



Introduction To Hijaiyah Letters With a Humanistic Approach in Grade 4 of MI Negeri Salatiga

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ABSTRACT

This study aims to describe the application of a humanistic approach in learning the hijaiyah letters as an effort to introduce the hijaiyah letters to fourth-grade students of MI Negeri Salatiga. The background of this study begins with the problem of students' low ability to recognize and pronounce the hijaiyah letters correctly due to monotonous and teacher-centered learning methods. The humanistic approach was chosen because it emphasizes the emotional, spiritual, and intellectual needs of students and places students as the center of learning. This study uses a descriptive qualitative method with data collection techniques through observation, interviews, and documentation. The research subjects included Arabic language teachers and fourth-grade students of MI Negeri Salatiga. The results of the study indicate that the application of a humanistic approach through interactive, contextual, and student-centered learning activities can improve students' hijaiyah reading skills, active participation, and learning motivation. The teacher acts as a facilitator, providing guidance and appreciation for each student's efforts

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INTRODUCTION

The Arabic language learning in Madrasah Ibtidaiyah is an important means of instilling the basics of familiarity with the language of the Qur'an. One of the skills that students must master from an early age is reading skills or maharah qiraah. Maharah qiraah begins with the basic ability to recognize and distinguish Hijaiyah letters, in terms of shape, sound, and pronunciation (Sapri Sapri et al., 2023:113). However, in reality, research observations found that many elementary school students, especially those in grade 4 at MI Negeri Salatiga, still have difficulty recognizing, distinguishing, and reading Hijaiyah letters correctly, such as pronouncing letters with and without harakat. This is due to the learning approach used, which emphasizes memorization without understanding. As a result, students become passive, easily bored, lack focus, and lose interest in learning Arabic.

In this context, the application of a humanistic approach is a relevant alternative solution. The humanistic approach prioritizes the role of students and is oriented towards their needs. According to this approach, teaching materials must be viewed as a totality that involves the whole person, not just the intellect. Learners are human beings who have emotional, spiritual, and intellectual needs (Syarifuddin, 2022:115). Relevant literature shows that the humanistic approach, as developed by Abraham Maslow and Carl Rogers, places learners at the center of the learning process. This approach views learners as individuals who have emotional, spiritual, and intellectual needs. Teachers act as facilitators, helping students develop their full potential, not merely as conveyors of information (Perni, 2019:108).

Previous research conducted by Hijriyah (2024) is similar to this study in that it departs from the concept of humanistic theory and its application in Arabic language learning, which places students at the center of learning, valuing emotional, social, spiritual, and personal potential aspects. Meanwhile, the difference between Hijriyah's (2024) research and this study is that Hijriyah et al.'s research examines KH. Ahmad Dahlan's thoughts on the humanistic approach philosophically and conceptually in learning. This study examines the direct application of the humanistic approach in qiroah learning as an effort to introduce Hijaiyah letters in the fourth grade of MI Negeri Salatiga (Hijriyah et al., 2024).

Humanistic theory is in line with the objectives of Islamic education, which emphasizes the formation of personality and the development of human potential as a whole, including cognitive, affective, and psychomotor aspects (Nugroho, 2017:366). Research by Munawwaroh (2018) shows that the application of humanistic theory emphasizes human qualities, such as free will and the potential for self-development. Therefore, the learning methods developed by this theory focus on students as learners. Humanistic language learning methods can be applied in Arabic language learning (Munawwaroh, 2018, p. 111).

Based on the above explanation, the researcher was interested in conducting qualitative research entitled "Introduction to Hijaiyah Letters Using a Humanistic Approach in Grade IV of MI Negeri Salatiga". This study examines how the application of a humanistic approach can help fourth-grade students at MI Negeri Salatiga learn Hijaiyah letters effectively, enjoyably, and meaningfully. This approach is expected to provide an alternative for Arabic language teachers in creating a more lively and effective learning environment.

