

IMPLEMENTATION OF INDIVIDUAL LEARNING METHODS IN READING LESSONS AT TADIKA TAHFIDZ NUR FURQAN MALAYSIA

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Abstract

This research aims to analyze the implementation of individual learning techniques in early childhood reading lessons at Tadika Tahfidz Nur Furqan in Malaysia. A descriptive research design was employed, utilizing a qualitative approach. Data was collected through diverse methods, such as observation, teacher and administrator interviews, and documentation. Research conducted at Tadika Tahfidz Nur Furqan has shown that incorporating individualized learning methods in reading lessons is an effective strategy for tailoring the learning experience to each student's unique abilities. This approach facilitates rapid development, encourages parental involvement as tutors, provides customized learning content, and allows teachers to monitor student progress through individualized notebooks. However, it has been discovered that there are certain obstacles to introducing personalized learning techniques in reading lessons for young children. These obstacles include the need for parental involvement, accommodating diverse student needs, and managing time constraints in large class sizes. Despite these challenges, the research provides valuable insights into the advantages and limitations of incorporating personalized learning methods into early childhood education. This study emphasizes the importance of tailoring learning to individual abilities, rapid development, parental involvement, provision of customized learning materials, and monitoring of individual development.

Keywords: Implementation; Individual Learning Method; Reading Lesson.

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INTRODUCTION

Education is a conscious and planned effort to provide guidance or assistance in developing the physical and spiritual potential given by adults to students to reach maturity and achieve goals so that students are able to carry out their life tasks independently (Hidayat & Abdillah, 2019). Based on the meaning of education, one of the main assets that everyone must have to achieve success in life is education. Education is available to anyone without age restrictions. Education is an activity that is carried out throughout life, from early childhood to old age.

A good education system will produce good quality education. The quality of a country's education greatly determines the progress of the country, because quality education will produce quality human resources. We can see this from the majority of countries that are ranked at the top of the world's best education system, have the status of developed countries. Children are state assets that must be given quality education in order to grow into quality human resources in the country. This is the basis that quality education is very important to be given starting from an early age.

Malaysia is ranked second as the country with the best education system among ASEAN countries based on U21 2020 (Aisyah, 2021). As a country that has a good education system, Malaysia pays special attention to early childhood education through the Standard Preschool Kebangsaan Curriculum (KSPK) implemented in the country. There are six main aspects that form the framework of this curriculum, namely communication, spirituality, attitudes-values, humanity, self-skills, physical-aesthetic development, and science-technology (Malaysia, 2017).

Based on these six aspects, one of the most fundamental aspects of early childhood growth and development is the communication aspect. The purpose of this aspect of communication is to create a generation proficient in literacy. According to this aspect, there are two languages that must be taught in preschool education, namely Malay and English and two selected languages based on the school curriculum, namely Mandarin and Tamil. Preschool education in the aspect of communication emphasizes children's proficiency in language (communicating) and reading using these languages. This is so that children are ready when entering the next stage of education. KSPK explained that reading proficiency is very important for early childhood.

In general, the age of children for preschool education in Malaysia is 4 to 6 years old. This age is the best age to teach children to read. This is supported by Montessori's statement in (Herlina, 2019) that is, children aged 4½-6 are in a sensitive period to learn to read, because they already have reading readiness or an emerging interest in reading. There are some methods can be used in teaching reading to children aged 4 to 6, one of the method is the individual learning method. The individual learning method is a teaching method that focuses on providing assistance and tutoring to each student individually (Wibawa, 2009). Vembriarto said that to realize the recognition of individual differences, the principle of the school curriculum must be continuous progress. The principle of continuous progress allows students individually and continuously to follow educational programs aimed at achieving optimal personal growth so that fast or intelligent students are not hampered by their friend who is inferior in interest or intellectual power and a less intelligent *protégé* do not have to keep up with the pace of a child who is more gifted in his abilities and interests for a field of educational activity (Mularsih, 2007). According to characteristics and needs of different children, the individual learning method is very appropriate to be used in reading lessons for children aged 4 to 6. This also makes it easier for teachers to see the development of children and in determining the right treatment for each child.

