

THE EFFECT OF USING LETTER CARD MEDIA ON QUR'AN LEARNING ON THE ABILITY TO READ HIJAIYAH LETTERS IN EARLY CHILDHOOD

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Abstract: One of the learning achievements is influenced by the use of media, errors in media selection actually have an impact on non-achievement. With regard to that, the purpose of this study is to determine the effect of letter card media on the ability to read hijaiyah letters of Early Childhood RA Dinul Hasanah Stabat. This research uses a quantitative approach, with an experimental method. Data collection methods using observation and performance tests. To test the research hypothesis using the T-test formula. The results of this study indicate that the analysis of the two classes of pretests and posttests for the control class with a mean of 84.28 and the experimental class of 66.25, with a median of the control class of 4.5 and the experimental class of 8. The media is very influential on the ability to read hijaiyah letters indicated by the homogeneity test obtained a t_{count} value of 3.84 while after the T-test is carried out, a t_{table} of 2.6 is obtained, this shows at the 5% significance level and the results show that the t_{count} value is $3.84 > t_{table}$ value of 2.6. So, there is an influence of letter card media on the ability to read hijaiyah letters in early childhood Raudhtul Athfal (RA) Dinul Hasanah Stabat. This research has implications for improving learning, especially the introduction of hijaiyah letters.

Keywords: Letter Card Media, Learning Media, Early Childhood

Abstrak: Salah satu ketercapaian pembelajaran di pengaruhi oleh penggunaan media, kesalahan dalam pemilihan media justru berdampak pada ketidaktercapaian. Berkenaan dengan itu tujuan penelitian ini adalah untuk mengetahui pengaruh media kartu huruf terhadap kemampuan membaca huruf hijaiyah Anak Usia Dini RA Dinul Hasanah Stabat. Penelitian ini menggunakan pendekatan kuantitatif, dengan metode eksperimen. Metode pengumpulan data menggunakan observasi dan tes *performance*. Untuk menguji hipotesis penelitian menggunakan rumus T-tes. Hasil penelitian ini menunjukkan bahwa analisis dari kedua kelas pretes dan posttest untuk kelas kontrol dengan mean 84,28 dan kelas eksperimen 66,25, dengan median dari kelas kontrol 4,5 dan kelas ekperimen 8. Media Kartu huruf sangat berpengaruh terhadap kemampuan membaca huruf hijaiyah ditunjukkan dengan uji homogenitas di peroleh nilai t_{hitung} sebesar 3,84 sedangkan setelah uji T-tes dilakukan, di peroleh t_{tabel} 2,6 ini menunjukkan pada taraf signifikasi 5% dan hasil menunjukkan bahwa nilai t_{hitung} 3,84 > nilai t_{tabel} 2,6. Jadi, terdapat pengeruh media kartu huruf terhadap kemampuan membaca huruf hijaiyah pada anak Usia Dini RA Dinul Hasanah Stabat. Penelitian ini berimplikasi pada perbaikan pembelajaran khususnya materi pengenalan huruf hijaiyah.

Kata Kunci: Media Kartu Huruf, Media Pembelajaran, Anak Usia Dini

INTRODUCTION

Learning Hijaiyah Letters in Early Childhood is an educational process that aims to introduce, teach, and guide young children in understanding and mastering Arabic letters and how to read them. (Imroatun, 2017). This process is an important first step in introducing children to Arabic language learning and Islamic religion from an early age. Learning begins with the gradual introduction of the Hijaiyah letters. Children are introduced to the letter shapes, sounds, and how to write them.

Learning Hijaiyah letters in early childhood often uses fun methods, such as songs, games, and other interactive media. (Alucyana et al., 2020). This aims to motivate children and make the learning process fun. The use of visual media, such as pictures or letter cards, can help children memorize and recognize Hijaiyah letters more effectively. (Alucyana et al., 2020). Visual media can also make it easier for children to associate letter shapes with their sounds and meanings.

Learning Hijaiyah letters in early childhood not only provides the basics in understanding Arabic, but also forms an important foundation in understanding and practicing Islam throughout their lives. With the right approach and involving interesting learning methods, children can quickly and effectively master the skills of reading and writing Arabic letters. In the context of learning Hijaiyah letters in early childhood, Letter Card Media can be an effective tool to help

children recognize and read Arabic letters more easily and fun. With proper and creative use, Letter Card Media can accelerate the learning process of reading Hijaiyah Letters and increase children's interest in the subject matter.

