Improving The Writing Skills Of Jawi Connection Letters Of Students With Learning Disabilities Using The Finger Step

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Abstract: This study aims to improve the skills of writing Jawi letters in the future in the subject of Islamic Education. This skill is one of the foundations in the Jawi component of Islamic Education for learning problems. The study involved two 6th grade students learning. The researcher focused this study on the skills of connecting Jawi writing forward only because students are still unable to master the connecting writing in Jawi writing. The pre-test conducted showed that both students faced the same problem of not being able to connect the Jawi letters correctly. Therefore, the finger spike method was introduced to overcome the problem. After the intervention was conducted based on the Action Research Model from Kemmis and Mc Taggard, testing was conducted again. The results of the postal test conducted found that the students were able to write the Jawi letters of the front extension correctly.

1. INTRODUCTION

Jawi writing is gaining ground in our society at this time. The uniqueness of his writing and writing style makes Jawi interesting and able to create excitement when learning it (Kurosaki, 2013). Recognizing the importance of this writing as a national treasure, the Ministry of Education Malaysia has made Jawi as one of the components in the subject of Islamic Education in schools throughout Malaysia. Not left behind in studying this writing are students with special needs (MBK). Jawi is also used as the basis of learning in the subject component of Islamic Education for Special Education with Primary School Learning Disabilities. Indeed, the disclosure of Jawi writing is very important so that MBK can also participate in the effort to uphold this full heritage writing.

2. BACKGROUND OF THE STUDY

Learning Jawi is very important in improving students' skills to write well. This is because the art of writing makes it unique and has different letter forms (Dinsenu, 2010). As a result, the way he writes is also different. In addition, Jawi writing also has a letter connection method, which is not found in Rumi writing (Alwee, 2005). Writing skills extension of this letter will not only help develop fine motor skills of students, but also can help in the reading of Al-Quran in principle because Java is a continuation of the writing and reading of the letters of the Arabic tailored to English (Rashid et al., 2019).

For the students of class 6 Learning, Jawi lessons are very exciting for them because they can write other writing arts that are found in other subjects based on rumi writing. Their ability to recognize Jawi letters to some extent facilitates the writing of single Jawi letters. However, in the teaching and facilitation process carried out, they have problems in connecting the Jawi letters into words. Classroom management as well as teacher leadership is one of the ways to improve students 'skills (Norazmi et al., 2019; Norazmi, 2020; Fauziyana et al., 2021; Zaid et al., 2020; Zaid et al., 2021). To overcome this problem, this action research was conducted to provide a method called Fingerprint to make Jawi letter connection skills easier.

3. ISSUES AND FOCUS OF THE STUDY

The problem faced by the 6th grade students of Learning is not being able to do the connection of the Jawi letters in their writing. This problem will then cause them to not be able to write correctly and affect their reading of Jawi later. In the Islamic Education syllabus Special Education Learning Disabilities Level Two (Years Four to Six) has set the learning of Jawi as one of the elements in learning. Pupils also need precise exposure in learning management and the need for trust (Azlisham et al., 2021; Aminah et al., 2021; Ishak et al., 2021; Rosnee et al., 2021; Roszi et al., 2021) . Therefore, students need to master the basics of Jawi, namely

recognizing letters, connecting letters in writing and also reading Jawi. Pupils in this class have no problem in recognizing Jawi letters and writing them singly, however they have problems when letter connection learning is carried out (Mohd Norazmi et al., 2021; Nik Nurharlida et al., 2021). Every time a PDPc session is conducted related to Jawi writing, letter connection problems occur significantly. They also expressed the same thing when learning and training were given. Therefore, this action research focuses on the writing of the front (basic) continuation of Jawi writing.

4. OBJECTIVES AND QUESTIONS OF THE STUDY

4.1 Objectives of the Study

Improving the writing skills of 5 categories of Jawi letters front extension of 6th grade students Learning using the Fingerprint method.

4.2 Research Questions

Is the Fingerprint method able to improve the writing skills of 5 categories of Jawi letters front extension of 6th grade students Learning?

