

THE INFLUENCE OF FLASHCARD MEDIA ON THE ABILITY TO READ
HIJAIYAH LETTERS OF 5-6 YEAR OLD CHILDREN

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Abstract: This study is based on the background before the application of flashcard media found by researchers regarding the ability to read hijaiyah letters of children is less than optimal in utilizing educational game media, on indicators of the ability to read hijaiyah letter recognition, mention letter symbols, and oral pronunciation. The purpose of this study was to determine the effect of flashcard media on the ability to read hijaiyah letters for children aged 5-6 years at TK kemala bhayangkari 1 Palembang. This type of research is quantitative with the Pre-Experimental Design experiment research method. This research design uses One Group Pretest - Posttest Design. The population of this study were children in group B 1, totaling 25 children and sampling using purposive sampling to obtain samples that represented the objectives of the research conducted and had sample selection criteria at TK Kemala Bhayangkari 1 Palembang. Data collection techniques used observation, tests, and documentation. The data analysis technique in this study used validity test, reliability test, normality test, homogeneity test, and t hypothesis test. The results of this study before the application of flashcard media the ability to read hijaiyah letters is less than optimal in the use of educational media, after the flashcard media has increased, it can be seen from the assessment results that the significance value is 0.00 ($<0,05$) then H_0 is rejected, meaning that there is an influence of flashcard media on the ability to read hijaiyah letters for children aged 5-6 know. Which means that there is a significant effect of flashcard media on the ability to read hijaiyah letters for children aged 5-6 years in Kemala Bhayangkari 1 Palembang kindergarten.

Keywords: Early Childhood, Flashcard Media, Ability to Read Hijaiyah Letters.

INTRODUCTION

Religious education, especially reading hijaiyah letters which are the basics for reading the Qur'an, is one of the important things that must be introduced to children. In the Law of the Republic of Indonesia No. 20 of 2003 which explains about the National Education System Chapter 1 Paragraph 14, states that Early Childhood Education is a coaching level effort aimed at children aged 0-6 years which is carried out through providing educational stimuli to help physical and spiritual development and growth so that children have readiness to enter further education (Undang-Undang RI No.20 Tahun 2003.Tentang System Pendidikan Nasional Bab 1 Ayat 14., 2003).

Introducing Hijaiyah letters to children from an early age is very important because early childhood memory is very good and easily remembers everything that is said by adults around the child. Children who recognize Hijaiyah letters, then children can easily read the Koran properly and fluently. In early childhood conditions, reading skills can be stimulated using letter sound training, word sounds about objects, and showing the shape of letters and objects (Komariyah et al2021).

According to Kurniawan & Kasmianti, reading ability has several points, namely, memorizing sound symbols and understanding the meaning and information of a simple text. (H, Kurniawan., 2020). How to teach children to read letters can be started by listening to the sound and shape of the letters. One of the letters that can be learned is the Hijaiyah letter. Recognizing Hijaiyah letters is the beginning in reading the Qur'an which is an important part to be conveyed to early childhood.

When children are introduced to Al-Qur'an education with the basic stages of reading hijaiyah letters, the stages in the reading process will increase so that children can read the Al-Qur'an properly and correctly. The process of teaching hijaiyah letters to early childhood is not an easy thing, a strategy is needed so that children's motivation in reading hijaiyah letters increases so that this requires learning media that can increase learning motivation (Sholihat, 2020).

So important is reading the hijaiyah hutruf or the Qur'an that there is a Hadith which is an order to learn the Qur'an and teach it as follows:

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

Meaning: "The best of men are those who learn the Qur'an and teach it". From the hadith, it can be seen that Allah commands His servants to learn the Qur'an and teach it by preserving and spreading it means upholding religion, so it is very clear that the virtue of learning and teaching it even in different ways (Hadist Riwayat Bukhari No 50227, n.d.)

Reading hijaiyah letters is the basics for reading the Quran. In this case, teachers have an important role in introducing hijaiyah letters to early childhood. Therefore,

it is important for teachers to provide knowledge and skills about reading hijaiyah letters starting with introducing hijaiyah letters using concrete objects so that children are easier to learn (Utami, 2021). The hope is that later children can read hijaiyah letters well and do not experience obstacles in reading.

Teaching reading or introducing hijaiyah letters in early childhood is a very difficult challenge because it is not easy. Therefore, to teach it must be through an approach in accordance with the age of early childhood development and in accordance with the standard level of achievement of child development. According to Anita, hijaiyah letters are a series of letters totaling 28 with different shapes (Afrianingsih et al., 2019). Similarly, hijaiyah letters are a collection of Arabic letters totaling 29 letters (Abdurohim, 2012). These are the letters used in the Qur'ān and recognized today.

