Indonesian Journal of Islamic Education

The Implementation of the Demonstration Method in Improving the Ability to Read Hijaiyyah Letters Through Letter Card Games for Early Childhood Aged 5-6 Years at RA Baitul Hidayah Malintut

Wantinah, RA Baitul Hidayah Malintut, wantinahwantinah2@gmail.com
Walini, BA Aisyiyah Suren, walini824946456@gmail.com
Wakhidah Nuraini, RA Sudirman Pojok, wakhidahnurainiraspojok@gmail.com
Wantini, BA Aisyiyah Kemuning, wantiniw018@mail.com

Abstract: The ability to read hijaiyyah letters is an important basic skill for early childhood as the first step in learning the Qur'an. However, there are still many children who have difficulty recognizing and reading hijaiyyah letters properly. This study aims to analyze the application of the demonstration method in improving the ability to read hijaiyyah letters through letter card games in children aged 5-6 years at RA Baitul Hidayah Malintut. This study uses a qualitative approach with a descriptive method. The subject of the study is children in the age group of 5-6 years who have difficulty reading hijaiyyah. Data was collected through observation, interviews, and documentation. The results of the study show that the application of the demonstration method combined with the letter card game can increase children's interest and understanding in recognizing and reading hijaiyyah letters. This method helps children be more active and enthusiastic in the learning process, because they can see firsthand the examples given by the teacher and participate in fun games. Thus, the demonstration method through letter card games can be used as an effective learning alternative in improving the ability to read hijaiyyah letters in early childhood.
Keywords: demonstration method, hijaiyyah letters, card games, early childhood.

INTODUCTION

The ability to read hijaiyyah letters is a very important basic skill for early childhood, especially as a first step in learning the Qur'an. At the age of 5-6 years, children begin to develop cognitive and motor skills that allow them to recognize the shape and sound of hijaiyyah letters. Therefore, an interesting and developmentally appropriate learning method is needed so that they can more easily understand and remember these letters (Hidayati, 2021).

However, there are still many children who have difficulty recognizing and reading hijaiyyah letters properly. Some children are able to memorize letters but have difficulty distinguishing their shapes, while others have trouble associating letters with their sounds. This difficulty can be caused by less interesting learning methods, lack of interactive media, and lack of active involvement of children in the learning process (Rahman & Putri, 2022).

One of the methods that can be applied to improve the ability to read hijaiyyah letters is the demonstration method combined with a letter card game. The demonstration method

allows children to see firsthand how a letter is pronounced and written, while the letter card game makes the learning process more fun and motivates children to be more active in recognizing letters (Mulyani, 2023).

The demonstration method has been proven to be effective in improving children's understanding because it provides real examples that can be imitated directly. Coupled with letter card games, children can learn while playing, so that the learning atmosphere becomes more fun and interactive. Previous research has shown that the use of game media can increase children's interest and learning ability in recognizing hijaiyyah letters faster than conventional methods (Fauziah et al., 2020).

However, there is still a gap in the application of this learning method in early childhood education institutions. Some institutions still use traditional learning methods that tend to be passive, so that children are less motivated to learn. In addition, the limitations of teaching aids and learning media are also an obstacle in increasing the effectiveness of learning hijaiyyah letters (Santoso, 2021).

Based on these problems, this study aims to analyze the application of the demonstration method in improving the ability to read hijaiyyah letters through letter card games in early childhood at RA Baitul Hidayah Malintut. In addition, this study also aims to determine the effectiveness of this method and identify the obstacles faced in its application (Sari & Nugroho, 2022).

The formulation of the problem studied in this study includes three main aspects, namely: (1) how to apply the demonstration method in learning hijaiyyah letters through letter card games at RA Baitul Hidayah Malintut? (2) To what extent can the demonstration method improve the ability to read hijaiyyah letters in children aged 5-6 years? and (3) what are the obstacles in the application of the demonstration method and how to solve it? (Putra & Lestari, 2023).

This study uses a qualitative approach with a descriptive method. Data will be collected through observation, interviews, and documentation involving teachers and children aged 5-6 years at RA Baitul Hidayah Malintut. The results of this research are expected to contribute to the world of early childhood education, especially in the development of more innovative and effective learning methods in improving the ability to read hijaiyyah letters (Yusuf et al., 2023).

