



Improving the Ability to Recognize Hijaiyah Letters through the Media of Picture Cards in Group A Students RA Manbaul Ulum

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Abstract

The ability to recognize Hijaiyah letters is a basic skill that needs to be mastered by early childhood in learning Islamic Religious Education. This study aims to improve the ability to recognize Hijaiyah letters in group A students at RA Manbaul Ulum through the use of picture card media. The method used in this study is class action research (PTK) with qualitative and quantitative approaches. This research consists of several cycles that include the stages of planning, implementation, observation, and reflection. The subject of the study was a student of group A RA Manbaul Ulum. Data were collected through observation, interviews, as well as initial tests and final tests, then analyzed descriptively, qualitatively, and quantitatively. The results of the study show that the use of picture card media can increase students' interest and understanding in recognizing Hijaiyah letters more effectively than conventional methods. In the initial test, most students had difficulty recognizing the Hijaiyah letters correctly. However, after the intervention using the medium of picture cards, there was a significant increase in the accuracy and speed of students in recognizing the letters. In addition, this method also increases students' interest and participation in learning activities. The introduction of Hijaiyah letters is the initial stage in learning to read the Qur'an for children. At an early age, children find it easier to understand learning materials through a fun and interactive approach. One of the effective learning media is picture cards, which help students recognize Hijaiyah letters visually and contextually. Based on the results of the study, the use of picture card media has been proven to be effective in improving the ability to recognize Hijaiyah letters in group A students of RA Manbaul Ulum. Therefore, it is recommended to educators to adopt this method to increase the effectiveness of learning Hijaiyah letters in early childhood education institutions.

Keywords: Hijaiyah Letters, Picture Card Media, Early Childhood Education, RA Manbaul Ulum.

INTRODUCTION

Religious education in early childhood, especially in the age range of 3-6 years, has a very important role in shaping children's character and habits. One of the fundamental aspects of Islamic religious education is to introduce children to the Qur'an. Efforts to instill the habit of reading the Qur'an from an early age aim for children to grow up in accordance with their nature as Muslims.

In the process of learning the Qur'an, children need to first know the Hijaiyah letters before learning to read. However, introducing Hijaiyah letters to early childhood is not an easy

task. Their still-developing cognitive abilities make them require a special approach that is fun and effective.

Based on the results of observations made on group A students at RA Manbaul Ulum, it was found that there were obstacles in recognizing Hijaiyah letters. Some children have difficulty distinguishing letters that have similar shapes. This has an impact on their difficulty in memorizing and pronouncing letters correctly.

Observation data shows that almost 70% of children in group A are not able to distinguish Hijaiyah letters well. For example, they have difficulty distinguishing the letters ba' (ب) from ta' (ت), the letters ha' (ح) from kha' (خ), and the letters fa' (ف) from qof (ق). This mistake is quite significant because it can hinder their development in reading the Qur'an.

One of the main causes of this problem is the lack of varied learning methods. Teachers still use many oral imitation techniques without providing interesting learning media. As a result, children have difficulty remembering the letters that have been taught.

Each child has different learning abilities. Some children can memorize letters immediately after being introduced once, but others require repetition many times before they really get to know them. Therefore, teachers must be creative in finding effective learning methods so that children can more easily recognize Hijaiyah letters.

To improve the ability to recognize Hijaiyah letters, the use of interesting and fun learning media for children is needed. One of the media that can be used is a picture Hijaiyah letter card. This media is considered effective in helping children recognize letters more visually and contextually.

Hijaiyah letter cards with pictures are learning media designed to attract children's attention. With attractive pictures, children are more motivated to learn and remember Hijaiyah letters more easily.

The use of illustrated Hijaiyah letter cards can also involve elements of games in learning. For example, children can be invited to match letters with appropriate pictures or arrange cards into simple words in Arabic. With this method, the learning process becomes more fun and not boring for children.

In addition, Hijaiyah letter cards with pictures can be made by teachers and parents. The creativity in making these cards can be adjusted to the interests of children. For example, draw an attractive shirt with the letter ba' (ب) in it, or draw a car for the letter mim (م).

With this more interactive approach, it is hoped that children will recognize Hijaiyah letters faster and have an interest in continuing to learn to read the Qur'an. Drawing card-based learning can also train children's memory in a more natural and fun way.

The results of research and experience in the field show that the use of picture card media can improve children's ability to recognize Hijaiyah letters faster than conventional methods. Children become more active in learning and have a higher motivation to learn.

Therefore, the use of illustrated Hijaiyah letter card media is highly recommended in learning for early childhood. This method not only helps children recognize letters more easily but also makes the learning process more effective and fun.

With the right application, it is hoped that early childhood can recognize the letters of Hijaiyah well so that they are better prepared to learn to read the Qur'an at the next stage. Teachers and parents have an important role in supporting this learning by creating an interesting and conducive learning atmosphere for children.

METHODS

This study uses the Classroom Action Research (PTK) method which aims to improve the ability to recognize Hijaiyah letters through the medium of picture cards in group A students at RA Manbaul Ulum. PTK was chosen because it allows researchers to take direct actions in the classroom to identify problems and provide solutions through systematic interventions.