One of the preschool institutions that emphasizes individual learning methods in reading lessons for children aged 4 to 6 is Tadika Tahfidz Nur Furqan. In its implementation, Tadika Tahfidz Nur Furqan collaborates with parents to replace the role of teachers as tutors at home. The reason for this is that early childhood learning necessitates tutor guidance in order to foster independence. This statement is supported by Lev Vygotsky's theory called Scaffolding theory which consists of giving a child a large amount of help during the early stages of learning, then reducing that help and giving the child the opportunity to take over greater responsibilities once he is able to do it himself. Help provided by teachers (tutors) can be in the form of instructions, warnings, encouragement to describe problems in other forms that allow students to be

independent (Tamrin et al., 2011). This theory is also supported by the existence of a system of mutual teaching (peer tutors) carried out by students, where students who are faster in reading will help their friends who are slower in reading.

In this study, researchers were interested in exploring the individual methods applied in reading lessons in Kindergarten. The aspects explored by researchers are the background of choosing this individual learning method, the application process, strategies in application, assessment systems, and obstacles in its application. After deepening, the researcher will analyze the advantages and disadvantages of applying individual learning methods in reading lessons at Tadika Tahfidz Nur Furqan.

METHODOLOGY

The location of this research is Tadika Tahfidz Nur Furqan which is located at 1257, Jalan Sepakat, Kampung Sungai Seluang, 09600 Lunas, Kedah, Malaysia. The time set in this study is from August 6 to 26, 2023. The reasons for choosing Tadika Tahfidz Nur Furqan as a place of research are 1) The existence of reading lessons carried out every day in early childhood and 2) The use of individual learning strategy in reading lessons.

The type of research used in this study is qualitative research with a descriptive research design. This qualitative research is field research, namely research that collects data and information Carried out directly at the location or object to be studied (Akrim & Harfiani, 2019). Qualitative research emphasizes the aspect of in-depth understanding of a problem rather than looking at the problem for generalization research (Prasetia, 2022). The informant in this study was the head of tadika as a manager, and one of the teachers as a direct teacher of early childhood reading lessons in tadika.

The techniques carried out in collecting data in this study are techniques 1) Observation, researchers observe the process carried out by teachers in the application of individual learning methods for reading learning in early childhood in Tadika Tahfidz Nur Furqan, 2) Interviews with tadika heads and tadika teachers as key respondents for researchers to obtain information about the application of individual learning methods in early childhood reading learning at Tadika Tahfidz Nur Furqan, 3) Documentation, researchers also need documentation data, such as child development documents, photos of learning activities and reading textbooks used in Tadika Tahfidz Nur Furqan.

Analysis of data used in qualitative research is carried out at the time of collecting data, and after completion of collecting data within a certain period. The data analysis technique used in this study is the dat analysis model of Miles and Huberman in (Wanto, 2017), where data analysis consists of three lines of activities that occur simultaneously, namely: condensation (reduction) of data, presentation of data, drawing conclusions. After the data collection process, researchers condense data so that the data presented is not too broad, then researchers present data in the form of the results of elaboration of information obtained by presenting several related theories, then the last stage of the researcher draws conclusions from the results of the research conducted.

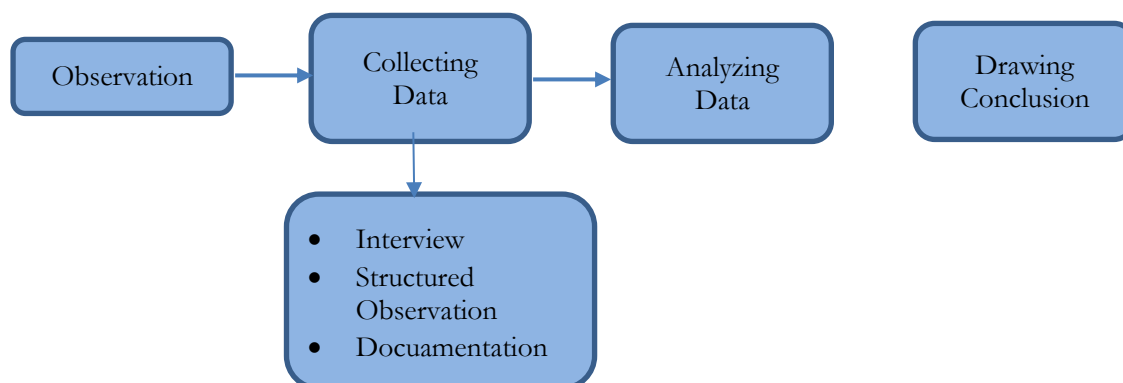


Figure 1. Research Flow

RESULTS AND DISCUSSION

Implementation of Individual Learning Methods in Early Childhood Reading Lessons at Tadika Tahfidz Nur Furqan

Every human being is born under different conditions in terms of nature, ability, thinking, family status and environment. This is what makes humans born in unique and special circumstances. To appreciate these differences, individual learning is important to ensure that students can learn at a level that is appropriate and compatible with their own. Therefore, teachers can recognize and understand their level of mastery and find suitable methods to help them learn more optimally. The method that has been most effective in learning to read is the individual learning method where the teacher can see the development and needs of the child individually and can use the right techniques to meet the needs of the child. Tadika Tahfidz Nur Furqan has been using personalized learning methods for reading lessons since 2014.