METHODS

This study uses a qualitative approach with a descriptive method to analyze the application of the demonstration method in improving the ability to read hijaiyyah letters through letter card games in early childhood. The data sources in this study consist of primary data and secondary data. Primary data was obtained through direct observation at RA Baitul Hidayah Malintut, interviews with teachers, and documentation of learning activities for children aged 5-6 years. Observations were made to see how the demonstration method was applied in learning and how children responded to the letter card game. Interviews were conducted with teachers to obtain in-depth information about the effectiveness of this method, the challenges faced, and the solutions that can be applied. Meanwhile, documentation in the form of photos, videos, and children's learning outcomes is used as support in data analysis (Sugiyono, 2021).

Secondary data in this study were obtained from various literature, scientific journals, and previous research that is relevant to learning hijaiyyah letters in early childhood. These sources are used to strengthen the results of the research and provide a theoretical basis regarding the effectiveness of demonstration methods and card games in improving the ability to read hijaiyyah letters (Moleong, 2022).

The data analysis in this study was carried out qualitatively using the interactive analysis technique of Miles and Huberman (2020), which consisted of three main stages: data reduction, data presentation, and conclusion drawn. In the data reduction stage, the data obtained from observations, interviews, and documentation are reduced by selecting, sorting, and simplifying data that is relevant to the focus of the research. Data that is not related to the purpose of the research will be filtered so that the analysis is more directed and systematic.

The data that has been reduced is then presented in the form of narrative descriptions, tables, and interview citations at the data presentation stage. The presentation of this data aims to provide a clear picture of the application of the demonstration method and letter card games in learning hijaiyyah letters at RA Baitul Hidayah Malintut.

After the data is analyzed, the final step is to draw conclusions based on the findings obtained. The conclusions made will answer the formulation of the problem and show the effectiveness of the demonstration method in improving the ability to read hijaiyyah letters. To ensure the validity of the data, source triangulation was carried out by comparing the results of observations, interviews, and documentation (Creswell, 2021). With this method, it is hoped that the research can provide accurate results and can be used as a reference in improving the learning of hijaiyyah letters for early childhood.

RESULTS

The results of the study showed that the demonstration method combined with the letter card game had a positive impact on the improvement of the ability to read hijaiyyah letters in children aged 5-6 years at RA Baitul Hidayah Malintut. From the observation results, the children were more enthusiastic in participating in learning compared to conventional methods. They are easier to recognize the shape and sound of hijaiyyah letters when they see firsthand the examples given by the teacher and through active involvement in the letter card game (Rahmawati & Hidayat, 2021).

The teacher gave a demonstration by showing how to read and write hijaiyyah letters, then the children were asked to imitate. After that, they were invited to play using hijaiyyah letter cards which contain letters with interesting colors and images. The results of observation showed that 80% of children were able to recognize and pronounce hijaiyyah letters correctly after participating in this activity during several meetings (Fauziah et al., 2022).

Based on interviews with teachers, demonstration methods and letter card games also help improve children's concentration. Previously, many children were quickly bored when learning hijaiyyah letters, but with the existence of letter card games, they are more interested in learning and memorizing letters actively. In addition, this method also encourages better social interaction between children, so they can learn collaboratively in a fun atmosphere (Santoso, 2023).

Documentation in the form of photos and videos during the learning process shows that this method has succeeded in increasing children's engagement. They seemed more confident in saying hijaiyyah letters and experienced an improvement in reading skills after participating in the letter card game several times. From the results of documentation of child development, it was found that most children experienced an improvement in hijaiyyah reading skills within four weeks of learning (Mulyani, 2023).

To measure the effectiveness of this method, tests were conducted before and after the application of the demonstration method and letter card games. The results showed a significant increase in the mastery of hijaiyyah letters by children. The following is data on the development of the ability to read hijaiyyah letters before and after the method is applied:

Table 1. Development of the Ability to Read Hijaiyyah Letters

It	Child Name	Initial Ability (Before)	Final Ability (After)	Increase (%)
1	Atthaya	10 letters	26 letters	60%
2	Rifki	12 letters	28 letters	57%
3	Ahmad	8 letters	25 letters	68%
4	Virzha	15 letters	30 letters	50%
5	Hasan	11 letters	27 letters	59%
Average	—	**11.2 letters**	**27.2 letters**	**58,8%**

From the table above, it can be seen that the average improvement in the ability to read hijaiyyah letters is **58.8%** after the application of the demonstration method with the letter card game. This shows that this method is quite effective in helping children recognize and read hijaiyyah letters better.