The use of Letter Card Media can vary, from simply introducing letters to children who are still learning to read, to utilizing it as a tool in accelerating the learning process. (Ardin et al., 2020). This method can also include games designed to help children associate letters with their sounds and shapes. In addition, letter cards can also be used in group activities that involve social interaction to increase children's motivation to learn. (Hasanah & Ali, 2021).

Letter card media is very helpful for students in the learning process, because through letter card media students more easily understand the material provided by the teacher. Letter Card Media is a learning media using thick and rectangular paper written or marked with certain alphabetic elements or letters. Letter cards are one of the learning aids included in the Flash Card category. (Aisyah et al., 2022). This learning media relies on Letter Cards which are the main factor in the learning process. Letter cards can help teachers achieve instructional goals because in addition to being a cheap and easily obtained media, it can also increase student activeness. In addition, students' knowledge and understanding become broader, clearer, and not easily forgotten. Media are various types of

components in the student's environment that can stimulate him to learn. Learning is an activity that is made to stimulate special skills, build character and behavior. Media as an intermediary in providing these stimuli. In addition, media is any physical tool that can present messages and stimulate students to learn. Meanwhile, according to Criticos, the media is one of the components of communication, namely as a messenger from the communicator to the communicator (Robiatul & Basri, 2023).

Therefore, the letter card media is expected to help students in the learning process. Through the learning process, it is hoped that students will get good learning results. These changes are pursued in the teaching and learning process to achieve the expected goals. The success of students in absorbing the material provided by the teacher is one of the efforts that must be made by the teacher, but often in students understanding the lesson there are obstacles in this case the delivery of teacher material which is still a lecture that affects the learning. (Al Ghozali, 2021; Tobing et al., 2023).

Based on preliminary research conducted by researchers, it appears that the Early Childhood school teacher Raudhatul Athfal (RA) Dinul Hasanah Stabat in the learning process in the classroom still does not use learning media. This makes students feel less motivated in learning activities. Learning activities are said to be successful if their implementation is supported by learning

facilities that can improve optimal learning outcomes. Teachers are active in explaining the subject matter while students are just listeners. Students are less included in the management of information, so that students are not active in participating in learning activities that take place and for this reason student learning outcomes are low, marked by the number of students who are unsuccessful in completing comprehension tests given by the teacher, more specifically regarding reading hijaiyah letters.

Teachers only emphasize on planting concepts in students without caring whether the concepts that have been taught have been understood by the students themselves. The reality in the field reveals that the ability to read hijaiyah letters of Early Childhood Raudhatul Athfal (RA) Dinul Hasanah Stabat is still low, this can be seen from the learning outcomes of students who have not met the KKM. Of the 15 students who read hijaiyah letters in both the control and experimental classes, the average score was 60. Meanwhile, the KKM value for letters and sounds lessons is 65. Observing the above problems, it is necessary to utilize learning media that can make students more active and be in maximum learning outcomes.

With regard to the above problems, this study aims to determine the effect of letter card media on the ability to read hijaiyah letters of Early Childhood Raudhatul Athfal (RA) Dinul Hasanah Stabat. This research uses a quantitative approach, with experimental methods. The results of

this study have a contribution in the form of the effectiveness of letter card media in increasing understanding and recognition of hijaiyah letters, as well as reading skills in the target group. These findings can have practical implications in the development of Arabic letter learning methods, especially in the context of children's learning. With a better understanding of the impact of letter card media, this study can make a positive contribution to the development of more effective educational approaches to introduce the Hijaiyah letters and strengthen reading skills in children.

This research certainly has a distinction from other studies, to find out, the researcher also explored using the google scholar index page and the results were that there were several relevant studies with a different focus of study from this study, namely: (1) the focus on research is the same but using class action research (Mustofa & Indriyani, 2020; Ratnasari et al., 2023; Trisnawati et al., 2021); (2) focus on the use of card media in terms of improving early childhood speaking skills (Ani, 2018; Fahrudin et al., 2022; Puspita et al., 2016; Ratnasari et al., 2023); (3) Focus on cognitive development using card media (Aprianti et al., 2020; Nayazik et al., 2019; Nonik et al., 2013; Wulandari et al., 2022). It is different from the focus of this research which uses experimental research and focuses on students' ability to read hijaiyah letters.