Russell in (Mularsih, 2007) states that individual learning is better known as individualized learning or self-instruction, which is learning that is organized in such a way that each student is involved at all times in the learning process with the things that are most valuable to him as an individual. Individual teaching is an attempt to provide optimal learning conditions for each individual. Individualized learning is carried out in the classroom with more attention to individual differences of students. Learning activities are adjusted to the level of student development so that the subject matter is adjusted. There are four types of methods in individual learning (Winkel, 1989), namely 1) programmatic learning, 2) learning with tutors, 3) complete learning and 4) learning with modules.

The type of individual learning method applied in reading learning at Tadika Tahfidz Nur Furqan is an individual learning method with a tutor. This can be seen from the reading learning process carried out. Tutor in learning is a teacher, which is a person who teaches knowledge, skills and attitudes to students or students (Inayah, 2017). The role of the tutor in the reading learning process is held by the teachers, friends and parents of students.

Implementation Process

Reading is a mandatory routine for every student attending Tadika Tahfidz Nur Furqan. The reading lessons are implemented through two methods. Firstly, students watch videos in the classroom to introduce them to the basic contents. The time allocated for these videos is three hours per week. Secondly, students learn to read individually under the guidance of their homeroom teacher who provides new content. Each student has different levels of reading ability, so new content is delivered individually. For individual reading with teacher, students are given one hour per day which is divided according to their needs. When there are students who are studying with the homeroom teacher, students who are proficient will be assigned to help students who are slow in reading while waiting for reading hours to finish. Students will be evaluated daily on their progress in mastering the level of reading ability. Students with a high competitive nature will always compete to read well so as not to fall behind other peers.

At Tadika Tahfidz Nur Furqan, a holistic approach to literacy is taken, and this is exemplified by the four distinct types of reading contents offered to students. These reading programs are carefully designed to cater to various linguistic and cultural aspects, ensuring a well-rounded educational experience for the young learners. 1) Reading Malay: The curriculum begins with fundamental spelling exercises, laying a solid groundwork for students. As they progress, they delve into reading Malay stories. This approach not only helps them master the language but also fosters an appreciation for the rich literary tradition of the Malay culture. 2) Reading English: The program for reading in English commences with the introduction of basic vocabulary and simple words. As students become more proficient, they advance to reading English stories. This gradual progression helps them become confident readers in a language that has global significance, opening doors to a wider world of literature and knowledge. 3) Reading Jawi Script: A unique and culturally significant aspect of the curriculum is the reading of Malay written in the Jawi script. The journey starts with the learning of elementary Jawi letters, enabling students to read and understand the historical texts written in this script. As they advance, they explore Jawi stories, thereby connecting

with their cultural heritage and history. 4) Iqra Reading: The Quranic reading program introduces students to the hijaiyah letters, which are the building blocks of the Arabic script used in the Quran. This foundational knowledge equips them with the skills needed to read and understand the Quran, promoting a strong connection with their faith and spirituality.

The four contents must be discussed in an hour. In order to cover all four materials within an hour, it is necessary to divide the time according to the number of students in each class. For instance, if there are 10 students in one class, then 60 minutes will be divided into 6 minutes per student in order for them to learn all four contents. However, when there are students who are fast in reading and can complete the content in less than 6 minutes, then that time will be used for students who are slow in reading. The amount of learning content given to a student depends on their learning speed. If the student can learn quickly, one page of content will be provided per topic. However, if the student learns at a slower pace, only two lines of content will be given. Also, the next content will not be given if the student has not mastered the previous one. If a student is able to learn quickly, they will advance to the next content every day. However, if a student is slow, the content will be repeated until they have a good understanding of it. It is not uncommon for some students to take up to three days to fully grasp a concept before moving on to the next content.

The teacher follows a specific method for individual learning. First, the teacher reads the content. Second, students listen and follow along with the teacher until they reach fluency in reading the content. Third, students are assigned to practice reading the content at home. Fourth, the students will be tested on the content from the previous day. Fifth, if the students have reached fluency, the teacher will move on to read new content. If not, the content will be repeated the next day until fluency is achieved. And if students are fluent in reading, then students will only read a book of their own choice to the teacher as much as one page every day without being guided. This is in accordance with the theory of Scaffolding introduced by Lev Vygotsky, where at the beginning of learning students need a lot of help in learning and slowly the help will be reduced until finally students no longer need help (able to be independent) in learning (Tamrin et al., 2011).

