



# Flashcard Media on the Ability to Read Hijaiyah Letters in Quran Education Institutions

Nurul Azzahroh<sup>1</sup>, Isnel Arfen Azizah<sup>2</sup>, Hikmatun Hasanah<sup>3</sup>, Zidni Ma'romah<sup>4</sup>, Rizka Fajriah<sup>1</sup>

<sup>1</sup>STAI Pengembangan Ilmu Al-Qur'an Sumatera Barat, Indonesia

<sup>2</sup>Al-Azhar University, Egypt

<sup>3</sup>Politeknik Negeri Bengkalis, Indonesia

<sup>4</sup>Universitas Negeri Riau, Indonesia

✉ [nurulazzahroh778@gmail.com](mailto:nurulazzahroh778@gmail.com) \*

## Abstract

Flashcard media is a solution for educators when students have deficiencies in understanding and are slow in recognizing hijaiyah letters. The existence of this flashcard media is able to improve the ability to read hijaiyah letters of the Quran Education Institute students, so that it takes more time to complete the iqra reading target. This research aims to determine the implementation of the use of flashcard media in improving the ability to read hijaiyah letters. This research uses a qualitative method with a case study type. Data sources were taken from four people. The informants consisted of two teachers and two students through direct interviews using a set of interview protocols. All interview data obtained was analyzed thematically using the Interactive Analysis Model technique Miles & Huberman. The research findings found two stages that teachers must go through in using flashcard media to improve students' ability to read hijaiyah letters, namely the preparation stage and the implementation stage. The process of implementing learning using flashcard media has generally been carried out in a good category, making the learning atmosphere effective and efficient. The findings of this research can be a reference for future researchers in studying appropriate media to improve students' ability to read the Quran.

## Article Information:

Received January 16, 2024

Revised February 8, 2024

Accepted March 19, 2024

**Keywords:** *Flashcard media, hijaiyah letters, iqra*

## INTRODUCTION

Education is the process of changing a person's attitudes and behavior in an effort to mature humans through teaching and training, educational processes and methods (Ahdar & Musyarif, 2022; Utari et al., 2020). Education is a very important thing that must be considered and developed as early as possible because it will greatly influence the development of students and education cannot be separated from family and society (Budiyono, 2023; Manik & Tanasyah, 2020; Somad, 2021; Soter, 2019).

Success in early childhood development will determine the success of their development in the future, if future golden age. If this is done well, they will grow and develop into adults who are able to optimize their abilities in terms of thinking,

## How to cite:

Azzahroh, N., Azizah, I. A., Hasanah, H., Ma'romah, Z., Fajriah, R. (2024). Flashcard Media on the Ability to Read Hijaiyah Letters in Quran Education Institutions. *Journal of Islamic Studies and Social Science*, 1(1), 21-28.

## E-ISSN:

xxxx-xxxx

## Published by:

The Institute for Research and Community Service

language, mental and social (Dhiu & Fono, 2022; Fauziddin & Mufarizuddin, 2018; Sabani, 2019). At the age of 0-6 years, this is the most effective age for developing children's abilities (Fahitah & Watini, 2021; Sulistyawati & Amelia, 2021). Language development is a very important development for children because it will be very useful for children to gain their knowledge through interaction and in communicating with other people. Even with language, children can express their ideas and desires. Language is a means of communication that is expressed either orally, in writing, through body language or gestures or facial expressions (Arfa et al., 2022; Saihu, 2019). There are four aspects of language in early childhood, namely speaking, listening, writing and reading.

From these aspects, reading is one very important aspect of language that must be taught and developed as early as possible (Chairiyah & Achmad, 2022; Khamidah & Yulia, 2022; Widiyaswati & Fatmawati, 2023). Reading is so important that Allah SWT sent down His first revelation to the Prophet Muhammad, namely the command to read in Surah Al-Alaq verses 1-5 as follows:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Meaning: "Read by (mentioning) the name of your God who created. He has created man from a clot of blood. Read, and your Lord is the Most Glorious. He teaches (man) with the pen. He teaches man what he does not know" (QS. Al-alaaq 1-5).

