

EDUCATIONAL BOOK DESIGN OF HIJAIYAH LETTERS “*PINTAR HURUF HIJAIYAH*” FOR ISLAMIC PRESCHOOL-AGE CHILDREN IN DAYEUEHKOLOT

Aqilah Nadhira Athasania¹, Diani Apsari² dan Lira Anindita Utami³

^{1,2,3} Visual Communication Design, School of Creative Industries, Telkom University, Jl. Telekomunikasi No 1, Terusan Buah Batu – Bojongsoang, Sukapura, Kec. Dayeuhkolot, Kabupaten Bandung, Jawa Barat, 40257
aqilahnadhira@student.telkomuniversity.ac.id, dianiapsari@telkomuniversity.ac.id,
lyrautami@telkomuniversity.ac.id

Abstract: It is the obligation of Muslims in Islam to study, read and understand the holy book of the Al-Quran, in order to fulfill the obligation to read to be able to understand the Al-Quran, and of course, we must learn and understand the language used in the Al-Quran, namely Arabic with the alphabetical itself named as Hijaiyah letters. Indonesia has been using the method of learning Hijaiyah letters with the Iqro method created by KH As'ad Humam for a long time, this method uses a module book. However, this learning media Iqro method is a classic one, in which the book contains the Hijaiyah letters in the form of black and white colors only. In this case, learning with the Iqro book is boring for children, reinforced by the results of observations and interviews that preschool-age children (3-5 years) are often bored with this classical method because Iqro is less interesting for them. Moreover, the learning styles of these children are different, some are more suitable with listening methods, some with visuals, some with interactive methods, and others. Therefore, a more interesting and engaging learning media for Hijaiyah letters is needed, which aims to fulfill the obligations of a Muslim and increase knowledge.

Keywords: Hijaiyah Letters, Learning Media, Engage, Preschool age children

INTRODUCTION

Preschools in Dayeuhkolot also applies the learning of Hijaiyah letters with the Iqro method like the other preschools or TPAs. From the results of observations and interviews with several preschool teachers in Dayeuhkolot it reinforces that many children are bored with this method of reciting or reading Arabic letters, because they do not understand the meaning, monotonous learning media so that it seems heavy, so that children are bored and difficult to

remember. From the experience of preschool teachers who have been teaching there for many years in a school in Dayeuhkolot, beside teaching with Iqro they also use other media such as making colorful Hijaiyah letter tables, drawing, writing in paper or whiteboard, sticking and adjusting Hijaiyah letters from papers made by themselves with the creativity of the teacher, which the design of the educational poster itself is very simple with vibrant color.

Educational media tools for children are technically made from books or simple devices, not in the form of complicated media or technological devices. Even though the media is in the simple form of design, these educational tools can be used to help improve children's literacy skills, while playing, interacting and learning (Setiautami, 2011). With the Iqro method being boring for these children, interesting and interactive media is needed, that can attract children's attention and can engage them in recognizing Hijaiyah letters, which the educational media that precise for preschoolers in Dayeuhkolot is in the form of learning book of Iqro 1 Hijaiyah letters, with using visual illustrations implemented. In addition to containing Hijaiyah Letters material, this book is also designed to teach and practice writing, drawing, and developing children's imagination, as well as creating interaction between children and people who teach with this media. Books are the right media for preschool children aged 3-5 years, because by using book as the media also with the supporting media, various learning methods used at preschool can be easily incorporated into media or learning support tools that could attract their interest and engaging.

Despite the things mentioned before, learning media in the form of books is suitable for preschool in Dayeuhkolot since Dayeuhkolot is a middle-lower class economy community, which the school does not provide qualified media devices and also, they only use ordinary media and classic ways such as printed media. Despite the lack of facilities or supporting devices, the teachers in this preschool are stuttering and unfamiliar with using technology devices, especially the

preschoolers itself who are still very young and still don't understand much of anything, moreover technology device is complicated complex things. Dayeuhkolot preschool teachers prefer to teach preschoolers using learning media in the form of printed media.

Therefore, lifting from these problems, this Hijaiyah letter learning book is designed to overcome the lack of issues, it is hoped that children can be more interested, engaged, and more enthusiastic also willing to be more participating in learning Hijaiyah letters from this learning media project, so that the material can be conveyed and remembered better, and also fulfill the obligations as a Muslim to read and understand the Al-Quran, whereas the first step is by learning Hijaiyah letters with the Hijaiyah learning media that is more interesting and engaging. Also, Dayeuhkolot area is chosen based on calculations, considerations, and the author's ability to reach the scope of the research.

