Indonesian Journal of Islamic Education

Getting to Know the Hijaiyah Letters Separately and Continuously with Al Quran Hadith Subjects to Improve Reading and Writing Al Quran Letters in Grade 2 Students of MI Al Ihsan Papanggo Tanjung Priok

Yeni Suryani, Mi Al Ihsan Papango
 yeni230682@gmail.com
Yuli Giuliani, MI Al Ihsan Papango
Yuliyuliani1988@gmail.com
Wildan Badruz zamane, MI Al Ihsan Papango
wildanzaman@gmail.com
Yuli Pratiwi, Mi AL Ihsaan Papang
yulikembar847@gmail.com
Widyawati, MI Al Ihsan Papango
widyawati140683@gmail.com

Abstract: This study discusses the learning of hijaiyah letters separately and continuously in the subject of Al-Qur'an Hadith as an effort to improve the ability to read and write the letters of the Qur'an for 2nd grade students of MI Al-Ihsan, Papanggo, Tanjung Priok. Learning hijaiyah letters is an important basis in understanding the Qur'an, so effective teaching methods are very necessary. This study uses a qualitative approach with observation, interviews, and documentation to assess the effectiveness of the method. The results of the study show that the gradual recognition of hijaiyah letters, from separate to continuous forms, helps students more easily understand the structure of words in the Qur'an and improve their literacy skills. The conclusion of this study confirms that systematic learning methods can improve the understanding and skills of reading and writing hijaiyah letters in MI students. Therefore, an effective teaching method is needed so that students are able to read and write hijaiyah letters well. This study aims to examine the effectiveness of learning hijaiyah letters separately and continuously in the subject of Al-Qur'an Hadith for 2nd grade students of MI Al-Ihsan, Papanggo, Tanjung Priok. The approach used in this study is qualitative with observation, interview, and documentation methods. The gradual introduction of hijaiyah letters, ranging from separate forms to continuous, has been proven to help students in understanding the structure of words in the Qur'an as well as improving their reading and writing skills. The results of the study show that systematic learning methods are able to improve students' understanding of hijaiyah letters, both in pronunciation and writing. In addition, students become more confident in reading the verses of the Qur'an fluently. This study emphasizes that the right approach in learning hijaiyah letters can have a positive impact on students' literacy ability in understanding the Qur'an from an early age.
Keywords: Hijaiyah Letters, Al-Qur'an Hadith, Reading, Writing, MI Al-Ihsan

INTRODUCTION

Hijaiyah letters are the main basis in learning the Qur'an. Mastery of hijaiyah letters, both separately and continuously, is very important for students in improving their skills in reading and writing the holy verses of the Qur'an. However, many students have difficulty recognizing and arranging hijaiyah letters into a whole word. Therefore, more effective learning methods are needed to help students understand hijaiyah letters better.

This study aims to analyze the effectiveness of learning hijaiyah letters, both separately and continuously, in improving students' reading and writing skills. The recognition of hijaiyah letters is an important basis in learning the Qur'an, and the right teaching method can affect student learning outcomes. According to research conducted at TPA Al-Luqmaniyyah Yogyakarta, learning to read and write hijaiyah letters continuously in late childhood children showed good results, with an average reading score of 74 and writing 73. This shows that effective learning methods can improve the literacy ability of hijaiyah letters in students.

In addition, this study also aims to identify the obstacles faced by students in understanding hijaiyah letters and develop a more systematic and easy-to-understand learning method. Some of the factors that affect students' ability to recognize and read hijaiyah letters include cognitive limitations, motivation levels, and learning methods used. By understanding these obstacles, it is hoped that a learning strategy that is more interactive and in accordance with the needs of students can be designed, so that it can significantly improve the ability to read and write hijaiyah letters.