From the verse above, it can be concluded that Allah commands his servants to seek knowledge, knowledge of a general nature, both knowledge that concerns verses *qauliyah* (verses of the Quran) and verses *kauniyah* (which happens in nature). Teaching reading or introducing hijaiyah letters to children is a very difficult challenge because it is not easy. Therefore, to teach it must be through an approach appropriate to the child's developmental age and in accordance with the standards of the child's developmental achievement level (Asiah, 2018; Fitri & Nailul, 2021; Putra et al., 2022; Wulandari et al., 2018).

The Quran educational institutions are community groups that provide non-formal Islamic religious education which aims to provide teaching to read the Quran from an early age, as well as understanding the basics of Islamic *dinul* for children aged kindergarten, elementary school and/or madrasah ibtidaiyah or even higher. Meanwhile, the curriculum at the Quran educational institutions includes recitation knowledge, selected verses, memorizing prayer readings, memorizing short surahs, worship practice, daily prayers and adab, *tahsinul* worship, and a basic introduction to Islamic *dinul*. To meet these curriculum standards, students must know the Hijaiyah letters.

The hijaiyah letters are a series of 29 letters of the Arabic alphabet. Hijaiyah letters are letters used in the Quran. Learning and recognizing hijaiyah letters for Muslims is the most basic learning, because learning hijaiyah letters is the initial foundation for being able to read the Quran (Anjarwati, 2020; Rachman et al., 2020; Zy & Edora, 2022). In order to improve students' ability to read hijaiyah letters, media is needed that is interesting to students so that students do not feel bored in the subsequent learning process in learning to read hijaiyah letters. There are several media to improve young children's ability to introduce hijaiyah letters, namely flash card media, mind mapping, and so on.

Flashcard media is a learning tool in the form of cards containing images, text or symbols or cards containing information attached to the side (Pradana & Santosa, 2020; Shafa et al., 2022; Ulfa, 2020). Flashcards come in various sizes. Of course, the aim of these flashcards is to be an interesting learning medium that can improve the ability to remember and recognize information. The first advantage of flashcard media is that it is easy to carry anywhere because it is not big and light. Second, it is

practical in making and using it, so that at any time students can learn well using this media. Third, flashcard media is also easy to remember because these cards have pictures and are very eye-catching, contain simple letters or numbers, thus stimulating the brain to remember the message longer. This media is very fun to use as a learning medium, it can even be used in the form of a game.

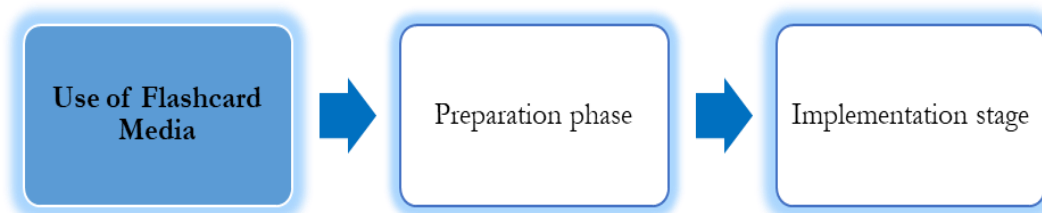
The flashcard media designed by educators at the Quran educational institution is a flashcard that contains hijaiyah letters. Each card contains one hijaiyah letter in a large and clear size. So this flashcard has a function as a learning medium that can improve reading skills, getting to know and remember hijaiyah letters for students.

## METHODS

This research uses a qualitative method with a case study approach. Data sources were taken from four informants through in-depth interviews who were selected using techniques of purposive sampling (Burhanuddin et al., 2023; Rahayu et al., 2022). The informants consisted of two teachers and two students through direct interviews using a set of interview protocols. Research data comes from interviews (Diani & Sukartono, 2022; Salsabila et al., 2022; Casmudi & Prasetya., 2021), observations that have been made and written down in field notes, personal documents, official documents, drawings and photos. All interview data obtained was analyzed thematically using the Miles & Huberman Interactive Analysis Model technique (Oktavia et al., 2023; Rahman et al., 2018). How to process data by analyzing the collected data, using qualitative data analysis techniques, namely by reducing data, which means summarizing, selecting the main things, focusing on the important things, in order to provide clearer data and make it easier to collect further data. Then, the presentation is organized and composed. Then draw conclusions by describing the completeness of the object studied (Fernando et al., 2022; Novebri & Pratiwi, 2021).

