



Strategies Of Improving The Ability To Know Hijaiyah Letters Through Picture Card Media In Children Aged 5-6 Years

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Abstrak

Penelitian ini bertujuan untuk mengetahui upaya guru dalam meningkatkan mengenal huruf hijaiyah anak usia dini. Jenis penelitian yang digunakan deskriptif kualitatif. Tempat penelitian adalah di RA Bakti 16 Desa Gemah Ngargoyoso Karanganyar. Pengumpulan data melalui observasi, wawancara, dan dokumentasi. Strategi yang dilakukan oleh guru dalam meningkatkan mengenal huruf hijaiyah menggunakan media kartu bergambar yaitu dengan bercerita dan dengan permainan yang menarik. Strategi tersebut sudah dilakukan dengan baik sehingga dengan media tersebut mempermudah anak mengenal huruf hijaiyah sebagai kunci membaca Al Qur'an.

Abstrack

This research aimed to ascertain the efforts of teachers in increasing the recognition of hijaiyah letters in early childhood. The type of research used was descriptive qualitative. The place of study was at RA Bakti 16, Gemah Ngargoyoso Karanganyar Village. Collecting data was carried out through observation, interviews, and documentation. The strategy carried out by the teacher in increasing the knowledge of hijaiyah letters used picture card media, namely by telling stories and with exciting games. This strategy has been carried out well so that with this media, it is easier for children to recognize hijaiyah letters as the key to reading the Qur'an.



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INTRODUCTION

Early childhood is the most important and fundamental initial phase in the entire range of growth and development of human life (Ramadanti & Arifin, 2021). Early childhood is a golden age for children aged 0-6 years. Children have unique qualities to develop their various potentials (Mutiah, 2015). Children's personalities are shaped by things they have seen and heard. Early childhood education is a fundamental teaching tool because it provides a fundamental framework for the education and development of children's basic knowledge, attitudes, and skills.

In Islamic teachings, the first lesson that must be given to children is reading Al-Qur'an, because Al-Qur'an is the source of all Islamic teachings, which cover all aspects of human life (Syahrizal and Sukarno, 2021). Learning to read Al-Qur'an is a top priority for a Muslim because Al-Qur'an is a guide for living the life of the world and a provision for life in the hereafter. Bearing in mind that Al-Qur'an is the basic foundation of Muslims in carrying out life. Basic Al-Qur'an education needs to be given from an early age. In addition, teaching Al-Qur'an from an early age is one of the stimulations for developing children's potential: the ability to read, write and memorize (Maharani, 2020).

Judging from the meaning of the word according to Hamid, Al-Qur'an comes from the Arabic word "qaraa" which means reading, while the words "quran" and "qira'ah" which mean collecting and translating many letters (hijaiyah) and words (Setiawan, 2018). Meanwhile, Al-Qur'an that every Muslim must learn is the word of God which is composed of letters and words that were revealed to the Prophet Muhammad SAW (Widiani, 2019). One of the conditions for reading Al-Qur'an is knowing the Hijaiyah letters in each sentence of the verses of Al-Qur'an. Hijaiyah is the basic key to reading Al-Qur'an. Hijaiyah is used as a spelling to write words or sentences in Al-Qur'an. A child who knows Hijaiyyah letters can easily read Al-Qur'an properly and fluently, and there are no obstacles in reading Al-Qur'an (Sholihat, 2020).

The introduction of hijaiyah letters in early childhood must be carried out with an interesting strategy or method so that the child is interested in reading it, and it is hoped that the child will quickly be able to read Al-Qur'an. Reading is complex and involves many things, including reciting texts, and also visual, mental, psychological, and metacognitive activities. As a visual process, reading is the

process of changing written symbols (letters) into spoken words. Reading as a thinking process includes word recognition, literal understanding, interpretation, critical reading, and creative understanding. As a visual process, reading is the process of changing written symbols (letters) into spoken words. Reading as a thinking process includes word recognition activities, literal understanding, interpretation, critical reading, and creative understanding (Ramadanti & Arifin, 2021). Internal factors influencing a child's success in learning to read include mental maturity, visual abilities, and listening skills. Based on this reading generally is an activity of reciting letters, words, and simple sentences by carrying out several actions through observing and remembering. In this case, what is meant by reading is reading hijaiyah letters as part of the letters in Al-Qur'an.

