

Application of the Iqro Method to Improve Javanese Script Reading Skills

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ABSTRACT

This research begins with the need to improve students' skills in reading Javanese script through appropriate methods. The problem studied was the improvement of the skills of the fourth-grade students of the Integrated Ibtidaiyah School "Tahfizhul Quran Al Mashum" in Surakarta through the Iqro method. The research method used in this research is a classroom research method with the Kemmis and Mc. Taggart models. The research subjects of the fourth-grade students of the Integrated Ibtidaiyah School "Tahfizhul Quran Al Mashum" in Surakarta, totaling 24 students, Semester 1, the 2019/2020 school year. The instruments used for data collection were observation and tests. Data analysis using quantitative and qualitative techniques. The results showed that the application of the iqro method can improve the reading skills of Javanese characters in grade IV students of the Integrated Ibtidaiyah School "Tahfizhul Quran Al Mashum" in Surakarta. In the first cycle, the student learning outcomes were 70.83%, and the second cycle was 83.33%. The increase from cycle I to cycle II was 12.5%.

Keywords:

reading skills, iqro method, Javanese script

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INTRODUCTION

As the center of Javanese culture, Surakarta is dominated by Javanese language. It does happen at primary school grade 1, 2, and 3 in which Javanese language often spoken during the learning process. Primary Schools in Surakarta regularly use both Javanese and Indonesian language. This happens, as Javanese language is the daily language of Javanese society, and in this case is teachers and students, (Saddhono, 2014).

According to Saddhono (2016) Javanese culture has the peculiarities to study, research, and develop into an integrated teaching material in learning the Javanese language for students

The determination of the Javanese language as a local content subject can be seen from the existence of the Central Java Governor's Decree No.423.5 / 5/2010 on January 27, 2010, which stipulates that the Javanese language curriculum exists at every level of education starting from primary school, junior high school, and senior high school.

The Javanese language curriculum includes several competency standards, including listening,

reading, speaking, writing, and literary appreciation. One of the competencies taught in Javanese lessons is reading. Tarigan (2008) in his book states that reading is a process where readers can get messages through written/spoken language conveyed by the author. Reading skills in Javanese language learning is divided into two, including Latin literacy reading skills and Javanese reading skills.

Javanese script is part of the Javanese language which is one of the Javanese cultural heritage. Therefore, the Javanese script must be preserved. One of the ways used to preserve is by introducing these characters through the world of education, which requires the inclusion of Javanese script learning in basic competences, both at the primary to high school levels. There are four forms of Javanese script, including *nglegena* script, *sandhanganswara*, *panyigegwanda*, and *wyanjana*. At the elementary school level (SD), Javanese script learning is taught in semester 1 of class III where students learn the core script (*Nglegena* script). Then proceed with the script using the clothing taught

in grade IV. Javanese script material contained in the fourth-grade syllabus is reading Javanese script using the sandhangan script. The reality in the field is that learning Javanese script is less attractive to the younger generation, especially students in schools. Javanese language subjects that are considered too complicated. This is because the difficulty of memorizing complex script forms makes students reluctant to learn to read Javanese characters. The difficulty in understanding Javanese script symbols/forms/letters resulted in not optimal Javanese reading skills. Students who are not accustomed to reading writing in Javanese script then think that the Javanese language is a difficult and boring subject. Achievement motivation is a necessity that encourages individuals to achieve success or excellence by considering the standards to be achieved either intrinsically or extrinsically and aims to obtain incentive value of success, (Saddhono, 2018).

The reasons for students' low reading skills in Javanese script include; first, students do not have a strong motivation in learning Javanese characters so they find it difficult to understand the material taught by the teacher. Moreover, reading the Javanese script is different from reading a hand-writing script. In the Javanese script, one script is one syllable. Whereas in Latin script one letter, one sound. Second, in classroom learning the teacher still uses the lecture method where learning is centered on the teacher in front of the class. This causes students to tend to be passive so that their reading skills of Javanese characters are not optimal. Learning becomes less attractive to students and boring. Students are not enthusiastic about participating in learning and tend to talk to themselves with their classmates. Learning is a combination composed of human elements, material facilities, equipment and procedures that influence each other to achieve learning goals, Oemar Hamalik (239: 2006). The learning process with the learning model which stimulates positive behavior, critical thinking and creative thinking for students needs to be well-arranged by teacher (Saddhono, 2018).