## RESULT AND DISCUSSION

Based on the results of interviews conducted with two informants, the results of the analysis clearly found that there were two stages that teachers had to go through in using flashcard media to improve students' ability to read hijaiyah letters, namely the preparation stage and the implementation stage. These two stages can be seen in figure 1, below.



**Fig 1. Use of Flashcard Media on Ability Reading Hijaiyah Letters**

Based on Figure 1, the author can explain that after holding in-depth interviews with informants, there are two things that teachers must prepare in using flashcard media on the ability to read hijaiyah letters in the Quran educational institutions.

In the process of implementing the use of flashcard media, educators need to master the concepts and skills that will be demonstrated (Kumullah et al., 2019; Musyadad et al., 2020; Ramlah et al., 2023). With flashcard media, teaching and learning activities for hijaiyah letters will be more varied, not just through verbal communication and utterance of words by the educator. The direct learning model is very appropriate to use flashcard media because with flashcard media educators will

easily master concepts and skills well and students can do more learning activities, not only listening and then imitating reading hijaiyah letters, but also other activities such as observing, perform, demonstrate, act and so on (Febrianto et al., 2020; Rohimah et al., 2023; Shabrina, 2022).

In using flashcard media, teachers must first make preparations before using flashcard media in the learning process, so that the learning process runs well and students feel comfortable when following the lesson from start to finish (Justicia et al., 2023; Novitasari et al., 2023; Setiawan, 2021). The things that teachers must prepare include:

First, the preparation stage. At this preparation stage the teacher is guided by the iqra guidebook which adapts to the students' reading level. Then prepare flashcard media as needed. Second, the implementation stage. After the teacher carries out the preparation stage, the teacher then carries out the implementation stage. At the implementation stage of using flashcard media there are three activities, namely: preliminary activities, core activities, and closing activities. The implementation stages are as follows:

First, preliminary activities. On the first day the researcher observed learning at the Quran Education Institute, the researcher observed learning from the beginning to the end of the lesson. The results of the observations that the researchers obtained were the teacher's preliminary activity of entering the iqro' learning group, then sitting down and saying hello (Rohman, 2019; Ulfah et al., 2019). Then, before the learning activity begins, pray first, led by one of the students. After the prayer is finished, the teacher asks how the students are, followed by taking attendance of the students, and for the last preliminary activity, the teacher starts the lesson by calling the students one by one. To read the hijaiyah letters in the iqra book. With a total of twenty two students in the iqra group consisting of nine male students and thirteen female students (Julianto, 2020; Rachman et al., 2020; Wangi et al., 2022).

Second, core activities. After all students have finished reading the iqra, the teacher continues to explain the entire hijaiyah letter material. Educators provide re-understanding using flashcard media. Educators ask questions related to the images or writing on the flashcards. Then students answer according to the teacher's directions. When using flashcard media, teachers must have a reference regarding the steps that will be used in using this media. As stated by the informant in the following interview excerpt.

*First, the card media is arranged, held at chest level and facing the students. Second, take the cards one by one after the teacher has finished explaining (I-1). Third, give the students a card containing the hijaiyah letters, and ask the students to reveal what hijaiyah letters are on the card. Fourth, if this flashcard media is presented with a game, it will be even more exciting by placing the cards in a box randomly and without needing to arrange them neatly, then matching them with the appropriate writing on the iqra (I-3).*

To overcome the various behaviors of students, the teacher has a way, one of which is by the teacher giving questions to students randomly to overcome students who do not pay attention when the teacher is explaining (Manullang et al., 2022; Pendi & Mbagho, 2020; Supit et al., 2023). In conducting this question and answer, the teacher sometimes asks while still in the middle of the material, such as when he has finished explaining one of the cards, then the teacher asks the students, and the question and answer is done at the end of the lesson.

Third, final activity. The teacher and students conclude and reread together the hijaiyah letter material that has been studied. Then the educator gives a moral message to the students at the end of the learning. And closed with a prayer.

Based on the results of the researcher's interview with one of the informants, it was stated that the use of flashcard media could provide enthusiasm for students in learning to read Hijaiyah letters. As stated by one of the following informants.