In early childhood, the right learning media in teaching reciting Al-Qur'an is very necessary. One of the learning media that can be used is picture card media. Picture card media is a tool used in the learning process, which is made of cardboard containing pictures that are interesting and familiar to children so that it is easy for children to remember the letters from these pictures. Picture card media can be used by teachers to stimulate children's creativity and memory. Media is a communication channel tool. In general, media are people, materials, or events that create conditions in which students can acquire knowledge, skills, or attitudes. Therefore, the media is an intermediary or introduction that allows teachers to communicate in a more comfortable atmosphere for students. In learning, learning media plays an important role as part of the learning system (Sholihat, 2020). The difficulty for children to recognize Hijaiyah letters is due to the need for more media to recognize Hijaiyah letters, making children quickly bored when learning (Raihana & Utami, 2020).

Based on observations and many considerations, finally, RA Bakti 16 Ngargoyoso replaced learning to recite Al-Qur'an from previously using the iqro method to the karimah method using picture card media. The selection of this media was based on the suitability of the learning process and also age suitability for group B children in improving their ability to recite Al-Qur'an. So far, teachers rarely use media to introduce hijaiyah letters so that children need help understanding hijaiyah letters. For this reason, media such as picture card media is necessary to improve children's ability to recognize hijaiyah letters. Picture card media can create a playing

atmosphere for children. With the right media and methods, the learning delivered can be well received by children (Rosyid, 2019). Based on these descriptions and observations, this research aimed to improve the ability to recognize hijaiyah letters through the media of picture cards for children aged 5-6 years”.

RESEARCH METHODS

This research is descriptive qualitative type. Research with descriptive qualitative research studies phenomena, emphasizing the search for meaning, concepts, characteristics, causes and effects of these phenomena, which are comprehensive and natural in accordance with what happened in the field and presented in narrative form. Qualitative research is essentially observing people in their environment, interacting with them, and trying to understand their language and interpretation of the world around them. The purpose of qualitative descriptive is to explain aspects relevant to the phenomena observed in learning activities (Judge, 2020).

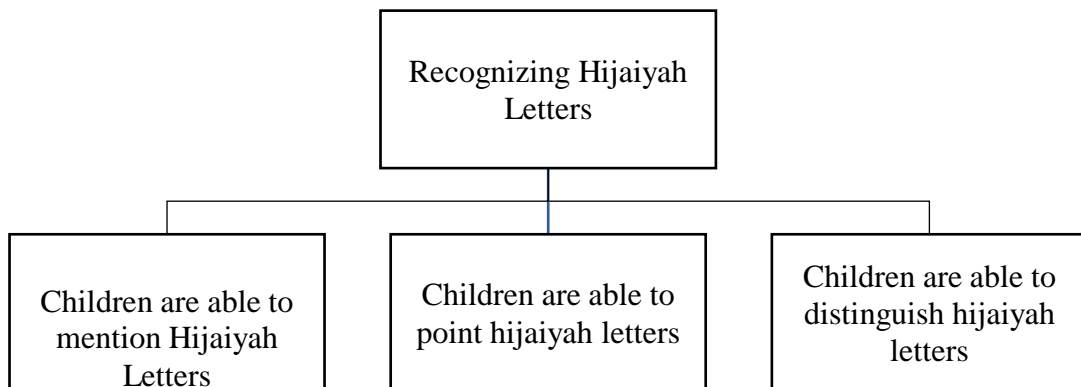


Figure 1. Indicators of Ability to Recognize Hijaiyah Letters

This research was conducted at RA Bakti 16 Ngargoyoso, while the informants studied consisted of 1 class teacher, a school principal, and 10 subjects in this study. Informants were the sources of research data. They were the main factors in this study that played an important role, and therefore, certain aspects were studied

(Fadli, 2021). The analysis technique in the research consisted of data collection, data reduction, data presentation, and drawing conclusions. Collecting data was carried out through observation, interviews, and documentation. In this study, indicators of the ability to recognize students' hijaiyah letters are shown in Figure 1.