METODE PENELITIAN

This research method uses a qualitative method with a data collection process through observation, interviews, and literature studies. Observations were made at Madrasah Bahru Al'Ilmi preschool in Dayeuhkolot, observing the learning media used by Bahru Ilmi Dayeuhkolot preschool children and interviewing teachers at the school. Literature studies are taken from several sources such as journals, books, and articles related to the topic of this research, as well as comparative matrix analysis to analyze the opportunities of this design in order to strengthen and reduce the emptiness of pre-existing learning media.

THEORY

Learning Media

Learning media is a mediator in delivering messages or information from sources in various forms that aim to stimulate students' thoughts, interests, attention in participating in learning activities (Asmariansi, 2016). This theory is used so that this design can provide solutions to existing issues.

Media Interactive

The word interaction itself means the essence of reciprocal actions, which are interconnected and function with each other. Thus, interactive books can be understood as sheets of paper that are bound, and their use requires action, reciprocity, and interaction between the user and the interactive book itself. Interactive media is perfect for preschool-aged children. Books are considered suitable for interactive media as learning media (Fitria, 2015).

Interactive Book

According to (Ramadhani, Melga, & Nastini, 2020), Interactive books come in different types, which is one of several such as, interactive games books, where this book contains games that can cause a child's activity, such as sticking stickers in empty spaces, coloring objects, drawing, writing a letter/word. This theory is needed to be the foundation of the media in the design used.

Communication

According to Hovland, Janis and Keley communication is, "A process through which a person (communicator) conveys a stimulus (usually in the form of words) with the aim of changing or shaping the behavior of other people". Communication is an effort made by someone in the process of conveying a message into information to others, or it can also be said to be the process of conveying one's thoughts or feelings to others using symbols as a medium (Putra, 2021). In learning and teaching Hijaiyah of course communication is needed to delivered the material from the teacher to the students.

Visual Communication

Visual communication is communication that uses language or visual elements as the main force in conveying messages or information. Visual language is anything that can be seen and used to convey the meaning, meaning and message of something. Methodology in visual communication is a creative process (Putra, 2021).

Visual Communication Media

Visual communication media is also known as a tool, device, media or distributor of communication that focuses on images or writing captured by vision (Andhita, 2021).

Visual Communication Design

In the book Introduction to Visual Communication Design (Kusrianto, 2007), Visual Communication Design is a discipline that aims to study communication concepts and creative expressions through various media to convey messages and ideas visually by managing graphic elements in the form of shapes and images, letter order, and color composition and layout. Thus, the idea can be accepted by the person or group who is the target recipient of the message. So, visual communication is a way of conveying information using visual language that can be seen, so that the meaning of the message can be conveyed.

CONCEPT DESIGN

Message Concept

Based on the research that has been done in a preschool in Dayeuhkolot that is preschoolers still using ordinary and less attractive module book and Iqro book, so that children often feel bored, and learning becomes ineffective and not delivered properly. Therefore, in this design, the learning media for Hijaiyah letters will be presented in the form of a book that uses many illustrations elements to attract children to be interested in the material to be conveyed. By using friendly

looking illustrations, children will be more interested and can reduce the heavy and tiring impression of learning Hijaiyah letters. Therefore, the keywords used in this designing research is **Engaging, Easy, Colorful**. Therefore, it is expected that the media designed will be more engaging for children in learning, the books used are easy to understand and use, and the visuals are more attractive with more colorful and neat illustrations.

Media Concept

The main media of this design is a printed book, the Printed book is chosen based on the research data, and theories. Measuring 20x20 cm, and 64 pages, also by using full color and illustrations on every page, the book will be printed using 200g Art paper. In addition to the main media, supporting media were also designed to reduce the gaps in the book.

Creative Concept

The creative concept of this design is a printed media book for learning Hijaiyah letters, which will contain an introduction to the Hijaiyah letters themselves, how to read Hijaiyah letters, practice sheets for writing Hijaiyah letters, and Arabic vocabulary and images. This study book will be the main media where this book becomes the main container in learning to recognize Hijaiyah letters, so that after the children understand and remember the Hijaiyah letters, then supporting media such as flashcards and others can be used and understood better.