*Related to the use of flashcard media which is presented with an exciting game, it aims to make students want to participate in learning and be able to understand the lesson well so that students are very enthusiastic about learning (I-2)*

From the results of the interviews and observations above, the process of implementing learning using flashcard media, all teacher activities have been carried out in the good category. Starting with greetings, guiding prayer, taking attendance of students, educators invite students to carry out the Quran learning activities with flashcard games which create an effective and efficient learning atmosphere.

## CONCLUSION

The research findings found two things that teachers need to do in using flashcard media to improve students' ability to read hijaiyah letters, namely the preparation stage and the implementation stage. In the process of implementing learning using flashcard media, all teacher activities have been carried out in a good category, making the learning atmosphere effective and efficient. The findings of this research can be a reference for future researchers in studying appropriate media to improve students' ability to read the Quran.

## REFERENCES

- Ahdar, A., & Musyarif, M. (2022). Urgensi Pendidikan Karakter dalam Upaya Penanggulangan Kenakalan Remaja. *AL MA'ARIEF: Jurnal Pendidikan Sosial Dan Budaya*, 4(2), 86–91. <https://doi.org/10.35905/almaarief.v4i2.3667>
- Anjarwati, A. (2020). Strategi Guru Dalam Mengatasi Kesulitan Membaca Alquran Pada Autis Slb Autis Jalinan Hati Payakumbuh. *Widya Wacana: Jurnal Ilmiah*, 15(1). <https://doi.org/10.33061/j.w.wacana.v15i1.3500>
- Arfa, U., Arifin, A. A., & Abdurahman, N. (2022). Meningkatkan Kemampuan Bahasa Anak Usia 3-4 Tahun Melalui Permainan Telepon Kaleng Sebagai Media Pembelajaran Di Kelompok a Paud Negeri Pembina 1 Kota Ternate. *Jurnal Ilmiah Cahaya Paud*, 4(2), 15–36. <https://doi.org/10.33387/cahayapd.v4i2.5338>
- Asiah, N. (2018). Pembelajaran Calistung Pendidikan Anak Usia Dini Dan Ujian Masuk Calistung Sekolah Dasar Di Bandar Lampung. *Terampil: Jurnal Pendidikan Dan Pembelajaran Dasar*, 5(1), 19. <https://doi.org/10.24042/terampil.v5i1.2746>
- Budiyono, A. E. (2023). Peran Kepemimpinan Kepala Sekolah Dalam Pendidikan Karakter Peserta Didik Di Era Digital. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, 4(3), 755–765. <https://doi.org/10.55681/nusra.v4i3.1448>
- Burhanuddin, B., Safri, E., Hakim, L., Erizal, A. H., Dalil, F., Taufiq, A. R., Numan, M., Faiz, M., Saputra, E., & Masruri, M. (2023). Methods of Badiuzzaman Sa'id Nursi to Understand Hadith in Kitab Rasail Al-Nur. *International Journal of Islamic Studies Higher Education*, 2(2), 94–112. <https://doi.org/10.24036/insight.v2i2.126>
- Chairiyah, U., & Achmad, F. (2022). Pengaruh Komunikasi Visual Desain Grafis Buku Mizan Terhadap Minat Baca Anak. *Jurnal Ilmu Komunikasi*, 12(1), 53–67. <https://doi.org/10.15642/jik.2022.12.1.53-67>
- Dhiu, K. D., & Fono, Y. M. (2022). Pola Asuh Orang Tua Terhadap Perkembangan Sosial Emosional Anak Usia Dini. *EDUKIDS: Jurnal Inovasi Pendidikan Anak Usia Dini*, 2(1), 56–61. <https://doi.org/10.51878/edukids.v2i1.1328>
- Fahitah, I., & Watini, S. (2021). Meningkatkan Kemampuan Membaca Pada Anak Usia 5-6 Tahun Melalui Media Kartu Huruf. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 5(01), 105–117. <https://doi.org/10.31849/paud-lectura.v5i01.7603>
- Fauziddin, M., & Mufarizuddin, M. (2018). Useful of Clap Hand Games for Optimalize Cogtivate Aspects in Early Childhood Education. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 2(2), 162. <https://doi.org/10.31004/obsesi.v2i2.76>
- Febrianto, K., Yustitia, V., & Irianto, A. (2020). Aktivitas Siswa Dalam Pembelajaran