To solve the above problems, we need an action using an innovative learning model. It aims to make positive changes in learning activities that become active and structured so that teachers can achieve learning goals. Sudjana (2005: 76) states that the method is an overall planning to present language learning material regularly, there is no one part that conflicts with it, and everything is based on a certain approach. The success of learning is determined by the roles of lecturer, students, and appropriate learning method (Darmuki, 2018).

This is in accordance with Yusuf's research (2017) in the results of the study, which states that there is a significant effect of using the method on reading ability. Supported by research conducted by Channa, Mansoor et al (2015) in their research results that in learning reading comprehension it is necessary to use strategies to achieve the expected learning objectives. The strategies applied in reading learning are proven to improve students' reading skills. Coupled with research that is in line, namely the research of Adelnia, Rezvan (2016), which in her research uses innovative strategies and methods proven to improve student learning skills compared to conventional reading teaching methods. Suwarsi (2015) in his research entitled Improving the Ability to Read and Write Javanese Script through the Drill Method. The results of the research that has been done, the application of learning using the drill method can improve the learning outcomes of the fifth grade students of SDN Ngepeh 3, Loceret District, Nganjuk Regency on reading and writing Javanese script.

One method that can be used to improve Javanese script reading skills is by using the iqro method. Iqro comes from Arabic which comes from the word Qoroa Yaqrou Iqro which means reading, reading, and reciting. So, Iqro according to language means to read. The Iqro method is one of the methods that are well known in the community. This method is generally used in the community to learn to read the Koran and the results are quite effective. The Iqro method is a method of reading the newspaper by emphasizing

directly on reading exercises carried out in stages from easy to difficult reading, from simple reading to complex reading (Budiyanto, 1994: 15-18). The Iqro method emphasizes reading practice with several levels, from simple to perfect levels with no need for many tools. This learning is more individual where students read and are listened to by the teacher so that a close relationship is established between students. Besides, the advantages of the iqro method in learning are that students become active in learning activities, and students get help from the teacher according to their needs.

The steps of the activity are learning to read Javanese characters using the Iqro method, namely (1) The teacher delivers the material to be learned about Javanese script using the swara clothing. Furthermore, the teacher divides the class into 6 groups with 4 students per group. The teacher then provides learning material in the form of Javanese script text using the Iqro method equipped with student worksheets for evaluation. (2) The teacher asks questions to students who can read and read Javanese script using a "*sandhanganswara*" Students are then invited to understand Javanese script words that have not been understood by students. (3) The teacher reads the Javanese script in the first column followed by the students. Then the teacher asks the students to read together. (4) The teacher asks students to discuss and practice reading by themselves. Each group has one student who already understands Javanese script reading using a swara cloth. The student helps to listen to the readings of his classmates and teach him to read. (5) The teacher then calls the students one by one to check the students' reading comprehension. The teacher corrects reading errors that are read by students. While waiting for the call, students are asked to practice reading together with their group of friends.

In connection with these problems, the authors are interested in using the Iqro method as an effort to improve Javanese script reading skills.

METHODS

This research is a type of classroom action research. Classroom action research is an effort to examine how the learning activities of a group of students by giving an action that is deliberately raised. This research is a collaborative study between researchers, teachers, students, and other school staff to improve learning processes and outcomes. Classroom action research was carried out to improve the quality of learning by giving actions carried out in a cycle. This research was conducted to improve the ability to read Javanese script reading using the Iqro method. The subjects of this study were students and teachers of Javanese language class IV Integrated MI Tahfizhul Quran Al Mashum. The number of students in the class is 24 students consisting of 11 male students and 13 female students with a teacher as a collaborator, namely Mrs. Sri Erna Widayati, S.PdI.