The title Pintar Huruf Hijaiyah was chosen to be the title of this learning book media design because it felt right, with a meaning that was not wordy, concise and easy to understand. This design will use a monster theme, where the visualization of the theme is very imaginative, colorful, and uses interesting visuals, so this concept is considered suitable and will attract children's attention. This design will use the theme of cute monster, which uses cute soft furry creature characters and friendly characters. this theme was taken because it was felt that

it would strengthen the appeal of this design because children really like cute, colorful, and friendly character images.

Communication Concept

For this research and design process, AIDA is applied as the chosen communication method in order to maximize the final outcome of the designed products. AIDA is composed of four pillars, Attention, Interest, Desire, and Action. When applying a product, it's essential that the product can capture the interest of potential users, instill a longing for ownership, and subsequently encourage them to take the ultimate step to utilize the product. Hence, the AIDA model was selected as it's deemed more fitting and suitable for shaping the structure of the designed products.

Visual Concept

For the visual concept used in this design, based on the mood board that has been designed, it will use secondary colors namely red, orange, yellow, green, blue, purple, and pink. The typography used is the Baahloo Bhaijaan font which was created by EK Type, this font is display type typography. Will be used for all parts of the book, the provision of this font aims to give characteristics and impressions that are more friendly, unharmed and fun. The illustration style applied in the design is a simple illustration with using colorful colors, in accordance with the design concept where the graphic elements presented are easy to see but still clear, also colorful. In accordance with the creative concept that has been chosen, namely the theme of cute furry and friendly monster friends, the illustrations used will also show cute visuals and look friendly to children. Also, the layout in the book uses using symmetrical layout to create a neat design and good readability.

Business Concept

The following promotional needs are needed in the design of this "*Pintar Huruf Hijaiyah*" study book, through collaboration with the Samsul Al'Ulum

mosque as a fundraiser to print this book in large quantities and then donate it to preschools and TPAs in Dayeuhkolot.

Table 1 Details of Book Production Costs

Main Media	Quantity	Price	Total
Print Art Carton 230 gr	1	Rp.25.000/A3	Rp. 25.000
Print Art Paper 200 gr	15	Rp.20.000/A3	Rp. 300.000
Cover Lamination	2	Rp.15.000/each	Rp. 30.000
Glue Binding	1	Rp. 17.500	Rp. 17.500
Total Cost			Rp. 372.500

(Aqilah Nadhira Athasania, 2023)

Table 2 Details of Supporting Media Production Costs

Supporting Media	Quantity	Price	Total
Flash Card	30	Rp. 135.000	Rp. 135.000
Flash Card Box	1	Rp. 9.000	Rp. 9.000
Goodie Bag	1	Rp. 5.000	Rp. 5.000
Sticker	20x20cm	Rp. 27.500/A3	Rp. 13.750
Kalam	1	Rp. 1.000	Rp. 1.000
Pencil Case	1	Rp. 13.000	Rp. 13.000
Pencil	1	Rp. 2.000	Rp. 2.000
Eraser	1	Rp. 2000	Rp. 2.000
Total Cost			Rp. 180.750

(Aqilah Nadhira Athasania, 2023)

Table 3 Details of Promotion Media Costs

Promotion Media	Quantity	Price	Total
Poster	1	Rp. 45.000/A3	Rp. 45.000
Total Cost			Rp. 45.000

(Aqilah Nadhira Athasania, 2023)

Table 4 Total Costs of Production

Item	Quantity	Price	Total
Book	1	Rp. 372.500	Rp. 372.500
Supporting Media	1 Package	Rp. 180.750	Rp. 180.750
Promotion Media	1	Rp. 45.000	Rp. 45.000
Total Cost			Rp. 598.250

(Aqilah Nadhira Athasania, 2023)