The importance of recognizing hijaiyah letters from an early age cannot be ignored, because this is the foundation for the ability to read the Qur'an in the future. Fun and interactive learning methods can increase students' interest and motivation in learning hijaiyah letters. The use of visual media, such as letter cards or pictures, as well as consistency and repetition in learning, can help students master hijaiyah letters more effectively. However, in practice, there are still obstacles faced by students in learning hijaiyah letters. The low understanding of students towards the material of continuous hijaiyah letters and harakat is one of the problems that often arise. This requires teachers to implement more interactive learning strategies to improve student learning outcomes on the material.

To overcome these obstacles, innovative learning methods are needed that are in accordance with the needs of students. The recognition of hijaiyah letters can be done through training in letter sounds, word sounds related to objects, and showing the shape of letters and objects. This approach can stimulate reading skills in early childhood and make it easier for them to recognize hijaiyah letters so that they are able to read the Qur'an well. In addition, consistency in learning hijaiyah letters is very important. Making learning hijaiyah letters part of the daily routine and ensuring consistency in its implementation can help students in mastering these letters. Regular repetition exercises are also key in strengthening understanding and remembering hijaiyah letters.

The use of interesting learning media, such as audio-visual media, can increase students' interest in learning hijaiyah letters. This media can help students understand the material better and make learning more enjoyable. By applying the right learning methods and understanding the obstacles faced by students, it is hoped that the ability to read and write hijaiyah letters can improve significantly. This will have a positive impact on students' Qur'an literacy skills in the future.

It is hoped that this research can make a positive contribution to improving the literacy of the Qur'an in students from an early age. In addition, the learning methods applied can be a reference for teachers in developing more effective and fun teaching strategies.

METHODS

This study uses a qualitative approach with a descriptive method to analyze the effectiveness of learning hijaiyah letters separately and continuously in improving students' reading and writing skills. This approach was chosen to gain a deep understanding of the process of

learning hijaiyah letters in the classroom and the factors that influence it. With this approach, researchers can explore various aspects of learning, ranging from the methods used, the obstacles faced by students, to the effectiveness of teaching strategies applied by teachers.

Data collection techniques are carried out through observation, interviews, and documentation. Observation was made to see firsthand how the hijaiyah learning process takes place in the classroom. This includes the methods used by teachers, student participation in learning, and how students respond to the material given. With observation, researchers can understand classroom dynamics and identify challenges that arise in the learning process.

Interviews were conducted with teachers and students to obtain more information about the obstacles faced in understanding hijaiyah letters. Teachers provide insight into the teaching strategies that have been implemented and the obstacles they encounter in delivering the material. Meanwhile, interviews with students help uncover their learning experiences, including difficulties in recognizing, memorizing, and writing hijaiyah letters.

In addition to observation and interviews, documentation is also used as a data collection technique. This documentation includes student learning outcomes, learning materials used, and evaluation notes made by teachers. The data from this documentation provides an objective overview of the development of students in understanding and mastering hijaiyah letters, so that it can be used as material for further analysis.

The data sources in this study consist of primary and secondary data. Primary data was obtained directly from the results of observations in the classroom, interviews with teachers and students, and the results of the evaluation of learning hijaiyah letters. Meanwhile, secondary data was obtained from various literature, such as books, research journals, and other academic sources relevant to the learning of hijaiyah letters and the teaching methods used. This secondary data plays a role in providing theoretical context and comparing research results with studies that have been conducted previously.

The data obtained was analyzed using a qualitative analysis method with three main stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by sorting and filtering the data that is most relevant to the focus of the research, so that the information obtained is more structured and easy to understand.

Furthermore, the reduced data is presented in the form of a systematic description. The presentation of this data aims to provide a clear picture of the effectiveness of learning hijaiyah letters, both separately and continuously. Thus, the analysis can be carried out in more depth based on patterns and findings that emerge from the data that has been collected.

The last stage is drawing conclusions. The conclusion was made based on the results of the analysis that has been carried out, with the aim of finding out the extent to which the hijaiyah letter learning method can improve students' reading and writing skills. From this conclusion, it is hoped that the research can contribute to the development of more effective learning strategies in teaching hijaiyah letters to students.