The data collected is data about the implementation of learning to read Javanese characters in class IV of Integrated MI Tahfizhul Quran Al Mashum both before the action (initial survey) and those who have been subjected to action in each cycle. The data sources were informants, namely (a) Javanese language subject teacher in grade IV, namely Mrs. Sri Erna Widayati, S.PdI, and (b) grade IV students of Integrated MI Tahfizhul Quran Al Mashum. Data collected through teacher data sources include data on the implementation of learning to read Javanese script carried out by teachers in grade IV, the obstacles faced and the efforts taken by the teacher in overcoming obstacles during Javanese script reading activities.

This classroom action research was carried out for 6 months in the odd semester of the 2019/2020 school year from July 2019 to December 2019. Data collection techniques were through observation, interviews, documentation, and field notes. The research instrument used in this study was the observation guide for learning to read Javanese characters using the Iqro method and the guidelines for the assessment of the Javanese script reading test.

Data collection techniques include observation, interviews, documentation, and field notes. The technique of testing the validity of data in this classroom action research uses triangulation, which is one of the methods used to increase the validity of data in research. Triangulation is a technique used to conclude not only from one point of view but with several different methods. The triangulation used in this Classroom Action Research includes data triangulation, source triangulation, and method triangulation.

The data analysis technique used in this research is comparative descriptive analysis and critical analysis techniques. Comparative descriptive techniques are used for quantitative data. Quantitative data were analyzed descriptively by presenting tables and percentages. Observation results obtained through

the observation sheet were analyzed descriptively qualitatively to obtain data about the learning process in more detail. Critical analysis techniques are related to qualitative data which includes activities to reveal the weaknesses and strengths of students and teachers in the teaching and learning process. The results of the analysis are used as the basis for preparing the next class action plan according to the planned cycle.

To measure the increase in students' ability in reading Javanese script is to carry out the post-test I at the end of the meeting in cycle I and post-test II at the end of the meeting in cycle II. Based on the results of the post-test I in the first cycle and the results of the post-test II in the second cycle which was done by the students, the average score was determined. To calculate the average post-test score, the following formula is used:

$$M = \frac{\sum}{N}$$

Annotation :

M = Mean (Average Score)

\sum = Total Student's Score

N = Total Students

To calculate the percentage of classical completeness using the following formula.

$$\text{Percentage of Completeness} = \frac{\text{Jumlah siswa yang tuntas}}{\text{Jumlah Siswa}} \times 100\%$$

A learning process is considered complete if 75% of the total students score more than or equal to the minimum completeness criteria for

that subject. To calculate the percentage of student learning completeness, the following formula is used.

$$\text{Percentage of Completeness} = \frac{\text{Jumlah siswa yang tuntas}}{\text{Jumlah Siswa}} \times 100\%$$

The results of the above calculations were then consulted with the criteria for student learning completeness which were grouped into

two complete and incomplete categories as follows.

Table1.Maximum completeness criteria for Javanese in class IV

CompletenessCriteria	Qualification
≥ 68	Complete

≤ 68

Not Complete

Source:KKM MI Terpadu Tahfizhul Qur'an Al Ma'shum 2019/2020

Qualitative data were obtained from observations and field notes. The step of analyzing qualitative data is by analyzing the observation sheet that has been filled in during the lesson and classifying it with the observer. Field note data were analyzed by examining small notes as learning took place. The data obtained is then presented in a sentence to get a conclusion.

The assessment criteria in the observation sheet of teacher skills in learning activities and student activities are presented in the form of descriptors and given the lowest score of 1 and the highest score of 4.

The median calculation formula according to (Herrhyanto: 2010) with the following calculations.