DESIGN RESULT

Sketches

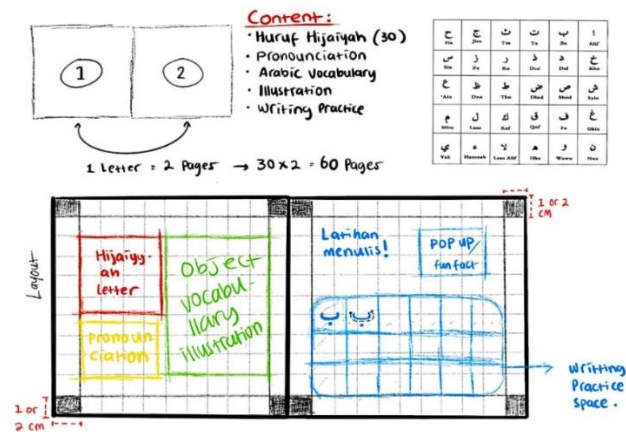


Figure 1 Book Sketch
(Aqilah Nadhira Athasania, 2023)

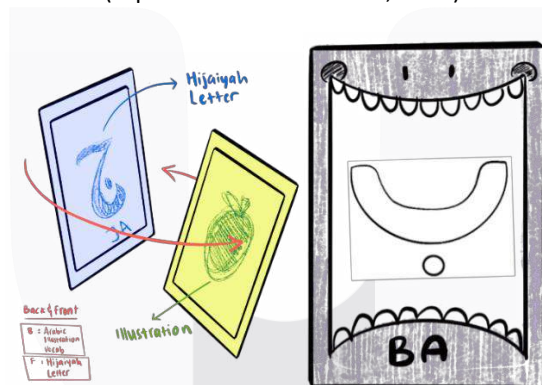


Figure 2 Flashcard Sketch
(Aqilah Nadhira Athasania, 2023)



Figure 3 Flashcard Packaging Sketch
(Aqilah Nadhira Athasania, 2023)



Figure 4 Visual Elements Sketch
(Aqilah Nadhira Athasania, 2023)

Final Design



Figure 5 Cover Book
(Aqilah Nadhira Athasania, 2023)



Figure 6 Cover Book
(Aqilah Nadhira Athasania, 2023)



ز ZAL  زرافة Zaraafatun Jerapah	AYO BERLATIH MENULIS! ز ز ز ز	س SIN  سيارة Sayyaratun Mobil	AYO BERLATIH MENULIS! س س س س
ش SYIN  شمام Syamamun Melon	AYO BERLATIH MENULIS! ش ش ش ش	ص SHOD  صابون Shoobunun Sabun	AYO BERLATIH MENULIS! ص ص ص ص
ض DHOD  ضفدع Dhifda'un Katak	AYO BERLATIH MENULIS! ض ض ض ض	ط THO  طائرة Toirotun Pesawat	AYO BERLATIH MENULIS! ط ط ط ط
ظ DZO  ظفر Zufrun Kuku	AYO BERLATIH MENULIS! ظ ظ ظ ظ	ع 'AIN  عظم 'Azmun Tulang	AYO BERLATIH MENULIS! ع ع ع ع
غ GHOIN  غار Ghorun Goa	AYO BERLATIH MENULIS! غ غ غ غ	ف FA  فيل Fil Gajah	AYO BERLATIH MENULIS! ف ف ف ف
ق QOF  قمر Qomarun Bulan	AYO BERLATIH MENULIS! ق ق ق ق	ك KAF  كوب Kubbun Gelas	AYO BERLATIH MENULIS! ك ك ك ك
ل LAM  لباس Libasun Baju	AYO BERLATIH MENULIS! ل ل ل ل	م MIM  موز Mawzun Pisang	AYO BERLATIH MENULIS! م م م م



Figure 7 Hijaiyah Letter Learning Sheets
(Aqilah Nadhira Athasania, 2023)



Figure 8 Mini Games
(Aqilah Nadhira Athasania, 2023)

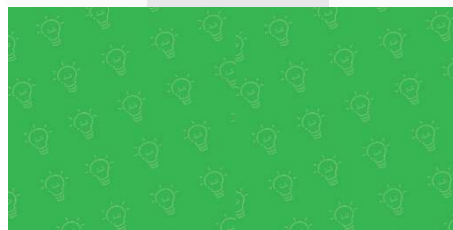


Figure 9 Cover Book
(Aqilah Nadhira Athasania, 2023)



Figure 10 Flashcard Front Side
(Aqilah Nadhira Athasania, 2023)



Figure 11 Flashcard Back Side
(Aqilah Nadhira Athasania, 2023)



Figure 12 Flashcard Packaging Outside
(Aqilah Nadhira Athasania, 2023)