Provide The definition of humanistic comes from the word human, which means human being. In this theory, the learning process must begin and be aimed at humanizing human beings themselves. Maslow divides human needs into five levels, namely physical needs, safety needs, social needs, recognition needs, and self-actualization needs. According to Maslow's theory, a person whose needs are all fulfilled is a healthy person, and a person with one or more unfulfilled needs is at risk of illness or may be unhealthy in one or more dimensions of humanity (Syarifuddin, 2022:110). Rogers argues that all humans have creative abilities. The manifestation of these abilities is highly dependent on the social environment in which they live. This theory has an optimistic view of human nature. They believe that humans have an innate drive to develop themselves. Humans have the freedom to design or develop their behavior. And, humans are rational and conscious beings in their actions (Qarib et al., 2022:164).

According to Baharuddin & Wahyuni (2007) in Umam (2020), educational psychologists believe that humanistic education is not only a learning strategy but also a learning philosophy that pays close attention to the uniqueness of students, that each student has their own way of constructing the knowledge they learn (Umam, 2020:251). Arif (2019) in Sanah et al. (2022) adds

that the humanistic approach emphasizes attention to students as human beings, not as tools or objects that receive stimuli and respond to them. This approach places more importance on fulfilling students' psychological needs than on fulfilling their intellectual aspirations (Sanah et al., 2022: 279).

From a humanistic perspective, learning aims to develop humans to be human-like. Successful learning is marked by students' understanding of themselves and their environment. Students are faced with the goal of achieving the highest possible level of self-actualization. The application of humanistic theory in learning activities involves educators who guide students to think inductively, prioritize practice, and emphasize the importance of student participation in learning. This can be applied through discussions, which allow students to express their thoughts in front of an audience (Sumantri & Ahmad, 2019:3–4).

Reading is the act of understanding what is written verbally or the essence of the writing. The ability to read or maharah qiraah is the ability to distinguish and understand the meaning of what is written (Diah & Ni'mah, 2023:89). Wijaya & Hikmah (2023) define maharah qiraah as the ability to read Arabic texts fluently, in accordance with the pronunciation of letters, vowels, and Arabic language rules, as well as understanding the content of the text correctly. In Arabic, maharah qiraah functions as a language of communication in worship, such as zikir and salat, as well as an international language (Wijaya & Hikmah, 2023:859).

In general, the goal of learning qira'ah is for students to be able to read Arabic texts correctly and understand what they have read. Specifically, there are two different ways to learn qira'ah: silently (qira'ah shomitah) and aloud (qira'ah jahriyah). Furthermore, maharah qira'ah is a crucial skill in Arabic language learning because it can broaden the horizons of students and teachers regarding culture, socio-political issues, and especially religion, if practiced independently (Diah & Ni'mah, 2023:89).

The basic principle of learning qira'ah at the initial stage is to foster an interest in reading through fun methods and connecting letters with their sounds in context. In maharah qira'ah, students are expected to be able to read Arabic writing or Hijaiyah letters correctly and accurately (Aziza & Muliansyah, 2020:60).

METHODS

This study uses a qualitative descriptive approach. According to Sugiyono in Sarafudin et al. (2023), qualitative research is a research methodology conducted in a natural setting with the researcher as the main instrument. Data collection techniques include triangulation or data combination, inductive data analysis, and qualitative research findings emphasize meaning rather than generalization. According to Creswell in the book "Qualitative Research Methods," qualitative research is a form of research method used to understand problems in humans or the social environment in order to create a comprehensive picture, which is then presented in a series of words, providing detailed data from reliable sources of information (Roosinda et al., n.d., 2021:7).

Based on these characteristics, this approach was chosen because this study aims to provide a comprehensive description of the application of the humanistic approach in teaching reading skills, particularly in introducing Hijaiyah letters to fourth-grade students at MI Negeri Salatiga School. This study focuses on exploring the meaning, understanding, and learning process through the experiences of teachers and students.

The subjects of this study were fourth-grade students at Salatiga State Elementary School and their Arabic language teachers. The research was conducted at MI Negeri Salatiga, located in Gamol RT 04 RW 06, Kecandran, Sidomukti, Salatiga. This location was chosen because of its relevance to the research topic and because it provided an Arabic language learning context that suited the research needs. The research data sources consisted of primary and secondary data. Primary data was the main data source collected directly by the researcher during the research process. This data was obtained directly from the original source, namely respondents or informants related to the research variables (Sulung & Muspawi, 2024, p. 113). In this study, primary data was obtained directly from respondents, namely Arabic language teachers and fourth-grade students at MI Negeri Salatiga. Secondary data was obtained indirectly through intermediary media. This means that this data is not collected directly by researchers but from existing sources, such as documents, literature, or data collected by other parties (Sulung & Muspawi, 2024, p. 113). Secondary data in this study was obtained from documents or archives related to humanistic learning, such as teaching modules and student learning outcome documents, which support the research findings.