METHOD

In this study the method used is the experimental method, which is a method

that is part of a quantitative approach that has its own characteristics, namely the presence of a control group. The experimental design used in this study is a form of research method True Experimental Design type pretest-posttest control group design. The research design is presented in the table below:

Table 1. Experimental Research Design

Group	Pre Test	Treatment	Post Test
Experiment	0 ₁	x ₁	0 ₃
Control	0 ₂	X ₂	0 ₄

Information:

- 0₁ and 0₂ : pre test
- 0₃ and 0₄ : post Test
- X₁ : use of letter card media
- X : not using media

The population in this study were all Early Childhood Raudhatul Athfal (RA) Dinul Hasanah Stabat class B which amounted to students, each class A 7 students, B 8 students. The sample taken in this study was Early Childhood RA Dinul Hasanah Stabat class B which amounted to 8 students selected by Cluster random sampling technique. This technique is used to determine the sample when the object to be studied or the data source is very broad. Sampling of the population is done randomly without regard to the strata that exist in the population. In this study, the samples selected from the two existing classes were class A and B students totaling 15 students. So it can be said that the sample in this study is all Early Childhood Raudhatul Athfal (RA) Dinul Hasanah Stabat class.

There are two variables in this study, namely the independent variable and the dependent variable. The independent variable (X) that affects the dependent variable. The independent variable in this study is "letter card media". The dependent variable (Y) which is the result or which is influenced by the independent variable. The dependent variable in this study is the ability to read hijaiyah letters.

Data collection techniques in this study used observation, test performance. Observation is a method of collecting data through systematic observation and recording of the behavior of research subjects. The tool used to observe is an observation sheet in the form of a check list. In this study, observation techniques were carried out by direct observation of student actions during learning with letter / word cards, observation actions were carried out based on the observation sheet that had been prepared. Researchers prepare observation sheets and observe each student's activities during the learning process. Performance tests are tests that require the testee to move or use objects, or arrange the parts that are done with the test. This test is conducted to determine the improvement in the ability to understand the subject matter of students. The test carried out in this study was a hijaiyah letter reading test. The test of reading hijaiyah letters is done by reading 3 to 5 letters that are read aloud, students read them individually in front of the class and the teacher observes and listens to students' reading by paying attention to the accuracy

of voicing the writing, memorization, intonation, fluency and clarity in pronunciation. Instrument trials need to be carried out before conducting research. This is so that the instruments to be used in measuring variables have validity and reliability in accordance with the provisions. The instrument is said to be valid if the instrument has gone through a reliability test. To carry out the instrument test in this study will take respondents outside the sample.

The homogeneity test was carried out, to find out that the two classes (experimental and control) had the same variance or homogeneous mastery. If the test results obtained are normally distributed and homogeneous, then hypothesis testing is carried out with the formula:

$$t\text{-test} = \frac{\bar{x}_1 - \bar{x}_2}{\frac{SD_1^2}{N_1 - 1} + \frac{SD_2^2}{N_2 - 1}}$$

Information:

- \bar{x}_1 : Mean of sample distribution 1
- \bar{x}_2 : Mean of sample distribution 2
- SD_1^2 : Variance value of sample distribution 1
- SD_2^2 : Variance value of sample distribution 2
- N_1 : individual distribution sample 1
- N_2 : individual distribution sample 2

After the empirical t value or tcount has been obtained, the next step is to compare the te value with the theoretical t value or it can be referred to as a table. To find out the value of tr, we must first know the degree of freedom in the entire distribution under study with the formula

degrees of freedom= N-2. After knowing the degree of freedom, the next step is to look at the theoretical t value at the 5% significance level. If at the 5% level the empirical t value is obtained < the theoretical t, it means that there is no significant difference between the use of Letter Card Media in Reading Hijaiyah letters in Early Childhood RA Dinul Hasanah Stabat, or in other words Ho is accepted. Conversely, if at the level of the empirical t value > t theoretical, it can be interpreted that there is a significant difference between the use of letter card media on reading hijaiyah letters for Early Childhood RA Dinul Hasanah Stabat Ha is accepted. To find out how much influence the use of letter card media has on the ability to read hijaiyah letters for Early Childhood Children of RA Dinul Hasanah Stabat, use the following formula:

$$\frac{\bar{x}_1 - \bar{x}_2}{\bar{x}_2} \times 100\%$$

RESULTS AND DISCUSSION

This study was conducted with the aim of finding the effect of using letter card media on the ability to read hijaiyah letters in Early Childhood RA Dinul Hasanah Stabat, odd semester of the 2023-2024 school year. This research was conducted in the whole class (consisting of two classes) with a total of 15 students, which were divided into two group classes consisting of 8 students as a control group while 7 students as an experimental group. The data obtained in this study are the results of pretest and posttest given at the beginning of the meeting of the two groups.

Research in the control class was conducted on Thursday, July 13, 2023, researchers conducted the first research for the control class. That is, by giving a pretest and completing it. In teaching also researchers do not use media. This was done to find out the students' understanding during the learning process. As for the experimental class, it was conducted on Thursday, July 20, 2023 where researchers gave a pretest. After that, in the presentation of the material, the researcher used the letter card media during the learning process in the classroom.

The data presented in this study are the results of posttests from the control group and the experimental group which will be tested for data normality and research hypotheses using the t-test. The data of the post-test results of the control class and the class will be shown in tables 01 and 02.

Table 2: Control Group Class Post-Test Result Data

No	Student Initials	Score
1	Ark	60
2	Amr	80
3	Sof	60
4	Rif	60
5	Asw	60
6	Jun	70
7	Fir	70
8	Hen	70
Total		530
Mean		66,25
Median		4,5
Modus		60

Table 3. Post-Test Result Data
Experiment Group

No	Student Initials	Score
1	Aur	90
2	Gop	90
3	Just	90
4	Ikh	80
5	Syi	80
6	Rn	80
7	Ro	80
Total		590
Mean		84,28
Median		8,0
Modus		8,0

Tables 01 and 02 show the differences between the control class and the experimental class. This difference can be seen from the median, mean, mode values of the experimental and control classes. Where the mean value of the experimental class is 84.28 while the control class is 66.25. The median value of the experimental class is 8, while the control class is only 4.5. And the number that often appears (mode) of the experimental class shows 80 while the control class is 60. From these data it can be said that there is a difference between the treated class and the untreated class.

After the descriptive analysis is carried out, the next step is the prerequisite test analysis. Namely the homogeneity test. The homogeneity test is intended to determine whether the sample is taken from a population with a homogeneous variance. To test the homogeneity of the variance of the two

groups can be done manually with the formula:

$$F = \frac{\text{Largest Variance}}{\text{Smallest variance}}$$

With the test criteria: if $F_{\text{count}} \leq F_{\text{table}} = \frac{1}{2} \alpha(v_1, v_2)$, $\alpha = 5\%$ then it can be said that the two groups are similar in variance. The test results Based on the results of the formula calculation, it was obtained F_{max} or t_{count} of = 1,55 with a significant level 5% with db of numerator = 35,057 and denominator db = 33,228 obtained $F_{\text{table}} = 2,6$ because $F_{\text{max}} < t_{\text{table}}$ then it can be concluded that the two groups are homogeneous. The research data after being tested for prerequisites showed that the data was normal and homogeneous so that the hypothesis test using the t-test could be carried out. Calculation of the t-test conducted by researchers through manual calculations.

Based on data calculations, it can be seen that the experimental group with a sample size of 7 students obtained an average value of 84.28 and for the control group with a sample size of 8 obtained an average value of 66.25. Furthermore, the t-test shows the value $t_{\text{hitung}} = 3,38$. Previously, the degree of freedom (db) must be determined on the entire sample studied with the formula $db = N - 2$. The number of samples studied was 15 students $15 - 2 = 13$. Then the t_{table} with a 5% significance level is 2.6%.

It is known that the t_{table} value for $db = 13$ with a 5% significance level is 2.6% based on this value it can be written $t_{\text{table}} (5\% = 2.6) < t_{\text{count}} (= 3.38)$ this means that the t_{count} value is greater than t_{table}

at the 5% significance level. Based on the data analysis above, it can be said that there is a difference between students who are taught to read using letter card media, and students who do not use letter card media. Therefore it can be concluded that there is an influence of the use of Letter card media on reading hijaiyah letters of Early Childhood RA Dinul Hasanah Stabat, amounting to 27.21%.