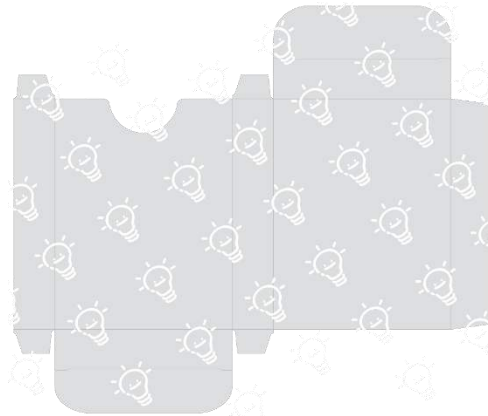


Figure 13 Flashcard Packaging Inside
(Aqilah Nadhira Athasania, 2023)



Figure 14 Book Mock Up
(Aqilah Nadhira Athasania, 2023)



Figure 15 Flashcard Mock Up
(Aqilah Nadhira Athasania, 2023)



Figure 16 Flashcard Packaging Mock Up
(Aqilah Nadhira Athasania, 2023)

CONCLUSSION & SUGGESTION

Conclusion

Hijaiyah letters learning media for preschool children (3-5 years) found in Madrasah Bahru Al'Ilmi still has many shortcomings and weaknesses, as well as the effectiveness and visualization that is fewer interesting makes children bored with learning, especially with different learning styles of children making teachers overwhelmed in the teaching and learning process. Moving on from these problems, this Hijaiyah letter learning book media is designed with a more attractive design along with supporting media, so that children are more motivated, enthusiastic, and also engaged in learning to recognize Hijaiyah letters.

Suggestions

Understanding its shortcomings and limitations, this book can certainly be further refined in terms of material. In addition, from the basic material that has been reviewed in the design book, there is certainly an opportunity to develop interactive books into a collectible series, with an increase in the intensity and

weight of the material discussed. Continuing the book into the next Iqro volume series.

Through a collection of books with a variety of materials discussed and explained, it is expected to be able to attract the interest of the target audience to be more interested in learning, especially if by using different themes or series so that it can be diverse. In addition, the addition of resource persons to deepen the material can also be done. Such as child psychologists, or preschool teachers from different aspects such as economic classes, etc.

As for the many shortcomings contained in this research, both things in the form of limitations in perfecting this research and other things therefore, suggestions are also expected in order to improve this research and design which, conduct more in-depth research, creative concepts both themes and visual concepts used can be further improved or more considered in terms of appropriateness in the general public, as well as testing the work to a more appropriate target market with research.

BIBLIOGRAPHY

- Afrianingsih, A., Putri, A. R., & Munir, M. M. (2019, October). Karakteristik Huruf Hijaiyah Sebagai Sarana Pembelajaran Baca Tulis Awal Anak Usia Dini. *Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung*, VOL 5, NO 2. Retrieved from <http://e-journal.stkipsiliwangi.ac.id/index.php/tunas-siliwangi/article/view/1568/883>
- Annur, C. M. (2023, March 28). *Ini Jumlah Populasi Muslim di Kawasan Asean, Indonesia Terbanyak*. (E. F. Santika, Editor) Retrieved from databoks: <https://databoks.katadata.co.id/datapublish/2023/03/28/ini-jumlah-populasi-muslim-di-kawasan-asean-indonesia-terbanyak>