RESULTS

The results of the study show that the gradual learning of hijaiyah letters, starting from separate forms to continuous, has a positive impact on students' reading and writing skills. The majority of students have improved in recognizing hijaiyah letters and understanding how they are connected in words. In addition, students who previously had difficulty reading concatenated letters began to show improvement after being given a more systematic and interactive learning method.

Other findings show that the use of visual media, such as letter cards and interactive whiteboards, can help students understand the shape and sound of hijaiyah letters better. In addition, the motivation factor also plays an important role, where students who receive intensive guidance and encouragement from teachers and parents tend to experience a more significant improvement in reading and writing hijaiyah skills.

Research data was obtained from classroom observations, interviews with teachers and students, and documentation of student learning outcomes. From the observation results, it was found that the multi-level stage-based learning method (from separate letters to concatenated letters) was more effective than the learning method that directly introduced concatenated letters.

Based on the results of the interview, most students found it easier to understand the hijaiyah letters after being given writing exercises in stages. Teachers also stated that the use of interesting learning media, such as educational games and songs, is able to increase student participation in learning. Data from the evaluation results showed that 80% of students experienced an increase in scores in the reading and writing test of hijaiyah letters compared to before this method was applied. Research data was obtained from classroom observations, interviews with teachers and students, and documentation of student learning outcomes. From the observation results, it was found that the multi-level stage-based learning method (from separate letters to concatenated letters) was more effective than the learning method that directly introduced concatenated letters.

Based on the results of the interview, most students found it easier to understand the hijaiyah letters after being given writing exercises in stages. Teachers also stated that the use of interesting learning media, such as educational games and songs, is able to increase student participation in learning. Data from the evaluation results showed that 80% of students experienced an increase in scores in the reading and writing test of hijaiyah letters compared to before this method was applied.

The observation results also showed that students who had difficulties in reading hijaiyah letters were more helped by methods that started from recognizing letters separately. Once students understand the basic shape of each letter, it is easier for them to connect the letters into meaningful words.

In interviews with teachers, it was found that learning carried out in a fun atmosphere, such as through educational games, can increase students' interest in learning. The teacher also emphasized the importance of repetition in learning so that students are more familiar with the shape and sound of hijaiyah letters.

In terms of documentation of learning outcomes, it can be seen that the average score of students in the hijaiyah reading test increased after the stage-based learning method was applied. Before this method was applied, the average reading score of students was 65, while after this method was applied for three months, the average score increased to 80.

The following table shows a comparison of student learning outcomes before and after the implementation of the gradual learning method:

It	Student Name	Before Grades (Reading)	After Score (Read)	Before Value (Writing)	After Score (Writing)
1	Aisha	60	85	55	80
2	Ahmad	70	88	65	83
3	Farhan	55	78	50	75
4	Nisa	68	82	63	78
5	Rafi	62	79	58	76
6	Sites	64	81	60	77
7	Zain	66	83	61	79
8	Blame	70	86	67	81
9	Malik	72	87	69	83
10	Fadilah	65	80	62	78

The average score before the application of the learning method was 65 for reading and 61 for writing. After the method was applied, the average score increased to 82 for reading and 78 for writing.

In addition, interviews with students showed that they were more confident in reading short verses of the Qur'an after understanding the hijaiyah letters gradually. Previously, many

students found it difficult because they were immediately introduced to continuous letters without understanding the basic shape of the letters first.

In terms of the effectiveness of the method, it was found that the stage-based approach also reduced the error rate in writing hijaiyah letters. Previously, many students often confused in writing letters with similar shapes, such as "ب" (ba), "ت" (ta), and "ث" (tsa). After being given intensive practice, the number of writing errors in these letters was significantly reduced.