Q_1 = first quartil, $Q_1 = \frac{1}{4}(n+2)$ for even data

$Q_1 = \frac{1}{4}(n+1)$ for odd data

Q_2 = second quartil, $Q_2 = \frac{2}{4}(n+1)$ for odd data or even data

Q_3 = third quartil, $Q_3 = \frac{3}{4}(3n+2)$ for even data

$Q_3 = \frac{3}{4}(n+1)$ for odd data

Q_4 = forth quartil = T

Annotation :

T = Highest Score

R = Lowest Score

N = Total score (T-R) + 1

Table2.*Assessment Criteria*

Score Obtained	Criteria	Score
$Q_3 \leq \text{score} \leq T$	Excellent	A
$Q_2 \leq \text{score} < Q_3$	Good	B
$Q_1 \leq \text{score} < Q_2$	Enough	C
$R \leq \text{score} < Q_1$	Less	D

The research procedure is a series of research stages from the beginning to the end of the study. This research includes the following steps: (1) preparation, (2) initial study/survey, (3) cycle implementation, and (4) report preparation. The implementation of the cycle includes (a) planning actions, (b) implementing actions, (c) observing, and (d) reflecting.

RESULTS

This chapter will explain the results of research on the application of the Iqro method in

reading Javanese characters. This study consisted of two cycles where each cycle consisted of four stages of research, namely preparation, action, observation, and reflection.

Pre-Action Conditions

The initial conditions were examined by the researchers on Monday, November 16, 2019. The Javanese script teaching and learning activities that took place in the fourth-grade room were calm and orderly. Students occupy their respective seats and get ready to take part in

learning in an orderly manner. Students simultaneously take out Javanese language books and writing instruments to receive lessons.

The learning material describes the Javanese script along with the swara clothing with its name with a time allocation of 1 x 35 minutes. After the class conditions are conducive and students feel ready to receive lessons, the teacher begins learning. The classroom conditioning was first carried out by the teacher by attending the students first. The teacher then starts learning and explains the Javanese script and the swara clothing using the lecture method. Students listen to the teacher's explanation while occasionally noting the explanation given.

Learning begins by explaining the Javanese script which consists of 20 characters. Several students noted important explanations given by the teacher. About 15 minutes the teacher explains about Javanese script and the use of swara clothing. After the teacher delivers the material, students are allowed to ask questions

about things that have not been understood. But students are still passive and no one has asked. After the teacher has finished explaining the material about the Javanese script, the students then practice doing the questions given by the teacher to see to what extent the students' ability to accept the teacher's explanation. While students are working on assignments, the teacher goes around the student desks to help students who are having trouble doing it. After completing work, the teacher and students discuss the students' answers and then provide an assessment to find out the students' understanding of reading Javanese characters.

Learning activities in the class about reading Javanese script until the end of time do not require many active students. Learning ends by providing feedback that has been implemented. The learning outcomes of students reading Javanese characters in the initial conditions are presented in the table below.

Table 3. *Javanese Script Reading Skills Value*

NO	Achievement Results Amount	Total
1	Average Score	49,17
2	Total students with score <68	18
3	Total students with score \geq 68	6
4	Classical Completeness (%)	25 %

The student scores presented in the table above indicate that 18 students still scored below 68 and 6 students scored above 68. The mean score was 49.17 with 25% classical completeness. This data shows that the Javanese script reading skills do not meet the classical learning completeness criteria, namely 80%. Thus the skills to read Javanese script in this initial condition have not achieved the expected goals.

The 24 grade IV students' academic abilities can be categorized as having moderate or sufficient academic abilities. Concerning the reading skills of Javanese characters, the fourth-grade students of the Integrated Madrasah Ibtidaiyah Tahfizhul Qur'an Al Ma'shum (MITTQUM) can be said to have not been able to

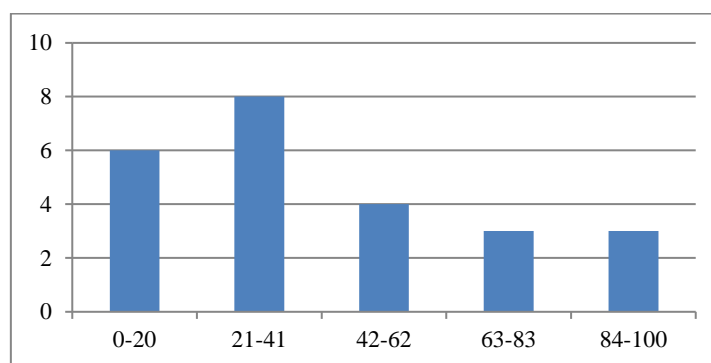
master well. The problems that occur in learning Javanese characters in the classroom are: (1) Most students still have difficulty reading Javanese characters using clothing; (2) some students were unable to concentrate on the material taught by the teacher; (3) Teachers have not maximally used methods in classroom learning; (4) The teacher also has not guided students who have difficulty reading Javanese script using a cloth. The learning methods conveyed by the teacher are not optimal so it is necessary to apply new methods to increase student grades which are still low. The problems that occur above cause student learning outcomes to still not meet the classical completeness criteria by 75%.