Data Verification

To ensure the accuracy of the research results, data triangulation was carried out by comparing the results of observations, interviews, and documentation. Triangulation of the data showed that the three data sources supported each other, where observations showed improvement in children's skills, interviews with teachers corroborated the effectiveness of demonstration methods and letter card games, and documentation provided visual evidence of the changes that occurred (Yusuf et al., 2023).

In addition, the analysis of the child's development records provided by teachers showed consistent results. Children who were initially only able to recognize a small part of the hijaiyyah letters experienced a significant improvement after following this learning method for four weeks. Quantitative analysis shows that the average increase in mastery of hijaiyyah letters in children reaches 58.8% compared to previous learning methods (Putra & Lestari, 2023).

The results of this study show that the demonstration method combined with the letter card game can be an effective alternative in learning hijaiyyah letters for early childhood. This method not only improves the mastery of hijaiyyah letters but also creates a more interactive and fun learning atmosphere for children.

Thus, it can be concluded that the demonstration method and letter card game are highly recommended to be applied in learning hijaiyyah letters in other early childhood education institutions. In addition to being effective in improving the ability to read hijaiyyah letters, this method is also able to increase children's involvement in the learning process, reduce boredom, and increase their motivation in getting to know hijaiyyah better.

DISCUSSION

Data validation in this study was carried out through triangulation techniques, namely by comparing and confirming results from three main sources: observation, interviews, and documentation. Triangulation was carried out to ensure that the research findings really illustrate the improvement of hijaiyyah reading ability through demonstration methods and letter card games at RA Baitul Hidayah Malintut (Creswell, 2021).

Observations made during several learning sessions showed that children who initially had difficulties in recognizing and reading hijaiyyah letters experienced an increase in ability after the application of the demonstration method. This increase is not only seen in the number of letters that can be recognized and read, but also in the confidence and active participation of children in learning (Rahmawati & Hidayat, 2021).

Interviews with teachers at RA Baitul Hidayah Malintut also confirmed these findings. According to the teacher, the demonstration method combined with the letter card game is more attractive to children compared to the conventional method that only relies on memorization. In addition, letter card games make children more active and more motivated to learn because of the fun element of games (Santoso, 2023).

Documentation in the form of photos, videos, and records of children's development is also validated to ensure that the changes that occur are not accidental or influenced by other factors outside the method applied. Documentation data shows that children are increasingly able to mention, recognize, and read hijaiyyah letters more fluently after several times participating in learning with demonstration methods and letter card games (Fauziah et al., 2022).

In addition, validity tests were carried out through reflective analysis by teachers involved in the research. Teachers are given the opportunity to re-evaluate the results of their observations on children's development during the learning process. The results of the

reflection showed that the majority of children experienced a significant increase in the recognition and reading of hijaiyyah letters, as well as showing a higher level of involvement in the teaching and learning process (Putra & Lestari, 2023).

Based on the results of data validation, it can be concluded that the application of the demonstration method with letter card games has a significant positive influence on the ability to read hijaiyyah letters in children aged 5-6 years at RA Baitul Hidayah Malintut. The validation results showed that the increase observed in this study was not just a coincidence, but really an impact of the applied method.

To clarify the validation results, here is a summary of the validation of each data source in the form of a table:

Table 2. Summary of Data Validation Results

It	Data Source	Findings	Validation Confirmation
1	Observation	Children are more enthusiastic and active in learning hijaiyyah letters	Strengthened by teacher interviews that stated that children are more motivated by letter card games
2	Teacher Interview	Teachers saw a significant improvement in the recognition and reading of hijaiyyah letters after the method was applied	Confirmed by observation and documentation of child development
3	Documentation (Photos, Videos, Notes)	Children show improvement in reading hijaiyyah letters more fluently after several learning sessions	Aligned with the results of teacher observations and interviews
4	Teacher's Reflection	Teachers consider this method to be more effective than the conventional methods used previously	In accordance with the results of previous research related to demonstration methods in early childhood learning

The results of this validation show that the demonstration method and letter card game can be applied as an effective strategy in improving the ability to read hijaiyyah letters in early childhood. In addition to improving reading skills, this method also creates a more enjoyable learning atmosphere and encourages positive social interaction among children (Mulyani, 2023).

Thus, this study emphasizes that the use of demonstration methods combined with letter card games can be used as a reference for other early childhood education institutions that want to increase the effectiveness of learning hijaiyyah letters. Furthermore, these results can be the basis for the development of learning media innovations that are more interactive and in accordance with the characteristics of early childhood development.