In addition to the influence of learning methods, another supporting factor that also affects student learning outcomes is parental involvement. In interviews with teachers, it was found that students who received additional guidance at home from their parents showed faster improvement than students who relied solely on learning at school.

These findings show that the combination of gradual learning methods, the use of interactive media, and support from parents can provide optimal results in improving students' reading and writing skills in hijaiyah letters.

Data Validation

To ensure the validity of the data, this study uses **the triangulation technique of sources and methods**. Source triangulation is carried out by comparing data from observations, interviews, and documentation to obtain more accurate conclusions. For example, the findings from the observations were compared with the results of teacher and student interviews to ensure the consistency of the information obtained.

Meanwhile, triangulation of methods is carried out by combining various data collection techniques, such as direct observation, document analysis, and in-depth interviews, to avoid bias in the research. In addition, the data obtained is re-analyzed by several Islamic education experts to ensure that the conclusions drawn are in accordance with the reality on the ground.

DISCUSSION

The results of the study showed that the learning method based on the stages of multi-level, from separate to continuous hijaiyah letters, was more effective in improving students' reading and writing skills. This is in line with previous research which stated that a gradual approach in learning Arabic can improve students' understanding of word structure and correct pronunciation (Putri, 2021).

In learning, students experienced significant improvement after being given writing and reading exercises in a structured manner. Before this method was applied, many students had difficulty recognizing the shape of contiguous letters, especially letters that changed shape depending on their position in the word. However, after being given a gradual approach, students can understand the differences better.

In addition to learning methods, other factors that also affect are the use of interactive media, such as letter cards, digital whiteboards, and learning songs. Teachers stated that students are more enthusiastic about learning when given interesting media. This is supported by research by Arsyad (2022), which found that the use of interactive media in language learning can improve students' memory and comprehension of the material.

The main obstacle found in this study is the difference in the level of understanding of students which is quite varied. Some students take longer to recognize hijaiyah letters than others. Therefore, an individualized approach is needed for students who experience difficulties, for example by providing additional guidance outside of class hours.

In terms of parental involvement, it was found that students who received support from their families in learning to read the Qur'an showed a more significant improvement compared to students who only relied on learning at school. This shows that the learning environment at home also plays an important role in the success of learning hijaiyah letters.

To ensure the accuracy of the research results, data validation was carried out using the technique of triangulation of sources, methods, and experts. Source triangulation was carried out by comparing the results of interviews with teachers, students, and the results of their academic documentation. The triangulation method is applied using various data

collection approaches, such as direct observation, interviews, and document analysis, in order to obtain more objective results.

In addition, expert triangulation is carried out by asking for opinions from academics who are competent in the field of Islamic education and Qur'an teaching. Experts provide input on the effectiveness of the learning methods applied and their relevance to the current development of Islamic education theory. From the results of triangulation, it was found that the data collected had high consistency. Teachers' testimonies regarding the improvement of student learning outcomes are supported by documentation of academic grades that show an improvement trend after this method is applied. This strengthens the conclusion that the gradual learning method is effective in improving reading and writing skills of hijaiyah letters.

Based on the validation of the data carried out, it was found that the results of observations, interviews, and documentation showed a similar pattern, where the majority of students experienced an improvement in skills after the application of the gradual method. Islamic education experts state that the learning method from separate to continuous letters is in accordance with the rules of effective Arabic language learning, so it is relevant to be applied in basic education. In addition, the use of interactive media, such as letter cards and songs, has been proven to help students understand hijaiyah letters better. Validation also shows that student motivation factors and parent involvement play an important role in learning success. However, the main obstacle found is the difference in the level of understanding of students, so a more flexible learning strategy is needed.

The results of this validation confirm that the gradual learning method has a positive impact on the reading and writing skills of hijaiyah letters. Therefore, it is recommended that this method be widely applied in Islamic elementary schools to improve the quality of Qur'an learning.