After testing the hypothesis using the T-test on the Letter Card Media variable and the ability to read hijaiyah letters, that the Letter Card Media significantly affects the ability to read hijaiyah letters in all Early Childhood Raudhatul Athfal (RA) Dinul Hasanah Stabat.

The difference in results between the control class and the experimental class is indirectly influenced by the media used. Various media can be used including the use of letter card media in learning.

By using letter card media the classroom atmosphere will be more alive and the learning process will be more enjoyable and interesting. Learning media is one of the tools used to facilitate the learning process because the media is an intermediary between teachers and students. (Gleko et al., 2023; Usiono et al., 2021). Media as a teaching tool that can be utilized by educators to influence various aspects of child development and potential abilities in learning so that it can make learning activities run more effectively and efficiently. (Jf & Sukiman, 2020). With learning media, students who

are not yet able to think abstractly can be helped in the learning process. besides that, the existence of letter card media will make it easier for students to understand words and sentences.

Letter card media really helps students in the learning process because through letter card media students can more easily understand the material provided by the teacher. This is in line with the research conducted by Prasetiyorini (Prasetiyorini, 2020) which shows that teaching using letter card media can improve students' ability to read the Qur'an, achieve learning objectives and increase students' thinking activities. In addition, Syahrizal & Nurhafizah explained that the impact of using hijaiyah letter cards in recognizing hijaiyah letters applied made children happy and enthusiastic about the learning process. Children can also recognize hijaiyah letters that are chanted from alif to yes well. (Helminsyah et al., 2020)

Letter Card Media is one of the effective learning media in the context of early childhood education. (Darsih & Hermawan, 2022). These letter cards are generally made of thick, rectangular paper, where each card is marked with a specific letter or alphabetical element. With their practical and easy-to-use nature, letter cards are one type of Flash Card category that is often used in interactive learning. The use of letter cards brings significant benefits in the learning process that can improve the ability to recognize letters in early

childhood. (Darsih & Hermawan, 2022). These letter cards are not only a visual aid but also have the ability to increase interaction between teachers and students. If used correctly, letter cards can help children recognize letters in an interesting and fun way. In addition, the use of letter cards can also improve students' memory through repeated practice, strengthening the relationship between the visual form and sound of each letter.

Apart from being effective in terms of use, letter cards also have advantages in terms of accessibility. Their wide availability and relatively low production costs make them a practical and affordable option for various educational institutions, especially for those with limited budgets. Therefore, the use of letter cards can help expand access to learning materials at various levels of society without reducing the quality of education.

By utilizing these advantages, teachers can use letter cards creatively in the teaching process. Teachers can design various interactive activities involving letter cards, such as team games or individual challenges, which not only increase student engagement but also improve overall letter recognition. Through a creative and integrated approach, the use of alphabet cards can be the key to creating an engaging and student-centered learning environment. In addition, students' knowledge and understanding become broader, clearer,

and not easily forgotten through repeated practice, strengthening the connection between the visual form and sound of each letter. As Gagne (in Sadiman 2008: 6), explains "media are various types of components in the student's environment that can stimulate him to learn". In addition, the media is any physical tool that can present messages and stimulate students to learn. Meanwhile, according to Criticos (in Daryanto 2010: 4) media is one of the components of communication, namely as a messenger from the communicator to the communicant.

Therefore, through letter card media, it is hoped that it can help students in the learning process. Through the learning process, it is hoped that students will get good learning results. These changes are pursued in the teaching and learning process to achieve the expected goals.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the letter card media greatly affects the ability to read hijaiyah letters of students, this is evidenced by the homogeneity test with the variance of the two classes, namely the control class (84.28) experimental class (66.25) with the formula of the largest variant divided by the smallest variant obtained 1.55. T-test, indicated by the value of $t_{count} (3.84) > t_{table} (2.6)$ with a significance level of 5%. Based on the above conclusions, the hypothesis is accepted. Based on the above conclusions,

the authors need to provide advice for schools to use more media in every lesson. Because, the media is able to provide a better understanding for students and the absorption of material from the teacher is well received by students.

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