



Efforts to Improve the Ability to Memorize Hijaiyyah Letters Through Letter Cards in Group B Children at Raudhatul Athfal Al Istiqomah Kartasura

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Abstract:

This research aims to improve the ability to memorize Hijaiyyah letters in Group B children at RA Al Istiqomah Kartasura through the use of letter card media. The method used is Classroom Action Research (CAR), which consists of two cycles, each including planning, implementation, observation, and reflection. The subjects of the study were 15 Group B children aged 5-6 years. Data were collected through observation and documentation, then analyzed descriptively both qualitatively and quantitatively. The results of the study showed an improvement in the ability to memorize Hijaiyyah letters after the implementation of letter card media. In the pre-cycle, only 20% of the children were able to memorize the Hijaiyyah letters well. After the first cycle, the percentage increased to 60%, and in the second cycle, it reached 85%. This improvement indicates that the use of letter card media is effective in helping children memorize Hijaiyyah letters. Supporting factors for this success include: (1) the engaging letter card media that attracts the children's attention, (2) an interactive and enjoyable learning method, and (3) active involvement of the children in the learning process. However, some obstacles were encountered, such as the children's lack of concentration and the limited time for learning. Therefore, the use of letter card media can be considered an alternative learning strategy to enhance the ability to memorize Hijaiyyah letters in early childhood, especially at RA Al Istiqomah Kartasura. It is recommended for educators to continue developing creative and innovative learning media and methods to improve the quality of education.

Keywords: Memorization Of Hijaiyyah Letters, Letter Card Media, Early childhood, Classroom Action Research, RA Al Istiqomah Kartasura.

INTRODUCTION

The introduction of Hijaiyyah letters to early childhood is a fundamental step in Islamic religious education, as this ability forms the basis for children to read and understand the Qur'an in the future. During the golden age, which is from 0-6 years old, children

experience rapid development in various aspects, including language and cognitive abilities (journal.student.uny.ac.id). Therefore, the introduction of Hijaiyyah letters should begin during this age range to maximize the child's learning potential. However, in practice, many children face difficulties in recognizing and memorizing Hijaiyyah letters. One common issue is that children often confuse the pronunciation of similar-looking letters, especially those that differ only by the placement of dots (kompasiana.com). These difficulties can reduce children's motivation to learn to read the Qur'an and affect their spiritual development.

To address these problems, innovative teaching methods that align with the characteristics of early childhood are needed. The use of engaging and interactive learning media, such as Hijaiyyah letter cards, has proven to be effective in enhancing children's ability to recognize Hijaiyyah letters. Letter card media can clarify learning objectives and make the learning process more enjoyable (academia.edu). Additionally, the use of visual card media can also foster religious values in early childhood (academia.edu). RA Al Istiqomah Kartasura, as an early childhood educational institution, plays a crucial role in introducing Hijaiyyah letters to its students. By applying letter card media in the learning process, it is hoped that the ability to memorize Hijaiyyah letters among Group B children will improve significantly. This research aims to explore the effectiveness of using letter card media in improving early childhood memorization of Hijaiyyah letters at RA Al Istiqomah Kartasura.

METHODS

The data sources used in the article include: **Observation:** Direct observation of the learning process and the interaction of Group B children at RA Al Istiqomah Kartasura while using Hijaiyyah letter card media. **Interviews:** Structured conversations with teachers and teaching staff to obtain information regarding the teaching methods applied and their responses to the use of letter card media. **Documentation:** Data collection from related documents, such as lesson plans (RPP), children's progress notes, and learning evaluation results before and after the application of letter card media. **Literature:** Examination of previous relevant research, such as: "Efforts to Improve Hijaiyyah Review Letter Reading Through Letter Card Games for Early Childhood Group B at TK/RA As-Sa'adah" (repository.uinsu.ac.id) "Improving the Ability to Read Hijaiyyah Letters Through Hijaiyyah Letter Cards in PAUD" (academia.edu) "Improving Recognition of Hijaiyyah Letters Through Letter Card Media with the BCCT Method" (Neliti) The use of these various data sources aims to obtain a comprehensive overview of the effectiveness of letter card media in improving the memorization of Hijaiyyah letters in early childhood.