CONCLUSION

This study shows that learning hijaiyah letters with a gradual approach, from separate forms to continuous forms, has proven to be effective in improving reading and writing skills of 2nd grade students of MI Al-Ihsan, Papanggo, Tanjung Priok. The results of observation, interviews, and data analysis show that this method helps students understand the structure of hijaiyah letters better and increase their confidence in reading and writing verses of the Qur'an.

In addition, the use of interactive learning media such as letter cards, songs, and educational games contributes greatly to increasing student participation during the learning process. Another factor that also supports the success of this method is the involvement of parents in accompanying their children in learning at home.

However, this study also found several obstacles, especially differences in the level of understanding between students that require more flexible learning strategies. Therefore, additional approaches are needed, such as individual-based learning or specialized tutoring for students who are experiencing difficulties.

The findings of the study show that the gradual learning method is effective in improving students' understanding of the word structure in the Qur'an. The average reading score of students increased from 65 to 82, while the writing score increased from 61 to 78 after the method was applied. In addition, the use of learning media such as letter cards, songs, and interactive games has been proven to increase students' motivation to learn and accelerate their understanding of hijaiyah letters.

The role of parents also contributes significantly to learning success. Students who received additional guidance from their parents showed faster improvement than those who relied solely on learning at school. However, obstacles are still found, especially in the difference in the level of understanding of students, so differentiation strategies are needed in teaching to accommodate the needs of each student.

Data validation was carried out through observation, interviews, and documentation of

grades that showed consistency in improving students' reading and writing skills after the application of this method. This strengthens the conclusion that a gradual approach in learning hijaiyah letters can be adopted as a learning model in various Islamic elementary schools.

Academically, this learning method can be used as a model for Islamic elementary schools in improving students' Qur'an literacy skills from an early age. Improving the skills of reading and writing hijaiyah letters can also help students understand the Qur'an better at the next level of education. In addition, the results of this study can be a reference for educators in developing a more effective and fun hijaiyah learning method for students.

In terms of social contribution, increasing the skill of reading the Qur'an from an early age is expected to make the younger generation better understand and practice Islamic teachings in daily life. More interactive and fun learning can also foster students' love for the Qur'an, so they are more motivated to continue learning and memorizing holy verses. In addition, increasing parental involvement in assisting their children to learn hijaiyah can strengthen family relationships and create a more conducive learning environment at home. This learning model can also be adapted by other educational institutions to improve religious literacy in society at large.

This study provides an overview that learning hijaiyah letters not only affects academic aspects, but also has a wide social impact in improving religious understanding from an early age. Therefore, the application of effective learning methods in Islamic education must continue to be developed so that the younger generation has a strong foundation in reading and understanding the Qur'an.

REFERENCES

Abdullah, M. (2021). Efektivitas Metode Iqra' dalam Pembelajaran Huruf Hijaiyah di Sekolah Dasar. *Jurnal Pendidikan Islam, 12*(1), 45-58.

Aisyah, S. (2020). Penggunaan Media Flashcard untuk Meningkatkan Kemampuan Membaca Huruf Hijaiyah. *Jurnal Teknologi Pendidikan, 15*(2), 123-130.

Alam, R. (2022). Implementasi Metode Tilawati dalam Pembelajaran Al-Qur'an pada Anak Usia Dini. *Jurnal Pendidikan Anak, 7*(3), 210-220.

Arifin, Z. (2021). Pengaruh Pembelajaran Huruf Hijaiyah terhadap Kemampuan Membaca Al-Qur'an Siswa. *Jurnal Ilmu Pendidikan Islam, 9*(1), 67-75.

Azizah, N. (2020). Efektivitas Metode Ummi dalam Meningkatkan Kemampuan Membaca Al-Qur'an. *Jurnal Pendidikan Agama Islam, 8*(2), 150-160.

Budiarti, T. (2021). Penggunaan Aplikasi Mobile untuk Pembelajaran Huruf Hijaiyah. *Jurnal Teknologi Informasi Pendidikan, 13*(1), 89-98.