- Dengan Menggunakan Media Flashcard Di Sekolah Dasar. *Buana Pendidikan: Jurnal Fakultas Keguruan Dan Ilmu Pendidikan*, 16(29), 92–98. <https://doi.org/10.36456/bp.vol16.no29.a2273>
- Fernando, R., Hasanuddin, T., Rangga, K. K., & Utama, D. D. P. (2022). Professional Mosque Management Model Based on Religious and Academic Activities in the Community. *Khalifa: Journal of Islamic Education*, 6(2), 196. <https://doi.org/10.24036/kjie.v6i2.275>
- Fitri, A. N., & Nailul, S. (2021). Pengaruh Menonton Animasi bagi Perkembangan Sosial Emosional Anak Usia 5-6 Tahun. *Jurnal Pendidikan Anak*, 10(2), 144–149. <https://doi.org/10.21831/jpa.v10i2.40737>
- Julianto, T. A. (2020). Metode Menghafal dan Memahami al-Qur'an bagi anak usia dini melalui Gerakan Isyarat ACQ. *IQRO: Journal of Islamic Education Juli*, 3(1), 2622–3201. <https://doi.org/10.24256/iqro.v3i1.1439>
- Justicia, R., Rahayu, A. K., & ... (2023). Pelatihan Media Flashcard Voice Berbasis Teknologi Pada Guru PAUD. *Jurnal Pengabdian ...*, 4(2), 986–993. <https://doi.org/10.55338/jpkmn.v4i2.970>
- Khamidah, A., & Yulia, N. K. T. (2022). Pengembangan Media Pembelajaran Pop-Up Book Dalam Pembelajaran Bahasa Melalui Tema Binatang Untuk Anak Usia 4-5 Tahun Di Ra Bahrul Ulum Sawahan Turen-Malang. *JURALLANSI: Jurnal Lingkup Anak Usia Dini*, 3(1), 8–17. <https://doi.org/10.35897/juraliansipiaud.v3i1.754>
- Kumullah, R., Yulianto, A., & Ida, I. (2019). Peningkatan Membaca Permulaan Melalui Media Flash Card pada Siswa Kelas Rendah Sekolah Dasar. *Jurnal Pendidikan*, 7(2), 36–42. <https://doi.org/10.36232/pendidikan.v7i2.301>
- Manik, N. D. Y., & Tanasyah, Y. (2020). Pendidikan Karakter Dalam Perkembangan Moral Peserta Didik. *Didache: Jurnal Teologi Dan Pendidikan Kristiani*, 2(1), 50–62. <https://doi.org/10.55076/didache.v2i1.41>
- Manullang, J., Sidabutar, H., & Manullang, A. (2022). Efektifitas Metode Diskusi dalam Pembelajaran Pendidikan Agama Kristen pada Masa Pandemi Covid-19. *Jurnal Imiah Pendidikan Dan Pembelajaran*, 5(3), 502–509. <https://doi.org/10.23887/jipp.v5i3.39268>
- Musyadad, V. F., Supriatna, A., & Gosiah, N. (2020). Upaya Meningkatkan Kemampuan Membaca Siswa Dengan Menggunakan Media Flash Card Pada Mata Pelajaran Bahasa Indonesia Di Kelas Iii Sdn Kertamukti. *Jurnal Tabsinia*, 2(1), 85–96. <https://doi.org/10.57171/jt.v2i1.279>
- Novebri, N., & Pratiwi, R. (2021). Peran Tokoh Agama Dalam Pencegahan Konflik di Tengah Masyarakat Multikultural Pada Era Digital. *Khalifa: Journal of Islamic Education*, 5(2), 198. <https://doi.org/10.24036/kjie.v5i2.185>
- Novitasari, N., Alfatur Rosyida, E., Maslakah, S., Azkiyya, C., & Shofiyana, A. (2023). Pelatihan Pembuatan Flash Card untuk Mengembangkan Kreatifitas Guru PAUD dalam Mengajar. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(1), 245–258. <https://doi.org/10.37985/murhum.v4i1.142>
- Oktavia, G., Febriani, A., & Sepriasa, A. (2023). Upaya Guru Dalam Membentuk Akhlak Peserta Didik. *Murabby: Jurnal Pendidikan Islam*, 6(2), 126–135. <https://doi.org/https://doi.org/10.15548/mrb.v6i2.3457>
- Pendy, A., & Mbagho, H. M. (2020). Model Pembelajaran Number Head Together (NHT) Pada Materi Relasi dan Fungsi. *Jurnal Basicedu*, 5(1), 165–177. <https://doi.org/10.31004/basicedu.v5i1.542>
- Pradana, R. A., & Santosa, A. B. (2020). Studi Literatur Media Pembelajaran Flash Card Dapat Meningkatkan Hasil Belajar Pada Mata Pelajaran Perekayasaan Sistem Radio Dan Televisi. *Jurnal Pendidikan Teknik Elektro*, 09(03), 575–583. <https://doi.org/10.26740/jpte.v9n03.p575-583>
- Putra, W. A., Sayyinah, F., & Chandra, R. dwi A. (2022). Hubungan Pembiasaan