Qualitative research data collection techniques usually involve several qualitative data collection techniques, namely interviews, observation, documentation, and focus group discussions (Data, 2014). This study involved observation, in-depth interviews, and documentation. Observations were conducted through direct observation of the Arabic language learning process to monitor the application of the humanistic approach and student responses and participation in reading skills learning. In-depth interviews were conducted with Arabic teachers and students to explore their perceptions, experiences, and challenges during the application of the humanistic approach in learning. Documents were used to collect supporting evidence, such as photos of activities, digital learning materials, teaching modules, learning notes, and other relevant documents.

Data analysis was conducted using a qualitative analysis model that included data reduction, data presentation, and conclusion drawing/validation (Safarudin et al., 2023:9692). In the data reduction stage, the researchers selected data from observations, interviews, and documentation, summarized it, and focused it according to the research objectives. The data presentation stage was carried out descriptively to illustrate the application of the humanistic approach in reading skills learning. The final stage, namely drawing conclusions/validation, involves comprehensive data interpretation to answer the main research questions. At this stage, researchers provide explanations of how the humanistic approach is applied, the importance of this approach in the learning process, and the results obtained. Conclusions are dynamic and can change as new data is found until a complete understanding of the phenomenon being studied is achieved.

RESULTS AND DISCUSSION

The Application of a Humanistic Approach in Qiroah Learning

Based on observations and interviews conducted in the fourth grade of MI Negeri Salatiga, it was found that Arabic language learning, especially in terms of reading and memorization, still faces several fundamental challenges. Most students still have difficulty recognizing and distinguishing Hijaiyah letters, both in terms of shape and pronunciation. This is reinforced by the results of an interview with Arabic teacher Mr. Ahmat Tamizin, S.Pd.I., who stated that the

teaching methods used so far tend to be conventional and teacher-centered, with a predominance of memorization activities that lack context.

In response to this, Mr. Ahmat Tamizin, S.Pd.I. began to apply a humanistic approach to Arabic language learning, especially at the stage of introducing Hijaiyah letters. This approach places students at the center of learning, fosters self-confidence, and provides freedom of expression according to each student's abilities and learning style. Teachers no longer act solely as conveyors of information, but also as facilitators and motivators, helping students find meaning and enjoyment in learning to read Arabic. Students play a central role (student-centered) in interpreting their own learning experiences. It is hoped that students will understand their potential, develop their positive potential, and minimize their negative potential (Nast et al., 2019:274). In addition, the role of students based on humanistic theory is that students are required to have a sense of independence and autonomy in learning. They are involved in setting learning goals, managing their time and resources, and reflecting on their own learning progress. Students play an active role in making decisions related to their maharah qiraah learning (Syafei, 2023:346).

The application of the humanistic approach in grade 4 at MI Negeri Salatiga is carried out through several strategies, including: a) Creating a comfortable learning environment. To achieve this, teachers begin lessons with icebreakers, games, or light activities relevant to the material. This strategy not only serves to attract students' attention but also increases their motivation to learn and facilitates their mental readiness to participate actively and constructively in learning. b) Contextual learning based on students' personal experiences is a pedagogical approach that emphasizes the connection between lesson material and students' realities. In the context of introducing Hijaiyah letters, for example, students are encouraged to connect the sounds of Hijaiyah letters with objects or situations that are familiar to them. c) Providing positive feedback and personal motivation. Every small achievement of students is appreciated, both verbally and non-verbally, thereby fostering self-confidence and enthusiasm for learning. d) Self-reflection activities. At the end of the lesson, students are asked to share their most memorable learning experiences and the things they still do not understand.