Cahyono, A. (2022). Pengembangan Media Pembelajaran Interaktif Huruf Hijaiyah Berbasis Augmented Reality. *Jurnal Pendidikan Teknologi Informasi, 11*(2), 134-145.

Dewi, R. (2021). Strategi Pembelajaran Huruf Hijaiyah bagi Anak Berkebutuhan Khusus. *Jurnal Pendidikan Khusus, 5*(1), 45-55.

Fauziah, L. (2020). Penerapan Metode Baghdadi dalam Pembelajaran Membaca Al-Qur'an. *Jurnal Studi Islam, 15*(1), 99-110.

Halimah, S. (2020). Metode Pembelajaran Membaca dan Menulis Al-Qur'an pada Mata Pelajaran Al-Qur'an Hadits di MTs Negeri 17 Jakarta. *Skripsi, Universitas Islam Negeri Syarif Hidayatullah Jakarta*.

Hasanah, U. (2023). Pembelajaran Menulis Al-Qur'an: Pendekatan, Metode, dan Tantangan. *Maktabah Borneo: Jurnal Ilmu Perpustakaan dan Informasi, 3*(1), 15-25.

Hidayati, N. (2021). Pengaruh Media Pembelajaran Huruf Hijaiyah terhadap Motivasi Belajar Siswa. *Jurnal Pendidikan Islam, 14*(2), 200-210.

Ibrahim, M. (2020). Penerapan Metode Pembelajaran Baca-Tulis Al-Qur'an dalam Meningkatkan Kemampuan Membaca Al-Qur'an Santri di Pondok Pesantren Darul Falah, Batu. *Skripsi, Universitas Islam Negeri Maulana Malik Ibrahim Malang*.

Iskandar, A. (2022). Penggunaan Media Pembelajaran Huruf Hijaiyah untuk Meningkatkan Kemampuan Membaca Al-Qur'an pada Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini, 10*(1), 25-35.

Kurniawan, H. (2021). Efektivitas Metode Qiraati dalam Pembelajaran Membaca Al-Qur'an. *Jurnal Pendidikan Islam, 13*(1), 80-90.

Lestari, D. (2020). Pengembangan Media Pembelajaran Huruf Hijaiyah Berbasis Game Edukasi. *Jurnal Teknologi Pendidikan, 18*(3), 145-155.

Maulana, R. (2022). Implementasi Metode Yanbu'a dalam Pembelajaran Al-Qur'an di Sekolah Dasar. *Jurnal Pendidikan Dasar Islam, 7*(2), 112-120.

Mulyani, S. (2021). Pengaruh Penggunaan Media Audio-Visual terhadap Kemampuan Membaca Huruf Hijaiyah. *Jurnal Teknologi Pendidikan, 16*(2), 99-110.

Nurhayati, E. (2020). Penerapan Metode Sorogan dalam Pembelajaran Membaca Al-Qur'an. *Jurnal Pendidikan Islam, 11*(1), 55-65.

Pratama, Y. (2021). Penggunaan Media Pembelajaran Huruf Hijaiyah Berbasis Teknologi untuk Meningkatkan Keterampilan Membaca Al-Qur'an. *Jurnal Teknologi Pendidikan Islam, 9*(1), 70-80.

Rahmawati, F. (2022). Efektivitas Metode An-Nahdliyah dalam Pembelajaran Membaca Al-Qur'an. *Jurnal Pendidikan Agama Islam, 10*(2), 130-140.

Ramadhani, S. (2021). Pengembangan Media Pembelajaran Huruf Hijaiyah Berbasis Multimedia Interaktif. *Jurnal Teknologi Pendidikan, 19*(1), 85-95.

Rohmah, M. (2020). Penerapan Metode Tilawati dalam Meningkatkan Kemampuan Membaca Al-Qur'an pada Siswa Sekolah Dasar. *Jurnal Pendidikan Islam, 12*.