of the

surrounding environment and from the internet, so that this scientific approach will make students more active and independent.

The results of the researcher's interview with the Javanese language teacher at SMP Negeri 1 Banyudono Boyolali regarding the scientific approach showed a positive response to learning that applied the scientific approach, because the scientific approach is quite interesting, and with the implementation of this scientific approach students will be more active, they can also express their opinions. they are in front of their friends, they are actively discussing with their group friends, so they will not get bored easily with the learning delivered by the teacher.

Research Results

Through the application of Javanese script Iqro' media with a scientific approach, students' fluency in reading Javanese letters is increased, and can distinguish Javanese letters pronunciation so that students become skilled in reading Javanese letters.

Based on the implementation of research that has been carried out in the first stage, the students' skills in reading Javanese letters have increased from the pre-cycle value of 63.03 obtained by using the lecture and question and answer method only, increasing to 68.07 with the application of the Iqro' method, but the condition of the class tends to still passive, student participation in commenting on friends' readings is still lacking, self-confidence is low. So it can be concluded that the students who completed the first stage were 22 students or 79% of the total number of students from the practice of reading Javanese script, those who had not completed the first stage were 6 students or 21% of the total number of students and the average Javanese script reading skills experienced an increase from the pre-cycle, namely 63.03, an increase in the first stage, namely 68.07. So that the research was continued in the second stage to improve the reading skills of seventh grade Javanese script. In general, students in grade VII at SMP Negeri 1 Banyudono have good voice intonation.

Based on the implementation of research that has been done in the second stage of the student learning process has increased. In the first stage there are still shortcomings that must be improved in the second stage. In the second stage, it was further improved on the Javanese script and the differences in the pronunciation of Javanese letters which were still lacking in the first stage, then the activeness of students in asking questions, commenting on friends' readings.

In the observation activity of the assessment process carried out by researchers while teaching, it was found that students were enthusiastic about learning Javanese in this second stage of students who experienced an increase, the skills of students reading Javanese letters increased in the first stage to 22 students or 79% and in the second stage they became 26 students or 93% of the total number of students, but there are still students who are still less skilled in reading Javanese letters in the second stage there are 2 students or 7% of the total number of students and the average Javanese reading skills have increased from the pre-cycle, namely 63, 03 experienced an increase in the first stage of 68.07 and in the second stage there was a significant increase in reading skills with an average value of 74.96. So it can be concluded that the students' Javanese literacy skills have increased.

Discussion

The discussion contains descriptions and explanations of the results of classroom action research conducted by researchers in collaboration with Javanese language teachers for class VII. The things discussed in the discussion are something related to research problems and action hypotheses, during the action research process carried out by researchers as providers of learning tools in the learning process in improving Javanese letter reading skills for seventh grade students in Javanese subjects through the method Iqro'. "Application of Javanese script Iqro' media can improve students' reading skills of Javanese letters?"

Learning activities are a communication process. In order for the communication process to run smoothly and students can master the subject matter, techniques are needed that can help the communication process. One of them is by utilizing learning methods. There are many kinds of methods used in learning. One of them is the Iqro' method, which can be specifically applied in reading Javanese letters.

The results of the above research show that the Iqro' method can improve student skills, as well as student activity in learning to read Javanese letters in class VII students of SMP Negeri 1 Banyudono. This is in accordance with the opinion of KH. As'ad Humam who stated that the Iqro' method has the following advantages: 1) Students are active in learning activities, 2) There is a close relationship between students, 3) Using a module / volume system, where in each volume there is a level of difficulty, 4) Students can get teacher assistance as needed, and 5) Train students to learn more on their own, because students are required to read carefully and smoothly.

The results of the study are still relevant to previous research, namely research conducted by Nila Wijayanti (2010) entitled "Improving the Ability to Read Writing Starters Through the Iqro' Method of Grade 1 Students of SDN Rawagempol"[27]. It concluded that the iqro' method can improve learning activities and reading and writing skills of first grade students of SDN Rawagempol, and activate students more, and provide sufficient opportunities for students to self-actualize and more student-centered learning. The utilization of iqro' Javanese script media is proven to be used in every school level. This makes iqro' Javanese characters very effective and efficient.

The action hypothesis which states that the application of the iqro' method can improve the reading skills of Javanese letters of students in class VII SMP Negeri 1 Banyudono Boyolali is proven by the achievement of the indicators set, namely with 75% completeness and above.

Basically, this scientific approach is another name for curriculum 13, which centers learning on students not on teachers. Students are required to be more active in every teaching and learning activity.

4. CONCLUSION

Based on the results of research conducted in collaboration between researchers and VII grade teachers of SMP Negeri 1 Banyudono Boyolali in improving students' Javanese letters reading skills in Javanese language learning, using the Iqro' method. The researcher can draw the following conclusions:

1. There is an increase in the average value of students' Javanese script reading skills. The average Javanese script reading skills of students in the pre-cycle was 63.03 with a percentage of completeness of 29%. After the researchers took action in cycle I with 2x meetings, the average Javanese reading skills in cycle 1 increased to 68.07 with a percentage of completeness of 79%. However, it was not in accordance with what the researchers expected, then the researchers took further action in cycle II with 2x meetings in this cycle the average student skills increased to 74.96 with a percentage of completeness of 93% in accordance with what the researchers expected in the success indicators.

2. The hypothesis formulated "the application of the iqro' method can improve the reading skills of Javanese letters of seventh grade students of SMP Negeri 1 Banyudono can be accepted".

3. With the application of the Iqro' method in Javanese language learning material reading Javanese letters in class VII students of SMP Negeri 1 Banyudono in the 2022/2023 school year can improve students' skills in reading Javanese letters.

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