- Kedisiplinan terhadap Karakter Religius pada Anak Usia 5-6 Tahun. *Education Journal: Journal Educational Research and Development*, 6(1), 79–88. <https://doi.org/https://doi.org/10.31537/ej.v6i1.645>
- Rachman, A. Y., Megaswarie, R. N., & Zusfindhana, I. H. (2020). Pengaruh Multimedia Interaktif Terhadap Pembelajaran Huruf Hijaiyah Pada Siswa Tunarungu Ringan Kelas IX di SLB-B Dan Autis TPA Jember. *SPEED Journal: Journal of Special Education*, 3(2), 87–94. <https://doi.org/10.31537/speed.v3i2.282>
- Rahayu, S., Adel, S., & Burhanuddin, B. (2022). Eight Students' Courtesies to Teachers Pursuant to Islamic Teaching. *International Journal of Islamic Studies Higher Education*, 1(1), 42–53. <https://doi.org/10.24036/insight.v1i1.95>
- Rahman, R. A., Oktavieni, A. F., Rilanda, Y. F., Oktavia, G., Mayori, H. F., Febriani, A., & Namira, S. (2018). Motivasi dan Bentuk Kegiatan Mahasiswa dalam Menghafal Alquran; Studi Kasus Rumah Qur'an Tarqiyah. *Khalifa: Journal of Islamic Education*, 2(1), 21. <https://doi.org/10.24036/kjie.v2i1.198>
- Ramlah, F., Mukminin, A., & Raudhatul Jannah, S. (2023). Pengaruh Penggunaan Media Flash Card terhadap Kemampuan Berpikir Simbolik dan Kecerdasan Linguistik Anak Usia 5-6 Tahun. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 4(1), 259–271. <https://doi.org/10.37985/murhum.v4i1.202>
- Rohimah, R., Rahayu, D., & Rabia, S. F. (2023). Pengaruh Media Pembelajaran Flashcard terhadap Keterampilan Membaca Permulaan Peserta Didik Kelas II SD Muhammadiyah Aimas. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 5(1), 81–88. <https://doi.org/10.36232/jurnalpendidikandasar.v5i1.3635>
- Rohman, M. Z. (2019). From Print To Screen: Methodology, Media, and Transition of Qur'anic Learning in Indonesia. *Khazanah: Jurnal Studi Islam Dan Humaniora*, 17(2), 191. <https://doi.org/10.18592/khazanah.v17i2.3211>
- Sabani, F. (2019). Perkembangan anak-anak selama masa sekolah. *Jurnalditaktika.Org*, 8(2), 89–100. <https://doi.org/10.58230/27454312.71>
- Saihu, S. (2019). Komunikasi Pendidik Terhadap Anak Berkebutuhan Khusus Di Sekolah Khusus Asy-Syifa Larangan. *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam*, 1(3), 418–440. <https://doi.org/10.36671/andragogi.v1i3.66>
- Setiawan, T. Y. S. (2021). Strategi Guru Dalam Meningkatkan Kemampuan Membaca Peserta Didik Kelas Ii Sekolah Dasar. *Jurnal Pendidikan Dasar Flobamorata*, 2(2), 176–179. <https://doi.org/10.51494/jpdf.v2i2.394>
- Shabrina, L. M. (2022). Kegiatan Kampus Mengajar dalam Meningkatkan Keterampilan Literasi dan Numerasi Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(1), 916–924. <https://doi.org/10.31004/basicedu.v6i1.2041>
- Shafa, I., Siregar, Z., & Hasanah, N. (2022). Pengembangan Media Flashcard Materi Pahlawanku untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(2), 2754–2761. <https://doi.org/10.31004/basicedu.v6i2.2258>
- Somad, M. A. (2021a). Pentingnya Pendidikan Agama Islam dalam Membentuk Karakter Anak. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13(2), 171–186. <https://doi.org/10.37680/qalamuna.v13i2.882>
- Somad, M. A. (2021b). Pentingnya Pendidikan Agama Islam dalam Membentuk Karakter Anak. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 13(2), 171–186. <https://doi.org/10.37680/qalamuna.v13i2.882>
- Soter, I. K. (2019). Manajemen Pendidikan Berorientasi Masa Depan. *Bawi Ayah: Jurnal Pendidikan Agama Dan Budaya Hindu*, 9(2), 16–26. <https://doi.org/10.33363/ba.v9i2.271>
- Sulistyawati, R., & Amelia, Z. (2021). Meningkatkan Kemampuan Berbicara Anak Melalui Media Big Book. *Jurnal Anak Usia Dini Holistik Integratif (AUDHI)*, 2(2), 67. <https://doi.org/10.36722/jaudhi.v2i2.582>
- Supit, D., Melianti, M., Lasut, E. M. M., & Tumbel, N. J. (2023). Gaya Belajar Visual,