Table 4. Frequency Distribution of Pre-cycle Student Learning Outcomes

Score Interval	Frequency	%	Category
84-100	3	13%	Complete
63-83	3	13%	Complete
42-62	4	17%	Not Complete
21-41	8	33%	Not complete
0-20	6	25%	Not complete
Total Score			1180
Averages			49,17
Classical Completeness			25%
Percentage			

The completeness of learning Javanese script reading material using Javanese script using the fourth-grade students of the Integrated Madrasah Ibtidaiyah Tahfizhul Qur'an Al M'ashum

Surakarta is only 25%. The highest score is 100 and the lowest score is 0. The values are presented in the pre-cycle learning outcome interval diagram as follows.

**Picture 1.** Pre-cycle Classical Learning Outcomes Diagram

Cycle I

The activities in cycle I, are divided into three parts, namely the initial, core, and final activities. The first cycle consisted of two meetings with a time allocation of 2 x 35 minutes.

In the initial activity, the teacher communicates learning objectives and motivates students. In the core activities of the teacher, providing information to students about the Javanese script using the Iqro method. Then the teacher forms a study group with 4 members for each group. In the final activity, the teacher evaluates student learning outcomes about the material that has been taught by the teacher.

At the first meeting, the students worked on the task of practicing reading Javanese characters in order from ha to nga who got the *sandhangan swara* barriers a, i, u, ê, é / è, and o. The teacher then calls the students one by one to

listen to whether or not the student's reading is correct. Then the students copy the Latin words using the *sandhangan swara* text on the worksheet made by the teacher. Every single word consists of two Javanese letters that have the same *sandhangan swara* article.

At the meeting, the two students and their groups listened to each other's group friends' reading. Students begin to learn to read one word consisting of two Javanese characters using the same swara cloth. The teacher then calls the students to listen to whether or not the student's reading is correct. Then the students copy the Latin words using the *sandhangan swara* text on the worksheet made by the teacher. Every single word consists of two non-Javanese characters and uses a *swara shandhangan*. The following is a description of the activities in Cycle I.

A. Preparation

Preparations made before learning are as follows.

- 1) The teacher prepares a learning scenario according to the lesson plan. The teacher prepares the Javanese script that is made differently in each cycle so that students can better understand Javanese script reading using *sandhangan swara*.
- 2) Students see Javanese script writing that uses *sandhangan swara*
- 3) The teaching media provided are student worksheets in the form of writing using Javanese script.
- 4) Time for the implementation of the action research action cycle I is one week twice, which is a total of 2 x 35 minutes. The first cycle of meeting 1 was held on Thursday, November 14, 2019, and meeting 2 on Monday, November 18, 2019.
- 5) The instruments used in this study were teacher observation sheets, student activity observation sheets, and written test questions.

B. Implementation

The implementation of learning in cycle I consist of teacher activities in learning and student learning activities using the Iqro method. The steps for the activities are as follows.

- 1) The teacher gives motivation to students to learn the Javanese script. The teacher reminds us of previously learned material before entering new material so that students are better prepared to receive lessons. The teacher conveys the learning objectives that will be achieved by students.
- 2) The teacher delivers the material to be learned about the Javanese script using the swara cloth. Furthermore, the teacher divides the class into 6 groups with 4 students per group. The teacher then provides learning material in the form of Javanese script text using the Iqro method equipped with student worksheets for evaluation.
- 3) The teacher asks questions to students who can read and read Javanese script using the swara cloth. Students are then invited to understand Javanese script words that have not been understood by students.