RESULTS AND DISCUSSION

The steps taken by the teacher in using picture cards.

The research conducted at RA Bakti 16 observed the teacher's strategy in teaching reading skills, especially reciting Al-Qur'an. In reciting Al-Qur'an, the first thing that must be done is introducing hijaiyah letters. Jalongo described reading as a process of meaningful messages and problem-solving. The problem-solving referred to in this study is the child's ability to translate hijaiyah letters (Ramadanti & Arifin, 2021). In learning to recite Al-Quran in general, children will be taught to recognize hijaiyah letters. There are 28 hijaiyah letters that children learn. After knowing the 28 hijaiyah letters, the child was then taught how to pronounce the letters which are good and correct and in accordance with their makhraj (Maharani, 2020).



Figure 2. Card Media with Hijaiyah Letters

Within the process of learning to recite Al-Qur'an at RA Bakti 16, the teacher stimulated learning using learning media. Playing with words can encourage children to be creative and active to learn letters, syllables, words, and various kinds of image symbols (Hakim, 2020).

The following are the steps taken by the teacher in using picture cards: 1) First, the teacher first makes a lesson plan that is in accordance with the competencies to be achieved; 2) the teacher does apperception, one of which is by singing hijaiyah letter songs. The purpose of perception is to check the child's incipient skills; 3) the teacher distributes the picture cards one by one and teaches each hijaiyah letter on each card before asking for the pictures on each card; 4) students imitate the teacher's hijaiyah letters; and 5) students begin to pronounce the hijaiyah letters themselves that have been assigned by the teacher. An example of a picture card is shown in Figure 2.

The teacher's strategy in using picture cards increases the ability to recognize hijaiyah letters.

In addition to learning media, teachers also applied various learning strategies. The first was using an interesting storytelling strategy adapted to the order of the hijaiyah letters and the pictures on the picture card. Through this method, children are usually more enthusiastic about listening to what the teacher says. Speaking, writing, and listening skills can all be integrated with storytelling as a method to help children develop basic skills. In addition, telling stories gives children space to move when something important is learned and used. Storytelling has a positive psychological effect on children. Children can learn to analyze their environment which also helps them develop the ability to construct causal relationships of events. It fosters creativity and imagination, which is especially needed in early childhood, and creates a sense of longing for school when stories are present because children like someone to read stories for them (Nurjanah and Anggraini, 2013).

Table 1. Learning Outcomes with Picture Card Media

No	Notes	BB	MB	BSH	BSB
1.	Observation Results	2	4	2	2
2.	Learning Outcomes	0	2	2	6

Notes:

BB = *Belum Berkembang* (Not Developed)

MB = *Mulai Berkembang* (Starting to Develop)

BSH = *Berkebang Sesuai Harapan* (Growing As Expected)

BSB = *Berkembang Sangat Baik* (Very Well Developed)

Based on the table above, it can be obtained that the reading ability of RA Bakti 16 Ngargoyoso during this 1 semester has increased. The results of observations on the development of reading skills during observation and learning outcomes during the study Developed Very Well, namely 60%, Very Well Developed.

In the second strategy, the teacher also applied an interesting game: a walking tissue box game. When applying this game strategy in the classroom, the teacher made the children sit in a circle and prepared learning media in the form of tissue boxes and picture cards. The teacher invited the children to memorize a short surah, and at the same time, the tissue box was run in a circle. When the memorization of a letter stopped, the child who had a tissue box in front of him must read the hijaiyah letters aloud on the picture card shown by a friend or teacher, and so on until the memorization was sufficient. Apart from increasing memorization, this game is very fun and challenging because this game requires participants to answer questions about hijaiyah letters or words on picture cards.