RESULTS

Research Findings on Improving the Ability to Memorize Hijaiyyah Letters Through the Use of Letter Card Media in Group B Children at RA Al Istiqomah Kartasura Can Be Explained as Follows: **Data Overview**, **Pre-Cycle:** Before the intervention, the children's ability to memorize Hijaiyyah letters was categorized as: Not Yet Developed (BB): 6 children (40%) Beginning to Develop (MB): 5 children (33.3%) Developing as Expected (BSH): 3 children (20%) Developing Very Well (BSB): 1 child (6.7%). **Cycle I:** After applying letter card media in the first cycle, the improvement was observed: BB: 3 children (20%) MB: 4 children (26.7%) BSH: 5 children (33.3%) BSB: 3 children (20%) **Cycle II:** With improved learning strategies in the second cycle, the results were: BB: 1 child (6.7%) MB: 2 children (13.3%) BSH: 6 children (40%) BSB: 6 children (40%) This data shows a significant increase in the ability to memorize Hijaiyyah letters after the implementation of letter card media.

Data Verification To ensure the validity of the data, triangulation was conducted using several data collection techniques: **Observation:** Direct observation of children's learning activities during the process using the letter card media. **Interviews:** Structured conversations with teachers and children to gather feedback on the effectiveness of the media used. **Documentation:** Data collection through children's progress notes, activity photos, and learning evaluation results. This triangulation ensures that the data obtained is accurate and reliable, making the research findings valid and reflective of the actual conditions. This research reveals that the use of letter card media has a positive impact on improving the ability to memorize Hijaiyyah letters in Group B children at RA Al Istiqomah Kartasura. The data results show a significant shift from the categories of "Not Yet Developed" and "Beginning to Develop" in the pre-cycle to the majority being in the categories of "Developing as Expected" and "Developing Very Well" in the second cycle. This confirms that the intervention with letter card media is effective in helping children recognize and memorize Hijaiyyah letters. Several factors contributing to this success include: **Visual Appeal and Interactivity:** The attractively designed letter card media was able to capture children's attention, thereby increasing their motivation to learn.

The concrete visual approach helped children associate the letter forms with the correct sounds. **Fun Learning Methods:** An interactive and enjoyable approach made children feel comfortable and active in the learning process, accelerating their memorization. **Increased Active Participation:** With the children's direct involvement in using the media, there was an increase in participation that supported the internalization of the learning material. However, the study also identified several challenges, such as limited learning time and varying levels of children's concentration. In the first cycle, while there was an improvement, not all children showed optimal development. The improvement of strategies in the second cycle had a more significant impact on enhancing memorization abilities. **Discussion Results** Based on data analysis and verification through observation, interviews, and documentation, it can be concluded that: The use of letter card media significantly improves the ability to memorize Hijaiyyah letters in children. The improvement of methods and learning strategies in the second cycle brought a greater positive shift compared to the first cycle. The key success factors are the visual appeal of the media, interactivity in the learning process, and the active involvement of the children. This research suggests that educators continue to develop and vary interactive learning media to optimize the learning process for early childhood students

CONCLUSION

Based on the research findings, the use of letter card media has proven to be effective in improving the ability to memorize Hijaiyyah letters among Group B children at RA Al Istiqomah Kartasura. The research, conducted through two cycles of classroom action, showed a significant improvement. In the initial stage (pre-cycle), most children were in the "Not Yet Developed" and "Beginning to Develop" categories. However, after the implementation of the letter card media, there was a shift towards the "Developing as Expected" and "Developing Very Well" categories, particularly noticeable in the second cycle. This indicates that: • Engaging and interactive learning media can boost learning motivation and help children in recognizing and memorizing Hijaiyyah letters. • Improved teaching methods applied in the second cycle resulted in more significant progress compared to the first cycle. • Active involvement of children during the learning process had a positive impact on their memorization abilities. Thus, this research concludes that the use of letter card media is an effective teaching strategy to enhance the ability to memorize Hijaiyyah letters in early childhood. The recommendations from this study are for educators to continue developing and varying interactive learning media to support the improvement of children's learning abilities, as well as to address challenges such as limited time and varying levels of concentration.

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