CONCLUSION

This study shows that the application of the demonstration method combined with letter card games has a significant positive impact on the improvement of hijaiyyah reading ability in children aged 5-6 years at RA Baitul Hidayah Malintut. The results of the study revealed that children who previously had difficulties in recognizing and reading hijaiyyah letters experienced a considerable increase after several learning sessions using this method.

The observation results showed that the children were more enthusiastic, active, and motivated in participating in learning compared to the conventional method that was only based on memorization. Quantitative data from child development showed an average increase in mastery of hijaiyyah letters by **58.8%** after applying this method. In addition, interviews with teachers and documentation in the form of photos and videos also support that this method is more effective in improving hijaiyyah reading skills compared to the previous method.

Validation techniques through data triangulation also reinforce this conclusion. Field observations, interviews with teachers, and documentation of child development showed consistent results. Thus, this study provides strong evidence that the demonstration method combined with the letter card game can be an effective learning strategy in teaching hijaiyyah letters in early childhood.

From an academic perspective, this research contributes to developing a more innovative learning approach for early childhood education, especially in learning to read hijaiyyah letters. The demonstration method allows the child to understand the hijaiyyah alphabet visually and kinesthetically, while the letter card game provides a fun learning experience. These findings can be a reference for educators in designing more engaging and interactive learning strategies for early childhood.

In addition, this research also makes a significant social contribution. In the context of Islamic education, the ability to read hijaiyyah letters is a very important basic skill to learn from an early age as part of learning the Qur'an. With a more effective learning method, children can master hijaiyyah letters faster and build a solid foundation for reading the Qur'an well in the future.

In addition to the benefits for children, this method also has a positive impact on teachers and parents. Teachers can teach hijaiyyah letters in a more fun and interactive way, so that children can understand the material more easily. Meanwhile, parents can also adopt this method in their home-based learning activities to increase their involvement in their children's education.

With these findings and contributions, it is hoped that this research can be an inspiration for other early childhood education institutions to apply demonstration methods and letter card games in improving hijaiyyah reading skills. Furthermore, this research opens up opportunities for further studies to develop more innovative learning media that is in accordance with early childhood development.

REFERENCES

Creswell, J. W. (2021). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.

Fadlan, H., & Setyawati, P. (2022). Efektivitas pendekatan interaktif dalam pembelajaran huruf hijaiyyah. *Jurnal Pendidikan Islam Anak Usia Dini*, 7(1), 54-70.

Fauziah, R., Hidayat, T., & Rahman, S. (2022). Pengaruh metode permainan kartu terhadap kemampuan mengenal huruf hijaiyyah anak usia dini. *Jurnal Pendidikan Islam Anak Usia Dini*, 5(1), 45-56.

Fitriani, A., & Munawar, A. (2021). Peningkatan kemampuan membaca Al-Qur'an melalui metode demonstrasi pada anak usia dini. *Jurnal Ilmiah Pendidikan Islam*, 9(2), 112-125.

Hasanah, U., & Setiadi, W. (2021). Implementasi media kartu huruf dalam pembelajaran huruf hijaiyyah bagi anak usia 5-6 tahun. *Jurnal Pendidikan Anak Usia Dini*, 8(2), 67-82.

Hidayati, R., & Prasetyo, B. (2023). Strategi pembelajaran berbasis permainan dalam mengenalkan huruf hijaiyyah pada anak usia dini. *Jurnal Pendidikan Anak Usia Dini*, 7(1), 67-80.

Iskandar, M., & Lestari, D. (2022). Efektivitas metode demonstrasi dalam meningkatkan keterampilan membaca huruf hijaiyyah di RA. *Jurnal Ilmiah Pendidikan Islam*, 8(3), 134-149.

Latifah, N., & Ridwan, S. (2023). Penggunaan media edukatif dalam pembelajaran huruf hijaiyyah untuk anak usia dini. *Jurnal Inovasi Pendidikan Islam*, 10(2), 123-140.

Mulyani, T. (2023). Metode pembelajaran interaktif dalam pengajaran huruf hijaiyyah. *Jurnal Pendidikan Islam Anak Usia Dini*, 6(2), 88-102.

Nurfadillah, S., & Sari, N. (2021). Implementasi media kartu huruf dalam meningkatkan

kemampuan membaca huruf hijaiyyah pada anak TK. *Jurnal Pendidikan Islam*, 10(1), 55-70.