Reading is the activity of reciting letters, words, and simple sentences by carrying out several actions through observing and memorizing. The use of media images in introducing Hijaiyah letters is very important to help children more quickly understand and remember Hijaiyah letters conveyed by their teacher. Erlina et al. (2018) also explained that knowing Hijaiyah letters should be taught to children using picture card media because children use picture card media to recognize the shapes and differences of these letters (Hakim, 2020). Picture cards are cards that contain words and pictures. Image cards used are of good quality, relevant, interesting, simple, and complete. Picture card media is card media that contains pictures and writing that can be used as a card game to allow children to be interested in understanding the material conveyed by the teacher (Ramadanti & Arifin, 2021). According to Gerlach and Ely in Sundayana (2013: 4), media, when understood broadly, is human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes. Media are various types of components in the

student's environment that can stimulate them to learn (Sadiman, 2003: 6) (Rosyid, 2019).

In general, the benefits of picture card media are that the delivery of learning material can be uniform; the learning process becomes more interesting; learning becomes more interactive; the amount of study time can be reduced, and the quality of student learning can be improved (Ramadanti & Arifin, 2021). The use of pictorial media is very important in the introduction of hijaiyah letters so that it is easier for children to remember and more quickly understand the letters conveyed by their teacher. Learning to use picture card media will make it easier for children to recognize the different shapes of hijaiyah letters. However, learning outcomes will vary due to comprehension and other factors that affect success in reciting Al-Qur'an.

According to Shofi, children's mental maturity greatly influences their learning success; a) If the child is ready, success will be easy to achieve. On the other hand, if the child is not ready, then it is necessary to motivate and condition the child so that the child is ready to learn; b) If the child's visual skills develop well, it will help their learning success. Because they will be able to clearly distinguish the different characters of each letter with this ability; c) Having good listening skills will also be very beneficial for learning success because the problem of sound is very closely related to the development of reading. Children need good hearing to distinguish between different letter sounds; d) Speech and language development is needed when a child wants to say a word or sentence. The introduction to reading will end at the letter recognition stage if the child cannot speak clearly. However, there is nothing wrong with introducing reading when a child is just learning to speak, e) A good ability to think and to listen in a child will greatly help the accuracy of understanding reading activities, so the development of sound sensitivity must be done early and can start from a child aged zero to three months; f) The development of children's motor skills, especially their fine motor skills, is closely related to reading success, so it is important to focus on these skills as early as possible. Therefore, it is very important to motivate children; and g) Before starting the process of introducing reading, children are shown how to be interested in reading activities. Try always to present reading to your child if he enjoys it (Ramadanti & Arifin, 2021).

After conducting research by carrying out learning through picture card media games, it can be seen that the ability to recite Al-Qur'an includes knowing hijaiyah letters, distinguishing hijaiyah letters, and reading hijaiyah letter arrangements.

CONCLUSION

Based on the results of the research and discussion that have been described, the study showed that the use of appropriate media was necessary for improving learning outcomes. In addition, the learning process was strongly influenced by the strategy used. These picture cards could encourage the development of interesting and fun learning experiences. After conducting research by carrying out learning through picture card media games, the ability to recite Al-Qur'an includes knowing hijaiyah letters, distinguishing hijaiyah letters, and reading hijaiyah letter arrangements. The strategy used in this study was a picture guessing game and a walking tissue box game. Providing feedback and reinforcement is needed to stimulate children's enthusiasm. Allowing children to participate actively is also very important, namely with question and answer activities to read and guess the pictures. Picture card media and these strategies are used in the learning process for pre-school age children. Introduction and pronunciation of hijaiyah letters, vocabulary, and pictures can be encouraged in children, especially in the early years. This will increase their interest in learning concepts and help them improve their skills and memory.

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