- Auditori, Kinestetik terhadap Hasil Belajar Siswa. *Journal on Education*, 5(3), 6994–7003. <https://doi.org/10.31004/joe.v5i3.1487>
- Ulfa, N. M. (2020). Analisis Media Pembelajaran Flash Card Untuk Anak Usia Dini. *Genius*, 1(1), 34–42. <https://doi.org/10.35719/gns.v1i1.4>
- Ulfah, T. T., Assingkily, M. S., & Kamala, I. (2019). Implementasi Metode Iqro' Dalam Pembelajaran Membaca Al-Qur'an. *TA'DIBUNA: Jurnal Pendidikan Agama Islam*, 2(2), 44. <https://doi.org/10.30659/jpai.2.2.44-54>
- Utari, L., Kurniawan, K., & Fathurrochman, I. (2020). Peran Guru Pendidikan Agama Islam dalam Membina Akhlak Peserta Didik Autis. *Journal of Education and Instruction (JOEAI)*, 3(1), 75–89. <https://doi.org/10.31539/joeai.v3i1.1304>
- Wangi, A. N., Putri, R. A., Anwar, F., Firza, R. H., Kurniawan, A. D., Rizki, F. A., & Oktavia, G. (2022). Teacher's Efforts to Overcome Students Difficulties in Writing the Qur'an Verses. *International Journal of Multidisciplinary Research of Higher Education*, 5(1), 37–43. <https://doi.org/10.24036/ijmurhica.v5i1.126>
- Widiyaswati, H. R., & Fatmawati, F. A. (2023). Pengaruh Kegiatan Loose Parts Menggunakan Bahan Alam Untuk Meningkatkan Kemampuan Membaca Permulaan Anak Kelompok B Di Tk Aba 16 Takerharjo. *JIEEC (Journal of Islamic Education for Early Childhood)*, 5(2), 14. <https://doi.org/10.30587/jieec.v5i2.4303>
- Wulandari, D. A., Saefuddin, S., & Muzakki, J. A. (2018). Implementasi Pendekatan Metode Montessori Dalam Membentuk Karakter Mandiri Pada Anak Usia Dini. *AWLADY: Jurnal Pendidikan Anak*, 4(2), 1. <https://doi.org/10.24235/awlad.v4i2.3216>
- Zy, A. T., & Edora, E. (2022). Media Pembelajaran Huruf Hijaiyah Untuk Anak Usia Dini Berbasis Game Android. *Akademika*, 11(02), 319–328. <https://doi.org/10.34005/akademika.v11i02.2019>

**Copyright holder:**

© Azzahroh, N., Azizah, I. A., Hasanah, H., Ma'romah, Z., Fajriah, R.

**First publication right:**

Journal of Islamic Studies and Social Science

**This article is licensed under:**

**CC-BY-SA**