4) The teacher reads the Javanese script in the first column followed by the students. Then the teacher asks the students to read together.

5) The teacher asks students to discuss and practice reading by themselves. Each group has one student who already understands Javanese script reading using a swara cloth. The student helps to listen to the readings of his classmates and teach him to read.

6) The teacher then calls the students one by one to check the students' reading comprehension. While waiting for the call, students who have practiced reading are asked to practice working on the questions on the student worksheets.

7) The teacher then evaluates the student's work. Students who get the highest scores are congratulated by the teacher to motivate them to be even more enthusiastic about getting better results.

8) The teacher concludes the learning activities with the students and gives homework to learn to read Javanese characters using the *sandhangan swara*.

C. Result of Learning in Cycle I

1) Results of Observation of Student Activities

Based on observational data, the activeness of students in participating in learning and carrying out teacher assignments (a) some students do not want to practice reading the Javanese script material that has been given by the teacher. They choose to chat and play alone while waiting for their turn to read in the group; (b) learning-centered in groups causes the tendency of students to poke high while doing assignments; (c) the question and answer activity has not been carried out optimally. Students dare to answer together but do not dare to answer or submit questions and opinions individually; (d) when doing the exercises, some students still asked questions and cheated on other friends' answers so that the class became noisy; (e) when implementing students progress one by one to read Javanese characters, the other students are very busy and ignore the teacher's assignment to practice reading first while waiting for their turn.

2) Results of Observation Teacher Activities

Teachers can already use the Iqro method in teaching Javanese script. However, the teacher is less able to manage the class so that some students pay less attention to the teacher's explanation. Students who do not understand do

not want to ask further questions and prefer to be passive.

3) Result of Student Test

The results of student tests in Cycle I obtained the following results.

Table 5. Cycle I Test Result Data

No	Score	Frequency	Percentage	Desc
1	<68	7	29,17%	Not Complete
2	≥68	17	70,83%	Complete
Total		24	100%	

Based on the table above, there were 17 students or 70.83% who had completed the learning, while 7 students or 29.17% had not completed it. The results of students in cycle I have not met the criteria for success indicators where learning is considered complete if 75% of the total students score more than or equal to the minimum completeness criteria (KKM).

Student learning outcomes obtained from the written test showed the students' skills in reading Javanese script using the swara clothing still did not meet the 75% success indicator criteria. Because the student learning outcomes have not reached classical learning completeness, the research is continued in cycle II.

D. Reflection Cycle I

Researchers and observers reflect. The results of the reflection are carried out to carry out learning in the next cycle. The results of the reflection in the cycle I are as follows.

1) Preparation

The teacher has made good lesson plans before learning. The teacher has also understood the learning steps using the Iqro method. However, the teacher still looks awkward in doing it. Henceforth, be better prepared.

2) Implementation

In practice, the teacher has carried out their duties properly during the implementation of learning. However, in group activities, the teacher does not clearly explain the rules for playing the students in groups. Shiva also has not been motivated to be active in learning activities. Henceforth, it needs to be improved in class management.

3) Student Learning Outcomes

Cycle II

The activities in cycle II consisted of 2 meetings with a time allocation of 2 x 35 minutes. Activities in cycle II are divided into three parts, namely the initial, core, and final activities. At the first meeting in cycle II, students and their groups listened to one another's group friends' reading. Students practice reading Javanese script words in sequence, each of which consists of six characters using the *sandhangan swara* strings a, i, u, ê, é / è, and o. The teacher then calls the students one by one to listen to the students' reading. Furthermore, the students worked on practice questions about how to sound the *sandhangan swara* and copying Latin Javanese script words on the worksheet made by the teacher. Every single word consists of two non-Javanese characters and uses a *sandhangan swara*..

At the second meeting in cycle II, the students practiced independently reading random Javanese script words using the swara strings a, i, u, ê, é / è, and o. One shuffled one character one *shandhangan swara*. The teacher then calls

several students forward to listen to the students' reading. Then the students worked on the practice questions on how to sound the sandhangan swara and copying Latin Javanese script words on the worksheet made by the teacher. Every single word consists of two non-Javanese characters and uses a *shandhangan swara*. The following is a description of the activities in Cycle II.