In this study, researchers compiled instruments as a reference in the research process, namely as follows: 1) Letter recognition, 2) Mentioning letter symbols, and 3) Oral pronunciation.

Based on initial observations made by researchers at Kemala Bhayangkari 01 Palembang Kindergarten, there are problems found by researchers, namely the ability to read hijaiyah letters of children that are less than optimal. It can be seen that only 15 children have the ability to read hijaiyah letters and 10 children who do not have the ability to read hijaiyah letters. This happens because learning hijaiyah letters is only done once a week and less than optimal in utilizing learning media. Thus, it can be concluded that Kemala Bhayangkari 01 Palembang Kindergarten lacks variety in learning, namely educational game tools that are lacking to support children's ability to read hijaiyah letters.

Based on the results of preliminary research conducted by researchers at Kemala Bhayangkari 01 Palembang Kindergarten, researchers can conclude that when children read hijaiyah letters, educators usually only use the lecture method.

or conversation and using the existing blackboard. Educators only explain the hijaiyah letters without using props or tools that help the learning process. In this way, it will make children quickly feel bored and not pay much attention to the learning process so that it will make the class not conducive. Therefore, researchers are very interested in trying experiments using learning media that do not yet exist in Kemala Bhayangkari 01 Palembang Kindergarten to see the effect of these media on children's ability to read hijaiyah letters.

Examples of games that can improve the ability to read hijaiyah letters based on Munawir's research on flashcard media. that flashcard learning media is very effective in increasing children's understanding of reading and hijaiyah letters. The use of flashcard learning media becomes more interesting, motivating and eliminates boredom during the learning process. In addition, the application of flashcard media can optimize the level of children's ability to remember and become an effective and

fun alternative. Choosing the right learning media according to the material will be very important to help improve children's understanding to get good results. By utilizing this media, it is hoped that the delivery of material to students will be conveyed optimally (Pasaribu & Mukhrimah, 2022).

According to Silviah Febiola about flashcard media. the use of flash card media with embossed letters can help develop early childhood speaking skills by using flashcard media with embossed letters able to encourage children to say new vocabulary, help children recognize and mention letter shapes and understand the information provided easily, help children to easily interact socially, develop children's imagination (Febiola & Yulsyofriend, 2020).

Menurut Gagne dalam buku Arif S. Sadiman menyatakan bahwa media adalah berbagai jenis komponen dalam suatu lingkungan anak yang dapat merangsangnya untuk belajar (Sadiman, 2014). Media can also help in the learning process. Similarly, Mudlofir & Rusydiyah said that learning media is a form of message intermediary from teachers to children to support the learning process. (A, 2019). Therefore, learning media is very important to help and support the learning process.

In the learning strategy to improve the ability to read hijaiyah letters to early childhood, we as educators must have a good strategy to improve it. In improving the ability to read hijaiyah letters in early childhood to stimulate children's stimulus, it takes interesting media for early childhood so that children do not feel bored in the learning process. next in learning to read hijaiyah letters. There are several media to improve the ability of early childhood in introducing hijaiyah letters, such as flashcard media (Arumsari, 2019).

The researcher concluded that this flashcard media is used as a tool in children's skills. In addition, this media is also very interesting so that children can more easily learn to read hijaiyah letters. Through flashcard media that is designed and packaged in such a way that it looks attractive to children's attention is one of the reasons why flashcard media is worth using to help children learn to read hijaiyah letters. Flashcard packaging that is made with colors and in accordance with the age of the child to play flashcard media will get the attention of the child.

With reference to the explanation above, the purpose of this study is to see the effect of flashcard media to improve children's ability to read hijaiyah letters. Therefore, researchers are interested in researching **"The Effect of Flashcard Media on the Ability to Read Hijaiyah Letters in Early Childhood at Kemala Bhayangkari 01 Kindergarten"**.

RESEARCH METHODS

This study uses a type of Quantitative research using Pre-Experimental Designs, namely by using One-Group Pretest- Posttest Design as a research design. Quantitative research is research that only focuses on measuring and analyzing

causal relationships in threat variables, not on the process. (Kusumatuti, n.d.). According to Sugiyono, experimental research can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2018). In this study took a sample of all children in class B1, namely 25 children and Purposive sampling is sampling using certain considerations in accordance with the desired criteria to be able to determine the number of samples to be studied (Sugiyono, 2018),

Pre test conducted by research using flannel board media hijayah letters then provide treatment by doing media activities letter cards that have been prepared and posttest final evaluation when the activity has been described. This design can be described as follows:

Table 1. Research design

Description:	$O_1 \times O_2$
O_1 : Hijaiyah letter ability before treatment (Pretest)	
X : Giving or using flashcard media	
O_2 : The effect of the ability to read hijaiyah letters after being treated (Posttest)	

Table 2. Grid of research instrument guidelines

Aspect	Indicator	Item Of Observation
Ability reading hijaiyah letters for children aged 5-6 years group B1	1.Letter recognition	1.1 recognize the symbols of hijaiyah letters starting from ي - ا 1.2 recognize the order of the hijaiyah letter symbols starting from ي - ا 1.3 recognizing the same shape of Hijaiyah letters (ظ-ط, ص-ض-ش - س, ذ-ذ, خ-ج-ح, ث-ت-ب) (ق-ف غ-ك.ع)
	2. Mentioning symbols letters	2.1 Recite the symbols of the hijaiyah letters starting from ي - ا 2.2 read the symbol of the hijaiyah letter according to the picture 2.3 names letters with the same sound (ث-س-ح هـ, ا, ش)
	3.Oral Pronunciation	3.1 distinguish the sound of one letter from another. 3.2 Mentioning the name of the animal on the Hijaiyah letter card 3.3 Memorize hijaiyah letters starting from ي - ا

In this study, using data collection techniques Observation, Test and Documentation with data analysis techniques Validity Test, Reliability Test, Normality Test, Homogeneity Test, and Hypothesis Test.

RESULTS AND DISCUSSION

This research was conducted for 8 meetings, the sample used was 25 children aged 5-6 years at Tk Kemala Bhayangkara 1 Palembang. Before conducting research, researchers first asked permission from the relevant institutions to carry out research at the institution. Researchers conducted a pre-test for 2 meetings. After doing the pre-test, the researcher carried out treatment activities carried out 4 meetings, giving treatment using flashcard media. After completing the treatment, the researcher conducted the final stage, namely the post-test which was carried out for 2 meetings.

Table 3. Pretest and Posttest Differences

No	Name	<i>Pretest</i>	<i>Posttest</i>
1	AKB	22	46
2	ASM	48,5	48
3	ANR	44,5	48
4	AAH	42	49
5	AK	41	48
6	CC	42	48
7	DKN	49	47,5
8	DKG	30	48
9	HAS	42	48,5
10	KMS	44	48,5
11	MAAZ	40	48
12	MAR	41	48
13	MAS	39	48
14	MEA	41	48
15	MFL	42	49
16	MIK	39	48,5
17	MAA	44	49
18	MKA	40,5	47,5
19	MLA	42	48,5
20	MAA	35,5	47
21	MSP	42	47
22	NSA	33,5	49
23	NZQ	29,5	49
24	NSW	42	47,5

25	QA	42,5	48
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After the data is organized based on the assessment, then the results are the number of children's scores in the ability to read hijaiyah letters for children aged 5-6 years before treatment with the highest score of 46 and the lowest score of 49, then the results are the number of children's scores in the ability to read hijaiyah letters for children aged 5-6 years before treatment with the highest score of 49 and the lowest score of 49. Furthermore, validity test, reliability test, normality test, homogeneity test, and hypothesis test.

The validity test in a quantitative study is very important, because it is used to measure whether or not a measuring instrument or instrument is used. In this study there are 3 indicators with 9 observation items. The validity test is carried out to determine the extent to which the measuring instrument can measure what will be measured. Validity and reliability testing using the IBM SPSS Statistics 23 program.

Table 4. Validity Calculation

Item.	Rtabel	Rhitung	Description
1	0,312	1,000	VALID
2	0,312	0,498	VALID
3	0,312	0,664	VALID
4	0,312	0,500	VALID
5	0,312	0,345	VALID
6	0,312	0,394	VALID
7	0,312	0,477	VALID
8	0,312	0,356	VALID
9	0,312	0,461	VALID

The reliability test is used to determine the consistency of the measurement results when carried out two or more times. Reliability is used to determine the instrument that is made reliable and can be used as a data measurement tool. Researchers used Cronbach's Alpha with the help of the SPSS program to test the

level of reliability of a statement to be tested. An instrument can be said to be reliable, if the reliability coefficient or Alpha is 0.6 or more.

Table 5. Reliability Calculation

Reliability Statistics	
Cronbach's Alpha	N of Items
.962	9

In the Reliability Statistics table, it is known that N of Items is the number of questionnaire statement items, there are 9 statement items with a Cronbach's Alpha value of 0.962. Because the Cronbach's Alpha value is $0.962 > 0.60$, it can be concluded that the 9 statement items for the variable.