5. TARGET GROUP

This study involved two students of class 6 Learning. Both of them are special needs students (MBK) with learning difficulties (BP). The first student is 12 years old and has specific learning problems such as poor mastery of learning and lack of intellectual ability. Another student is 13 years old and has dyslexia which is confusion in distinguishing letters. For learning Jawi, both of them are in the category of good in recognizing letters but weak in connecting letters in Jawi writing.

6. STUDY METHODOLOGY

The research methodology used is:-

6.1 Observations

The attitude of students is seen directly in the classroom during the teaching and learning (T&L) activities of Islamic Education Jawi component.

6.2 Pre -Test

Tests conducted before the intervention began to identify the initial level of skill mastery.

6.3 Response in Teaching and Learning Activities

Student responses during the intervention using the Finger Spike Method were conducted.

6.4 Post Test

Tests conducted after the intervention to assess skill improvement.

7. THEORY OF STUDY

This study underlies Thorndike's Operant Conditioning Learning Theory also known as trial-error theory. This theory was put forward by Edward L. Thorndike in 1911. Thorndike (1911) divides the law of learning into three parts namely the Law of Readiness, the Law of Training and the Law of Effect.

The Law of Readiness is the ability of an individual in himself to initiate a learning activity. This law explains that the condition of the student in his preparation determines whether they like to do an activity or vice versa. If linked to this study, students are always willing to do activities and basically like to learn. While the Training Law states that the more certain exercises are carried out, the stronger the memory and skills learned. In this study, the finger stamping method is used as a stimulus to move the students' training. The more often the practice is done, the easier it will be for the student to learn it. The Law of Effect states that the bond of a stimulus with a response will be stronger if the individual obtains a satisfactory effect after the response is produced. This provides an indicator that if students are able to answer correctly each time the exercise is conducted, they will be more willing to continue it.

8. IMPLEMENTATION OF THE STUDY

8.1 Problem Overview

Preliminary surveys were conducted on their learning and attitudes during learning for Jawi letter extensions. Pupils do not seem to know how to connect the letters correctly. When taught how to write connections correctly, they still make mistakes by connecting in the wrong and untidy way. The training given also shows the wrong way of connection.

8.2 Problem Review Analysis

Based on the training given and the review of the students' training to review the problems that caused the students to fail to write the front end of the Jawi letters as contained in Table 1.

Table 1: Problem Survey Analysis

NO	PROBLEMS	PERCENTAGE (%)
1	Incorrect connection	90%
2	Packing	80%
3	Incorrect single letter spelling	30%
4	There is no self -confidence	50%

8.3 Actions Taken

Based on the observation analysis and the student training review report mentioned above, intervention actions were carried out. Pre -test specifically for this letter connection problem was conducted by providing 10 questions for the front extension of Jawi letters. Then, students are given an intervention by showing the method of finger stamping in determining the front connection area for a letter writing. Practices are conducted in 5 phases for each letter extension category. A specific Post Test is given by reusing the Pre Test questions to be answered by the students. Post Test results are recorded.

8.4 Results of Observation and Evaluation

Based on the observations during the intervention, the students were so excited to do the Jawi connection activity with the Fingerprint. This is because the method is simple and only uses your own fingers. Pupils, on the other hand, seem to automatically use their fingers every time a letter connection activity is carried out. This proves that it can attract students and increase their confidence. Based on the pre and post tests, there was a high increase in terms of student scores. Fingerprinting Interventions are performed as follows:

i. Step One: Teacher shows 2 combined letters of category 1 (ba, ta, tha, nun, nya) with vowel letters (alif, wau and ya)

ii. Step Two: Pupils write category 1 letters (ba, ta, tha, nun, nya) and vowel letters (alif, wau and ya) side by side.

iii. Step Three: Pupils stick (place) their index finger at the end of category 1 letters (ba, ta, tha, nun, nya) until the letters are half closed.

iv. Step Four: Pupils mark the part of the letter that is covered by the Finger and erase the end of the letter.

v. Step Five: Pupils draw a line from the deleted letters directly to the vowels.

vi. Step Six: Repeat steps first to fifth with a combination of category 2 letters (jim, ha, kho, ca), category 3 (sin, syin, shod, dhod), category 4 (fa, qaf, pa) and category 5 (kaf, ga, lam, mim) with vowel letters (alif, wau and ya).