Strategies

Scaffolding theory is used to help students achieve fast reading progress in interaction with tutors. Teacher strategies are employed to achieve this goal, the first one is Building good communication and cooperation with the parents of each student. Teachers will report the progress of each student to their parents at least once a week. The role of parents in learning to read is crucial, as they act as tutors for students at home. Therefore, parents should be actively involved in assisting their children at home. It is generally observed that there are considerable disparities in the reading abilities of students depending on whether their parents act as home tutors or not. This difference can be noticed in the academic performance of students in kindergarten. On average, students whose parents act as home tutors demonstrate more advanced academic skills than those whose parents do not participate in home tutoring. It has been proven that parents play an equally important role as tutors, just like teachers. This strategy is also in line with the results of research conducted by Pernando which proves that the role carried out by parents to their children such as educating, guiding, directing, nurturing, and most importantly as a good example for their children. So that as a result, the development and progress of student learning has increased, especially in reading and writing (Pernando, 2019).

The second strategy is the teachers provide extra reading classes for students who are slow in reading, and this additional hour is usually conducted after the main class is over, that is when students wait for pick-up to go home. Any spelling, grammar, or punctuation errors have been corrected. This is considered effective and also in line with research conducted by Muhardini where in this study it was stated that the addition of learning hours outside school hours would have an impact on increasing student achievement (Muhardini, 2018).

The third strategy is creating a cross-learning system, where teachers make pairs learn every week. This pair consists of one student who is fast in reading and one student who is slow in reading. Students who are fast in reading will help teach their friends who are slow in reading. This

strategy is also in line with the results of research conducted by Pusparani which states that the role of peer tutors is effective in improving early childhood reading skills (Pusparani, 2018).

The last strategy is the selection of books for early childhood reading lessons is crucial. Kindergartens use interesting and easy-to-understand textbooks for students aged 4 to 6. This is also stated in Tajuddin's research which states that the selection of interesting learning media is very important to stimulate interest in early childhood learning (Tajuddin, 2014).

Assessment Systems

In the classroom, teachers have implemented a highly effective system to monitor and evaluate the reading progress of each student. To achieve this, the teacher provides every student with an individual track record book. The teacher records the outcomes of each student's reading journey, including details on the last reading material the student completed, their daily progress in comparison to the previous day, and the methods used to introduce new reading content. Teachers also use assignment notebooks where parents must fill in everything the child has done in repeating his lesson at home.

This meticulous system of record-keeping enables the teachers to keep a close eye on the development of every student's reading skills and ensures that no one falls through the cracks. Each student's unique learning journey is accounted for, and we can tailor our teaching approach to suit their needs and capabilities. These individual records serve as a valuable resource for tracking progress and shaping our teaching methods and strategies. Ultimately, this leads to more effective and personalized education for all our students. This result will be informed to the parents weekly. This assessment system with individual track record books was revealed effectively by Khairunnisa in his research related to the evaluation of early childhood learning where student track record books are often referred to as students' portfolio (Khairunnisa, 2019).

Obstacles

At Tadika Tahfidz Nur Furqan, the approach of individualized learning with dedicated tutors for reading has undeniably shown its merits, but it hasn't been devoid of challenges during its implementation. Based on the results of interviews with teachers who teach at Tadiaka, it can be concluded that the obstacles in the implementation of individual learning methods in this reading lesson are:

Firstly, the program encounters hurdles stemming from a lack of parental involvement. Many parents are unable to actively participate in their child's tutoring sessions due to the demanding nature of their own lives. This lack of engagement often results from their busy schedules and various commitments, making it difficult for them to contribute effectively to their child's progress in reading.

Secondly, the program faces difficulties in catering to the needs of students with special requirements. Some students exhibit unique learning needs, such as those with autism or speech impairments. These cases necessitate tailored teaching techniques and a more patient, specialized approach. The challenge for teachers lies in delivering content that addresses these specific needs effectively. Failure to do so may cause these students to lag behind their peers in terms of reading proficiency.