- Apsari, D., & Putra, W. T. (2021, January 20). MEMAHAMI EKSPRESI EMOSIONAL MELALUI BAHASA VISUAL DALAM BUKU CERGAM ANAK "LITTLE GREY". *Jurnal Desain Komunikasi Visual, Manajemen Desain, dan Periklanan*, 6(1). doi:<https://doi.org/10.25124/demandia.v6i1.2743>
- Asmariansi, A. (2016, December 27). KONSEP MEDIA PEMBELAJARAN PAUD. *Al-Afkar: Jurnal Ilmu Keislaman dan Peradaban*, 5. doi:<https://doi.org/10.28944/afkar.v5i1.108>
- Calfee, R. C., & Valencia, R. R. (1991). APA guide to preparing manuscripts for journal publication. Washington, DC: American Psychological Association.
- Faizah, I., & Handayani, P. (2019, Desember). Inovasi Media Pembelajaran Al-Qur'an Di TPQ Ar-Tahman Desa Ganggang Panjang. *Jurnal Pengabdian Masyarakat Ipteks*, Vol 5. doi:<https://doi.org/10.32528/jpmi.v5i2.2941>
- Fitria, R. (2015, August 2). PERANCANGAN BUKU INTERAKTIF SEBAGAI PENUNJANG AKTIVITAS. *e-Proceeding of Art & Design*, 2. Retrieved from <https://openlibrarypublications.telkomuniversity.ac.id/index.php/artdesign/article/download/4708/4658>
- Imroatun. (2017, August). Pembelajaran Huruf Hijaiyah bagi Anak Usia Dini. *Annual Conference on Islamic Early Childhood Education, Volume 2*. Retrieved from <http://ejournal.uin-suka.ac.id/tarbiyah/conference/index.php/aciece/aciece2>
- Jannah, M. (2022). *DESAIN GRAFIS ITU ADA ILMUNYA*. (H. Adamson, Ed.) Yogyakarta: ANAK HEBAT INDONESIA. Retrieved May 8, 2023
- Jatmika, H. M. (2005). Pemanfaatan Media Visual dalam Menunjang Pembelajaran Pendidikan Jasmani di Sekolah Dasar. *Jurnal Pendidikan Jasmani Indonesia*, 3. doi:<https://doi.org/10.21831/jpji.v3i1.6176>

- Karim, M. B., & Wifroh, S. H. (2014). Meningkatkan Perkembangan Kognitif pada Anak Usia Dini Melalui Alat Permainan Edukatif. *JURNAL PG-PAUD TRUNOJOYO*, Vol, 1, No 2. doi:<https://doi.org/10.21107/pgpauldtrunoyo.v1i2.3554>
- Kusrianto, A. (2007). *Pengantar Desain Komunikasi Visual*. (R. W. Rosari, Ed.) Yogyakarta: C.V ANDI OFFSET. Retrieved May 8, 2023
- Nursanah, E. (2021, December 30). Pengaruh Media Pembelajaran Berbasis Flashcard Huruf Hijaiyah terhadap Hasil Belajar Iqro pada Santri The Gold Generation. *Jurnal Inovasi, Evaluasi, dan Pengembangan Pembelajaran (JIEPP)*, 1. doi:<https://doi.org/10.54371/jiepp.v1i2.106>
- Nurseto, T. (2012, April). Membuat Media Pembelajaran yang Menarik. *Jurnal Ekonomi dan Pendidikan*, 08. doi:<https://doi.org/10.21831/jep.v8i1.706>
- Patmonodewo, S. (1999). *Pendidikan Anak Prasekolah*. Jakarta: Rineka Cipta.
- Pundra Rengga Andhita., S. M. (2021). *Komunikasi Visual* (Vol. 1). Zahira Media Publisher.
- Putra, R. W. (2021). *Pengantar Desain Komunikasi Visual dalam Penerapan*. Penerbit Andi.
- Ramadhani, A. A., Melga, B., & Nastini, N. E. (2020, August). Perancangan Media Pembelajaran Interaktif Berbahasa Sunda Untuk Anak Pra. *e-Proceeding of Art & Desig*, 7.
- Setiautami, D. (2011, April 30). Eksperimen Tipografi dalam Visual untuk Anak. *Binus Journal Publishing*, 2(Eksperimen Tipografi dalam Visual untuk Anak). doi:Eksperimen Tipografi dalam Visual untuk Anak
- Setyaningrum, S. R., Triyanti, T., & Indrawani, Y. M. (2014, Januari 6). Pembelajaran di Pendidikan Anak Usia Dini dengan Perkembangan Kognitif pada Anak.

Jurnal Kesehatan Masyarakat Indonesia, Vol. 8 No.

doi:<http://dx.doi.org/10.21109/kesmas.v0i0.375>

Soewardikoen, D. W. (2019). *Metodologi penelitian Desain Komunikasi Visual*. (B. Anangga, & F. Maharani, Eds.) Yogyakarta, Indonesia: PT Kanisius.
Retrieved May 8, 2023

Sugiyono. (2014). *Memahami Penelitian Kualitatif*. Bandung: ALFABETA, CV.

Zaman, B., Hernawan, A. H., & Eliyawati, C. (2010). *Media dan Sumber Belajar TK*. (E. Purwanto, Ed.) Jakarta: Universitas Terbuka.