9. FINDINGS OF THE STUDY

After 5 phases of the intervention were conducted, there was a good improvement in the evaluation for the Pre - Test and Post -Test for this action research. The results of these tests are as in Table 2.

Table 2: Student Achievement in Pre Test and Post Test

Murid	Ujian Pra	Ujian Pos	Peningkatan (%)
M1	1/10	9/10	80%

| **M2** | 2/10 | 8/10 | 60% |

Based on Table 2, it can be stated that there is a significant improvement for both students on the mastery of Jawi writing by forward continuation. For M1, an increase was recorded of 80% where the post test recorded a score of 9/10 compared to the pre test only 1/10. Similarly, M2 recorded an increase of 60% with a post test score of 8/10 compared to the pre test 2/10. This improvement indicates that the Fingerprinting interventions implemented on them are having a good and meaningful effect.
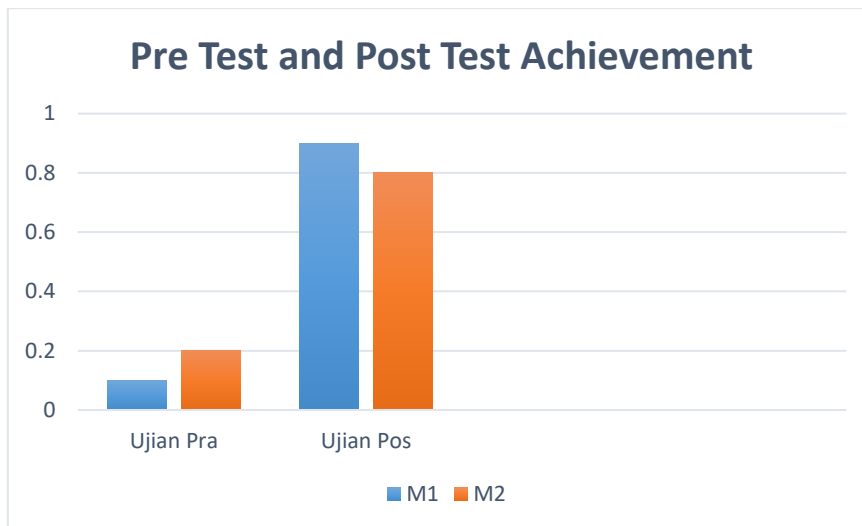
10. REFLECTION OF THE STUDY

10.1 Assessment of Student Achievement

The steps in this Fingering Intervention can run smoothly and effectively. It can be seen that with this intervention conducted, the students were able to improve the marks in their tests, which showed that they had successfully mastered the forward connecting method for the Jawi letters basically.

10.2 Summary of Observations

The Fingerprint Intervention for the teaching of Jawi letter connection also proves that it can attract students to learn. This intervention also makes students cheerful in their learning. An atmosphere of healthy competition ensued as well as good cooperation. By using only their own fingers, it is easy for students to apply it to all categories of Jawi letter extensions. Pupils also feel confident with the answers they write.

10.3 Teacher Teaching Reflections

The teacher's teaching session has also succeeded in achieving the expected objective that students can write the front extension of Jawi letters correctly. Several times oral questions were asked to students related to their understanding of Jawi writing on this basis, the response given by students was very good. Similarly, some oral questions asked such as 'do you enjoy writing Jawi?', 'Do you like writing Jawi?' And 'want to do more Jawi writing ?, found a positive response from the students.

11. RECOMMENDATIONS FOR CONTINUING ACTION REVIEW

This activity carried out with the Fingerprint intervention gave the expected effect in writing the front extension of Jawi letters. Therefore, if there is another opportunity, the next action research will be conducted by involving the middle connection and the back connection of the Jawi letters. In addition, the study may also be extended to other level 2 students.

12. CONCLUSION

Learning Jawi in general and writing Jawi in particular is an effort to preserve the earliest writing art heritage in our civilization. Mastery of Jawi writing is an important thing in the education of Malaysians and it is necessary to make this art close to our society. Therefore, the preservation of this writing through learning in school is

very important in achieving that goal. Not only normal students, even students with special needs should also be given attention in mastering this writing. With the mastery they have, the learning of Islamic Education Special Education Learning Disabilities will become more meaningful.

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