Nevertheless, the overall success of implementing individualized learning methods for reading at Tadika Tahfidz Nur Furqan cannot be understated. Approximately 95% of the program's graduates have exhibited commendable reading skills, a testament to the efficacy of this approach. The remaining 5% who continue to face reading challenges primarily consist of students with special needs, including those with autism, speech impairments, and related conditions. For these students, the program's emphasis on individualized learning has undoubtedly paved the way for significant progress, even though their journey towards reading proficiency might require a bit more time and specialized attention.

Advantages and Disadvantages of Implementation of Individual Learning Methods in Early Childhood Reading Lessons at Tadika Tahfidz Nur Furqan

After conducting thorough research, an in-depth analysis of Tadika Tahfidz Nur Furqan's individual learning method for early childhood education reveals a range of advantages and disadvantages that demand careful consideration.

One of the key advantages of implementing individualized learning methods in reading lessons at Tadika Tahfidz Nur Furqan is the flexibility it affords. By tailoring the learning process to each student's unique abilities and needs, teachers can ensure that every child learns at a level that aligns with their individual potential. This personalized approach often leads to superior educational outcomes. Furthermore, individual attention is provided to each student, catering to both fast learners and those who require additional time to grasp the content. This is in accordance with Rosyada's statement in (Yusuf, 2017) which states that effective learning must adjust the material and outcome expectations to the level of maturity and background of students. Learners also need to feel positive progress in their learning process. This congruence helps create more effective and rewarding learning. The involvement of parents as home tutors is another significant benefit, as it fosters a strong collaboration between the home and school environments, ultimately enhancing the chances of academic success. Adapting learning contents to suit each student's abilities promotes their engagement with age-appropriate content, spurring greater interest in learning. This is in line with research conducted by Valenza which states that the role of parents in improving children's learning achievement is as a caregiver/educator, guide, motivator, and facilitator (Valeza, 2017). The use of individual track record books allows teachers to effectively monitor students' progress and provide timely feedback, contributing to ongoing development. This is in line with research conducted by Nurlaili where she mentioned that the portfolio is one of the instruments to determine the achievement of children's growth and development so that educators can provide feedback that suits children's needs (Nurlaili, 2019).

However, based on the results of the analysis of the information that has been obtained, the application of individual learning methods at Tadika Tahfidz Nur Furqan is not without challenges. One notable drawback is the limited parental engagement, which can be especially problematic for students requiring supplementary support outside of school. Parents may not always possess the necessary availability or expertise to serve as effective tutors for their children. Additionally, accommodating the diverse learning needs of students can pose a significant challenge for teachers, particularly when it comes to supporting students with special needs. This can inadvertently result in unequal learning opportunities for various students, which is an issue that demands careful consideration. Moreover, individualized learning methods necessitate teachers to invest substantial extra time and effort in managing the varying learning requirements of each student. This task can be particularly daunting for educators, especially when dealing with larger class sizes. Inadequate time allocation for these individualized tasks can lead to ineffective outcomes, highlighting the importance of time management and resource allocation for the successful implementation of such methods in the classroom. Therefore, it is crucial to address these challenges and strike a balance to ensure that the advantages of individual learning methods can be maximized while mitigating their potential drawbacks.

CONCLUSION

Overall, the implementation of the individual learning method applied by Tadika Tahfidz Nur Furqan was successfully applied well based on the Scaffolding theory. This is evidenced by the help of tutors who are really applied gradually. This gradual application can be seen from the beginning of learning where students need teacher guidance as tutors with a 100% assistance capacity until slowly reduced to 5%.

The implementation of individual learning methods has the advantage of adapting learning to student abilities, but also has challenges in terms of parental involvement and handling students' special needs. In the context of Tadika Tahfidz Nur Furqan, the implementation looks quite successful with most graduates having good reading skills, but still need to pay attention to students with special needs and parental involvement.

At Tadika Tahfidz Nur Furqan, individual learning methods are applied in reading lessons with the following advantages 1.) This method enables learning to be adapted to individual abilities, allowing every student to learn at a pace that suits their potential, 2) It facilitates faster student development, and provides necessary support for those who need additional time to comprehend the material, 3) Involving parents as tutors at home enhances cooperation between school and home, which in turn increases the likelihood of academic success, 4) learning materials that are tailored to students' abilities can generate greater interest in learning, and 5) the use of individual track record books can aid in monitoring the progress of each student individually.

There are several disadvantages to using individual learning methods in reading lessons at Tadika Tahfidz Nur Furqan 1) the lack of parental involvement as a tutor at home can be a significant obstacle, especially for students who require additional guidance at home, 2) difficulties in handling student diversity, particularly those with special needs, can create gaps in learning ability and 3) limited time becomes a challenge when the class has a large number of students.

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