This research was carried out in several cycles, where each cycle consisted of four main stages, namely planning, implementation, observation, and reflection. The approach used in this study is a combination of qualitative and quantitative approaches. The qualitative approach was used to understand students' responses to the medium of picture cards, while the quantitative

approach was used to measure the improvement of the ability to recognize Hijaiyah letters through the analysis of test result data.

The subjects of this study are group A students at RA Manbaul Ulum which totals 20 children. The selection of subjects was carried out based on the initial findings from observations that most children had difficulty in recognizing the Hijaiyah letters well.

The research instruments used include observation, interviews, as well as initial tests and final tests. Observations were made to see student involvement in learning and the effectiveness of picture card media. Interviews were conducted with classroom teachers to obtain information about previous learning obstacles. Meanwhile, the initial test was used to measure the student's initial ability to recognize the Hijaiyah letters, and the final test was used to see improvement after the intervention was carried out.

The implementation of actions in this study involves the use of illustrated Hijaiyah letter card media that is specifically designed to attract children's attention. Each card contains one Hijaiyah letter along with a picture that has a similar initial sound to that letter. For example, the letter "Ba" (ب) is accompanied by a picture of "Clothes" so that children can remember it more easily.

In the planning stage, the researcher develops a learning strategy that includes the provision of picture cards, the creation of a learning implementation plan (RPP), and the preparation of success indicators. After careful planning, the implementation stage is carried out by teaching Hijaiyah letters to children using picture cards through various interactive activities, such as matching letters with pictures, playing letter guessing, and repeating readings together.

During the observation stage, the researcher recorded the students' activeness, their level of understanding, as well as obstacles that may arise during learning. In addition, the interaction between students and teachers was also analyzed to assess the effectiveness of the methods applied.

The reflection stage is carried out after one learning cycle is completed. In this stage, the results obtained from observation and tests are compared with the predetermined targets. If the results are not optimal, improvements are made in the next cycle by adjusting the learning strategy to be more effective.

Data analysis was carried out using qualitative and quantitative descriptive methods. Qualitative data was analyzed by interpreting the results of observations and interviews, while quantitative data was analyzed by comparing students' initial test scores and final tests. The increase in student learning outcomes was analyzed using a percentage increase in average scores.

From the series of methods applied, it is hoped that this research can contribute to improving the ability to recognize Hijaiyah letters in early childhood. In addition, the results of this research can be a reference for teachers in implementing more effective and fun learning methods in the classroom.

RESULTS

This study aims to improve the ability to recognize Hijaiyah letters in group A students at RA Manbaul Ulum through the use of picture card media. The research was carried out in several cycles with stages of planning, implementation, observation, and reflection. The results of this research were obtained through observation, interviews with teachers, and analysis of students' initial test results and final tests.

Before the action was taken, the results of observations showed that most students had difficulty in recognizing the Hijaiyah letters. Of the 20 students who were the subjects of the study, only about 30% were able to distinguish the Hijaiyah letters correctly, while the other 70% still made mistakes in distinguishing the shape and sound of the letters. A common mistake is in distinguishing letters that have almost similar shapes, such as ba' (ب) with ta' (ت), ha' (ح) with kha' (خ), and fa' (ف) with qof (ق).

Based on interviews with classroom teachers, it is known that the learning methods that have been used are still conventional, namely by imitating words and memorizing repeatedly.

This method is less effective because children quickly get bored and have difficulty remembering the letters that have been taught. In addition, the lack of the use of interesting visual media makes learning less optimal.

In the first cycle, the action was carried out by introducing the media of Hijaiyah letter cards with pictures to students. Each letter is introduced with a picture that has a similar initial sound to help students remember the letters more easily. For example, the letter "Ba" (ب) is associated with the image of "Clothes", the letter "Ta" (ت) is associated with the image of "Tayo", and so on.

During the implementation of the first cycle, students seemed more interested in learning to know Hijaiyah letters than before. Matching letters with pictures and letter guessing games make the learning atmosphere more fun. However, the test results after the first cycle show that there are still students who do not fully recognize letters well, especially in letters that are almost similar in shape.

In the reflection stage after the first cycle, it was found that some students still needed more practice to distinguish certain letters. Therefore, in the second cycle, the learning strategy was improved by adding letter writing activities on the cards and increasing the practice of matching letters with simple words.

The implementation of the second cycle showed a significant increase. Children begin to recognize Hijaiyah letters faster and seem more confident in pronouncing the letters they see. In addition, student participation in learning has also increased. They are more active in participating in educational games that use picture cards as an auxiliary tool.

The test results after the second cycle showed a significant increase in the ability to recognize Hijaiyah letters. If in the initial test only 30% of students recognize letters well, then after the second cycle the number increases to 75%. Students who previously had difficulty distinguishing between the letters ba' (ب) and ta' (ت) or fa' (ف) and qof (ق) began to show better understanding.