The learning strategies using a humanistic approach implemented by teachers show that the humanistic approach has a positive impact on improving students' abilities and motivation in reading Hijaiyah letters. Some of the changes expressed by Ahmat Tamizin, S.Pd.I. are an increased understanding of the shapes and sounds of Hijaiyah letters. Through contextual practice based on personal experience, it has been proven to support the internalization of material more effectively. With this approach, students find it easier to remember the shapes of Hijaiyah letters and distinguish the sounds of letters with various vowels. It also creates a pleasant and humanistic learning atmosphere. The interaction between teachers and students becomes more intimate and communicative. Teachers do not only focus on cognitive aspects but also pay attention to the emotional and social well-being of students. This positive learning atmosphere contributes to the creation of good interpersonal relationships and the development of a more open and responsive learning attitude.

However, while this approach shows positive changes, Ahmat Tamizin, S.Pd.I. also revealed that there are challenges in adapting to the varying time frames and levels of readiness among students. This is because the humanistic approach requires personalized attention to each individual, and the learning process takes longer than conventional methods.

Analysis of the Application of Humanistic Theory as an Effort to Introduce the Hijaiyah Alphabet

Theoretically, the humanistic approach is in line with the views of Carl Rogers and Abraham Maslow, who emphasize the importance of self-actualization and meaningful learning. In the context of teaching maharah qira'ah, this approach helps students not only recognize Hijaiyah letters mechanically but also understand the spiritual value and meaning of Arabic as the language of the Qur'an. This approach also strengthens students' affective and psychomotor aspects. From an affective perspective, students become more confident and motivated to learn. From a psychomotor perspective, students show improved skills in correctly pronouncing Hijaiyah letters. This shows that student-centered learning can be an effective alternative for basic Arabic language learning. The application of a humanistic approach in introducing Hijaiyah letters elicited very positive responses from students. Based on interviews and observations, most students reported feeling that it was easier and more exciting to learn Hijaiyah letters using this method. They did not feel afraid of making mistakes because the teacher supported and appreciated their every effort. The students also stated that the learning process felt more enjoyable and easier to understand because the teacher related the material to things they encountered in their daily lives. As exemplified by Ahmat Tamizin, S.Pd.I., when he asked students to find certain Hijaiyah letters in Arabic books in class, or to pronounce the letters with clear and memorable intonation.

Haibah, a fourth-grade student, also stated that the humanistic approach made her fluent in pronouncing Hijaiyah letters and easy to read Arabic writing. When she read Arabic writing in front of her friends, Haibah felt more confident because she remembered that the teacher would not scold her for making mistakes but would teach her slowly. This shows that the humanistic approach has succeeded in building students' confidence in the process of learning qiroah. In its application in qiroah learning, the advantages of this approach are that it fosters students' intrinsic motivation and creates a pleasant learning environment, develops positive emotional relationships between teachers and students, makes qiroah learning more contextual and meaningful in terms of learning the Hijaiyah letters, and helps students learn according to their individual abilities and characteristics.

Saputri (2022) adds the advantages of applying humanistic theory in learning, namely: the success of applying humanistic learning theory is that students feel happy, so there is enthusiasm or initiative in learning, as well as changes in thinking, attitude, and behavior based on their own desires. Thus, this theory not only produces academic achievement but also facilitates holistic and meaningful personal growth (Saputri, 2022, p. 55).

Meanwhile, the disadvantage of applying this theory is that it takes relatively longer because it focuses on individual differences and requires emotional readiness and professionalism from teachers as facilitators. Insani (2019) adds that the disadvantages of applying humanistic theory in learning are: the learning process is more focused on the potential of students, so that the intellectual development of students is not directed, students who are inactive and lazy in learning will harm themselves in the learning process, and students who do not realize and understand their potential will fall behind in the learning process (Insani, 2019, p. 55).

CONCLUSION

The results of this study indicate that the application of a humanistic approach in teaching Hijaiyah letters at MI Negeri Salatiga has a positive impact on improving the Hijaiyah reading skills of fourth-grade students. This approach not only improves students' cognitive aspects in recognizing letters and sounds but also strengthens their affective and psychomotor aspects through interactive, enjoyable, and student-centered learning.

The students' response to the humanistic approach was very positive; they felt more motivated, confident, and comfortable in learning Arabic. Overall, this approach is effective in helping students understand Hijaiyah script in a more humane and meaningful way. However, the application of a humanistic approach requires teacher preparation, more time, and good classroom management to achieve optimal results.

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