A. Preparation

Preparations made before learning in cycle 2 are by making lesson plans with the basic competence of reading Javanese letters using swara (*wulu, suku, pepet, taling, taling tarung*), in this case, the same as learning planning in cycle I.

The Javanese script text used in cycle II is different from the previous cycle. The learning resources used were the Javanese language LKS 4 book, the publisher's CV. Mediatama. The instruments used in this study were still the same as the previous cycle in the form of teacher observation sheets, student activity observation sheets, and written test questions. Learning outcomes test is carried out every cycle at every meeting.

B. Implementation

The implementation of learning in cycle I consist of teacher activities in learning and student learning activities using the Iqro method. The description of the activity is still the same as in cycle I. What distinguishes it is that in Cycle II at

meeting 2, learning activities in class are no longer in groups but individually.

C. Result of Learning in Cycle II

1) Results of Observation of Student Activities

Based on observational data, students' activeness in participating in learning and carrying out teacher assignments has increased, among others, (a) during the learning process, students begin to dare to ask and answer questions from the teacher. Students dare to come in front of the class to read Javanese script; (b) during the test to read Javanese characters in turn, students already want to learn before being called by the teacher one by one; (c) students do the exercises on their own without cheating or asking answers to other friends; (d) students have actively concluded learning outcomes with the teacher,

2) Results of Observation of Teacher Activities

The skills of teachers are increasing in managing Javanese script learning using the Iqro method in the class. The teacher can manage the class and always provides motivation and enthusiasm for students so that they can always be active in learning activities.

3) Result of Student Test

The results of student tests in Cycle II obtained the following results.

Table 6. *Cycle II Test Result Data*

No	Score	Frequency	Percentage	Desc
1	<68	4	16,67%	Not Complete
2	≥68	20	83,33%	Complete
Total		24	100%	

Based on the results of the table above, it can be seen that students who get complete scores are 20 students or 83.33%. Meanwhile, 4 students had not completed it or 16.67%. Students' reading skills in reading Javanese script in cycle II have increased from cycle I to cycle II. The completeness obtained has met the criteria for success indicators where learning is considered

complete if 75% of the students score more than or equal to the minimum completeness criteria (KKM).

D. Reflection Cycle II

1) Preparation

In learning in cycle 2 the teacher has started to get used to teaching Javanese characters

using the Iqro method. The teacher is not awkward in teaching in front of the class. The learning material presented is also increasingly understood by students.

2) Implementation

The teacher is already good at carrying out the task of teaching Javanese characters using the Iqro method. The teacher can guide students in learning. The teacher has also taught the material clearly in front of the class. Teacher motivation to foster a sense of courage and confidence in students is good and has increased.

3) Student Learning Outcomes

Student learning outcomes obtained from the written test in cycle 2 showed that the

students' skills in reading Javanese script using the *sandhangan swara* were good and had met the criteria for success indicators with a percentage of 83.33%.

The aspects that are assessed in the observation of teacher activities are apperception, delivering material, question and answer with students, guiding study groups in discussing and doing assignments, working on questions, and concluding learning outcomes.

The aspects that are assessed in observing student activities are paying attention to teacher explanations, following lessons, answering and asking questions, discussion and question and answer, carrying out assigned tasks, and concluding learning outcomes. The results of the aspects assessed in cycle I are as follows.

Table 7. Cycle I Result

No	Rated Aspect	Meeting I	Meeting II	Increase
1	Teacher Activity	70%	77,5%	7,5%
2	Student Activity	59,78%	68,48%	8,7%

Based on the table of results of the cycle I above, it can be seen that the teaching activity at the first meeting was 70% at the second meeting of 77.5% and an increase of 7.5% so that the average teacher activity was 73.75%.

Student activity at the first meeting was 59.78% at the second meeting of 68.48% and an

increase of 8.7% so that the average student activity was 64.13%.

All of the above aspects have not met the 75% success indicator so that it needs to be reflected for improvement in cycle II.