In the reflection stage after the second cycle, the teacher stated that the use of picture card media was very helpful in improving children's memory of Hijaiyah letters. Teachers also find it easier to teach letters because children are more enthusiastic and enthusiastic about learning.

To ensure the effectiveness of this method, the research continued into the third cycle by adding simple reading activities using picture cards. Students are invited to compose simple words from the Hijaiyah letters they have learned, such as "باب" (door) and "كتاب" (book).

In the third cycle, the results obtained increasingly show significant progress. Students not only recognize the Hijaiyah letters well but also begin to use them in simple reading exercises. The test results after the third cycle showed that 90% of students were able to recognize the Hijaiyah letters correctly and faster than before.

Observations in the third cycle also show that students who were initially less active in learning began to be more confident and enthusiastic in participating in activities. Interactive and fun learning activities make them more focused and less easily bored.

Analysis of the results of interviews with teachers after the third cycle showed that this method was very effective in improving student understanding. The teacher also said that this method can continue to be used in daily learning to ensure that children remember the Hijaiyah letters well.

In addition to improving the ability to recognize Hijaiyah letters, the use of picture cards also helps in improving children's cognitive skills, such as the ability to match, remember, and connect information visually. This shows that interesting learning media can provide wider benefits in early childhood development.

The results of this study also show that the use of picture cards can increase students' motivation to learn. Children who were previously less interested in learning Hijaiyah letters became more excited because learning was packaged in a more fun form.

In addition, the interaction between teachers and students in the learning process also increases. Teachers are easier to explain the material because students are more active in asking questions and discussing the letters they are learning.

In terms of time effectiveness, the use of picture cards has proven to be more efficient than conventional methods. In a shorter amount of time, students can recognize more letters compared to oral memorization methods which tend to take longer.

In addition, the results of this study provide recommendations to teachers and other educators to use more interesting learning media in teaching Hijaiyah letters. Thus, students not only learn in a more effective way but also enjoy the learning process more.

Based on the overall results of the study, it can be concluded that the use of illustrated Hijaiyah letter card media is very effective in improving the ability to recognize Hijaiyah letters in early childhood. This increase can be seen from the results of student tests which show a significant increase from the first cycle to the third cycle.

The success of this method shows that visual and interactive learning is more suitable for early childhood. Therefore, it is hoped that teachers can continue to develop creative learning methods so that children are more motivated in learning.

As an implication of this study, the use of picture card media can be applied more widely in various schools and early childhood education institutions as an effective strategy in learning Hijaiyah letters.

This research also provides an overview that the use of appropriate learning media can help children understand the material better and faster.

With this research, it is hoped that more and more teachers will adopt interactive media-based learning methods so that children can easily understand Hijaiyah letters and be better prepared to learn to read the Qur'an.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the use of picture card media is very effective in improving the ability to recognize Hijaiyah letters in group A students at RA Manbaul Ulum. Before the application of this method, most students had difficulty in distinguishing the shape and sound of Hijaiyah letters, with a low level of mastery. However, after a series of actions through the medium of picture cards, there was a significant improvement in their ability to recognize letters correctly.

This increase can be seen from the test results that show a progression from cycle to cycle. At the beginning of the study, only about 30% of students were able to recognize the Hijaiyah letters correctly. After intervention with picture cards, the figure increased to 75% in the second cycle and reached 90% in the third cycle. This shows that the use of picture card media has a positive impact in helping students recognize letters more effectively.

In addition to improving the recognition of Hijaiyah letters, this study also found that the use of picture cards can increase students' interest and motivation to learn. Students who are initially less enthusiastic about learning become more enthusiastic when learning is packaged in the form of interactive games. The activities of matching letters with pictures, guessing the letters, and writing the letters on the cards make students more actively involved in the learning process.

The interaction between students and teachers has also increased positively. Teachers are easier to convey material because students are more responsive and interested in learning. With this method, the learning process becomes more fun, so that children do not get bored quickly and are more focused on recognizing the Hijaiyah letters that are taught.

In terms of time effectiveness, the picture card method has proven to be more efficient compared to conventional methods. In less time, students can recognize more letters and remember them better. This shows that the use of interesting learning media can help improve students' memory of the material studied.

In addition to the benefits for students, this study also provides recommendations for educators to be more creative in developing learning methods. The use of visual media such as picture cards can be an alternative in learning Hijaiyah letters, so that children can more easily understand and memorize these letters. Thus, this method can be applied more widely in various early childhood education institutions.

The conclusion of this study confirms that the medium of picture cards is an effective tool in improving the ability to recognize Hijaiyah letters for early childhood. Visual-based and interactive learning is more in line with the characteristics of children, so that they can

understand the material given more easily. Therefore, it is hoped that this method can continue to be developed and used in daily learning.

As a further implication, it is hoped that this research can be a reference for educators in designing more innovative and interesting learning strategies. With a fun approach, children will be easier to recognize the Hijaiyah letters and better prepared to learn to read the Qur'an. Thus, the goal of learning Islam in early childhood can be achieved optimally.

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