This normality test is carried out by looking at the probability results using the Kolmogorov-Smirnov (K-S) test. The requirement in this Kolmogorov-Smirnov test is that if the probability value is greater than 0.05, it means that the residual value is normally distributed. Meanwhile, if the probability value is smaller than 0.05, it means that the residual value is not normally distributed. The following are the results of normality testing with the Kolmogorov-Smirnov test:

Table 6. Reliability Calculation

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.274238525
Most Extreme Differences	Absolute	.098
	Positive	.098
	Negative	-.012
Test Statistic		.089
Asymp. Sig. (2-tailed)		.010 ^c

a. Test distribution is Normal. c. Lilliefors Significance Correction.

b. Calculated from data.

From the results of the Normality test in table 6, it is known that the significance value is 0.010 where the significance value is less than 0.05, which is 0.010, which indicates that the test requirements are met and the data is normally distributed.

The variance homogeneity test aims to determine whether there is equality or similarity of data. If a group has the same variance then the group is said to be homogeneous. This test is to determine the similarity of data about children's pre-

test and post-test data. After the normality test, which showed that the results were normally distributed, the researcher conducted a homogeneity test to determine whether there was equality or equality in the data by comparing the significant value and alpha. In this test, if the significant value is less than alpha $\alpha = 0.05$, H_0 is accepted and H_a is rejected, but if the significant value is greater than alpha $\alpha = 0.05$, H_a is accepted. The homogeneous test results are presented in the following table to show whether both data are homogeneous:

Table 7. Homogeneous Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
HA	Based on Mean	.101	1	26	.771
	Based on Median	.021	1	26	.886
	Based on Median and with adjusted df	.021	1	25.983	.886
	Based on trimmed mean	.092	1	26	.764

In the homogeneity test using spss, the decision-making data is fcount greater than the significant value ($\alpha = 0.05$), so the significant value of the data on the ability to read the hijaiyah letters of children is 0.771 and the result of the levene statistic is 0.101. The result is 0.771 greater than 0.05. Thus, H_0 is rejected and H_a is accepted, so the final data on the ability to read hijaiyah letters is homogeneous.

The hypothesis that has been formulated and to answer the formulation of existing problems is analyzed using the t-test to see if there is an effect of flashcard media on children's ability to read hijaiyah letters. To make a decision, use significant criteria or decision-making rules. If tcount is greater than ttable, H_0 is rejected and H_1 is accepted; conversely, if tcount is lower than ttable, H_0 is rejected and H_1 is accepted, meaning that the action or intervention carried out on the research subject has no effect. Using the t distribution table with a significant level of $\alpha = 0, 05$ and $dk = N-1$, find the t table and come to a conclusion.

Table 8. T Test

Paired Samples Test									
Paired Differences					t	df	Sig. (2-tailed)		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-16,889	11,567	2,203	-21,417	-12,361	-7,667	26	,000

From table 7, it is found that the significance value is 0.00 ($<0,05$) then H_0 is rejected, meaning that there is an effect of flashcard media on the ability to read hijaiyah letters Kemala Bhayangkara 1 Palembang school year 2023/2024.

Therefore, based on the results of the explanation above, it is concluded that flashcard media in this lesson can have an influence on children's ability to read hijaiyah letters. So that children will easily understand the learning delivered to develop children's ability to read hijaiyah letters.

CONCLUSION

Based on the results of the study "The Effect of Flashcard Media on the Ability to Read Hijaiyah Letters for Children 5-6 Years of Age at Kemala Bhayangkari 1 Palembang Kindergarten" it can be concluded that:

1. From the results of research that has been conducted by researchers before being applied to Kemala Bhayangkari 1 Palembang Kindergarten, it can be seen that researchers found that the ability to read hijaiyah letters of children is less than optimal. This happens because learning hijaiyah letters is only done once a week and does not utilize learning media, namely educational game tools that are lacking to support children's ability to read hijaiyah letters.
2. The ability to read hijaiyah letters of children after applying treatment using flashcard media has increased as seen from the results of the assessment before treatment the child has an average score of 80, while the value obtained after treatment is 96 it can be seen that after using flashcard media the level of focus of children when listening or paying attention to the teacher increases.
3. This statement can be seen from the results of the final test scores (posttest), namely the highest score of 98 and the lowest score of 92. Comparison between the overall results of the pretest obtained with the highest score of 98 and the lowest score of 44 with an average score of 80, while the posttest results obtained the highest score of 98 and the lowest score of 92 with an average score of 96, which means the average value after treatment. In flashcard media activities can affect the ability to read hijaiyah letters of children, which can be seen from the hypothesis test using the t-test, the results obtained are a significance value of 0.00 ($<0,05$) then H_0 is rejected, meaning that there is an effect of flashcard media on the ability to read hijaiyah letters Kemala Bhayangkari 1 Palembang Kindergarten.

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