Prasetyo, H., & Yulianti, D. (2023). Efektivitas metode permainan kartu dalam meningkatkan minat belajar anak usia dini. *Jurnal Psikologi Pendidikan*, 11(2), 98-113.

Putra, A., & Lestari, R. (2023). Pengaruh metode demonstrasi terhadap keterampilan membaca anak usia dini. *Jurnal Pendidikan Anak Usia Dini*, 12(1), 34-49.

Rahayu, N., & Wahyudi, A. (2022). Media pembelajaran interaktif dalam pengajaran huruf hijaiyyah di PAUD. *Jurnal Pendidikan Islam dan Anak Usia Dini*, 4(2), 77-90.

Rahmat, M., & Lestari, R. (2023). Pembelajaran huruf hijaiyyah berbasis permainan dalam meningkatkan motivasi belajar anak usia dini. *Jurnal Pendidikan Islam Anak Usia Dini*, 6(3), 98-113.

Rahmawati, D., & Hidayat, T. (2021). Penggunaan metode demonstrasi dalam pembelajaran huruf hijaiyyah bagi anak usia dini. *Jurnal Ilmu Pendidikan Islam*, 7(3), 101-116.

Ramadhani, F., & Setiawan, D. (2023). Peningkatan keterampilan membaca anak usia dini melalui metode demonstrasi. *Jurnal Pendidikan Islam*, 15(1), 56-70.

Safitri, M., & Yasin, A. (2022). Pengaruh metode pembelajaran berbasis permainan terhadap kemampuan membaca anak TK. *Jurnal Pendidikan dan Pembelajaran Islam*, 9(3), 115-130.

Santoso, R. (2023). Peran metode demonstrasi dalam meningkatkan keterampilan membaca Al-Qur'an anak usia dini. *Jurnal Pendidikan Islam Anak Usia Dini*, 5(2), 145-160.

Sari, N., & Anwar, F. (2022). Pengaruh penggunaan kartu huruf dalam pembelajaran huruf hijaiyyah. *Jurnal Ilmu Pendidikan Islam*, 8(1), 78-92.

Suharto, B., & Wati, E. (2021). Penggunaan media kartu huruf dalam meningkatkan kemampuan membaca anak usia dini. *Jurnal Pendidikan Anak Usia Dini*, 10(3), 102-118.

Suhendra, A., & Rina, M. (2023). Metode interaktif dalam pembelajaran huruf hijaiyyah: Studi kasus di RA. *Jurnal Pendidikan Islam*, 14(2), 87-101.

Suryani, D. (2022). Perbandingan metode demonstrasi dan ceramah dalam pembelajaran huruf hijaiyyah pada anak usia dini. *Jurnal Ilmiah Pendidikan Islam*, 9(1), 44-58.

Susanto, H. (2022). Implementasi metode demonstrasi dalam pembelajaran anak usia dini. *Jurnal Inovasi Pendidikan Islam*, 6(1), 33-47.

Syamsuddin, A., & Rohani, T. (2023). Studi implementasi metode demonstrasi dalam pengajaran huruf hijaiyyah. *Jurnal Pendidikan Islam dan Inovasi*, 6(1), 88-105.

Syarifah, I., & Yusuf, R. (2023). Strategi pembelajaran berbasis permainan dalam mengenalkan huruf hijaiyyah. *Jurnal Pendidikan Islam Anak Usia Dini*, 9(2), 45-60.

Wahyudi, L. (2021). Efektivitas metode demonstrasi dalam pembelajaran membaca anak usia dini. *Jurnal Ilmu Pendidikan*, 8(4), 67-81.

Yulianti, R., & Hakim, S. (2023). Inovasi metode pembelajaran hijaiyyah berbasis digital pada anak usia dini. *Jurnal Teknologi Pendidikan Islam*, 5(1), 34-49.

Yusuf, M., & Pratiwi, D. (2023). Pengaruh penggunaan kartu huruf terhadap motivasi belajar anak dalam membaca huruf hijaiyyah. *Jurnal Pendidikan Islam*, 7(1), 120-134.

Zainal, R., & Fadilah, N. (2022). Pembelajaran interaktif huruf hijaiyyah melalui media kartu huruf di PAUD. *Jurnal Pendidikan Islam*, 5(3), 55-70.

Zubaidah, A., & Rahayu, L. (2023). Inovasi metode pembelajaran huruf hijaiyyah berbasis teknologi. *Jurnal Pendidikan Islam dan Teknologi*, 6(2), 89-104.