The results of the aspects assessed in cycle II are as follows.

Table 8. Cycle II Result

No	Rated Aspect	Meeting I	Meeting II	Increase
1	Teacher Activity	85%	87,5%	2,5%
2	Student Activity	77,05%	83,00%	5,95%

Based on the table of the results of the cycle I above, it can be seen that the teaching activity at the first meeting was 85% at the second meeting of 87.5% and an increase of 2.5% so that the average teacher activity was 86.25%.

Student activity at the first meeting was 77.05% at the second meeting of 83.00% and an increase of 10% so that the average student activity was 80.02%.

The data above shows that all aspects have met the indicator by 80% and are declared complete. Student learning outcomes have also

reached classical learning completeness, so researchers do not need to continue to cycle III.

Table 9.*The Average Value of Javanese Script Reading Skills*

Total Students	Average Skills Score	
	Reading Javanese Script Cycle I	Cycle II
24	83,75	84,17
Total Students with Score <68	7	4
Total students with Score ≥68	17	20
Classical Completeness (%)	70,83 %	83,33 %

From the table above, it is known that the results of Javanese script reading skills have increased from cycle I to cycle II. In the first cycle, 10 students (42%) scored ≥68. Meanwhile, 14 students (58%) scored <68. In the second cycle, there was an increase with students who got ≥68 as many as 22 students (92%). While students who get a value <68 are 2 students (2%).

In the first cycle of student learning outcomes in Javanese learning aspects of reading Javanese script using the Iqro method obtained an average value of 83.75 with classical completeness of 70.83%. The number of students who completed was 17 students while 7 students had not met the completeness score. The student's highest score is 100, and the lowest score is 40.

The factors that caused the 7 students to be incomplete were (1) the students were less active in question and answer activities, (2) the students had not memorized the Javanese script as a whole, (3) the students were still confused about distinguishing the Swara articles in reading Javanese characters. Based on these findings, several actions were taken by the teacher to overcome these problems, including: (1) doing more reinforcement and motivation so that students have the confidence to ask questions and express their opinions, (2) increase the practice of doing Javanese word practice questions, (3) explaining again about reading Javanese characters using the swara strings, (4) reminding before the lesson begins about the Javanese script form material along with the swara text, (5) appointing students to

work on the questions, and (6) giving assignments at home to memorize Javanese characters along with swara's clothing.

In cycle II student learning outcomes in Javanese learning aspects of reading Javanese script using the Iqro method obtained an average value of 84.17 with classical completeness of 83.33%. The number of students who completed was 20 students and there were still 4 students who had not met the completeness score. The student's highest score is 100, and the lowest score is 30.

The factors that caused the 4 students to be incomplete included the 4 students' lack of memorization about the kinds of Javanese script and the swara clothing. Therefore, the teacher provides a follow-up in the form of giving assignments at home to memorize Javanese characters along with the swara articles.

Based on this explanation, there was an increase in learning outcomes and an increase in classical learning completeness from cycle I to cycle II from 70.83% to 83.33%. The learning outcomes indicate that overall students can read Javanese characters well. These data indicate that the learning outcomes of cycle II have reached the predetermined indicators, namely 83.33% of students achieved minimum completeness in Javanese subjects, namely ≥68.

DISCUSSION and CONCLUSIONS

The research concludes that based on the results of the research that has been analyzed, it can

be concluded that the application of learning to read Javanese characters using the iqro method can improve Javanese script reading skills in grade IV students of the Tahfizhul Qur'an Al Ma'shum Integrated Madrasah Ibtidaiyah Surakarta. This is evident from the student learning outcomes in Javanese script reading skills that have increased from cycle I to cycle II. In the first cycle, the student learning outcomes were 70.83%, and the second cycle was 83.33%. The increase from cycle I to cycle II was 12.5%. The completeness obtained has met the criteria for success indicators where learning is considered complete if 75% of the students score more than or equal to the minimum completeness criteria (KKM).

It is suggested that the results of the research can be an input for educators and educational activists to find appropriate learning strategies to improve reading skills using application of the iqro method.

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