



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

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

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

<sup>2</sup>Politeknik Negeri Bengkalis, Indonesia

<sup>3</sup>Universitas Negeri Riau, Indonesia

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

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## 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 Al-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 Alquran.

## 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 (Utari et al., 2020; Ahdar & Musyarif, 2022). 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 (Somad, 2021; Soter, 2018; Budiyono, 2023; Manik & Tanasyah, 2020; Minarti, 2023).

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,

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language, mental and social (Sabani, 2019; Fauziddin & Mufarizuddin, 2018; Dhiu & Fono, 2022). At the age of 0-6 years, this is the most effective age for developing children's abilities (Sulistyawati & Amelia, 2021; Fahitah & Watini, 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 (Saihu, 2019; Arfa et al., 2022). 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 (Widiyaswati & Fatmawati, 2023; Chairiyah & Achmad, 2022; Khamidah & Yulia, 2022). 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 (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

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-alaq 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; 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 Alquran 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 Alquran. 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 Alquran (Anjarwati, 2020; Zy & Edora, 2022; Rachman, 2020). 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; Ulfa, 2020; Shafa et al., 2022). 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.

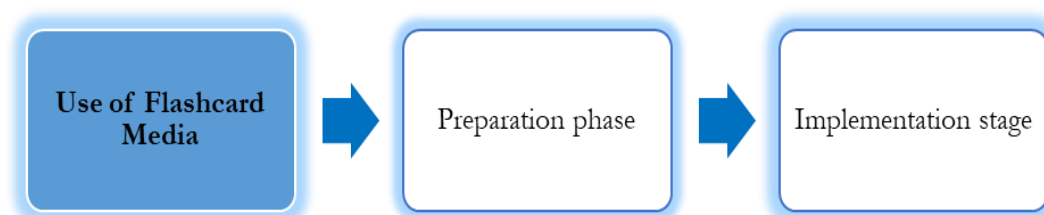
## METHODS

This research uses a qualitative method which is a method that focuses on in-depth observation. Therefore, the use of qualitative methods in this research can produce a more comprehensive study of a phenomenon. And the approach used in this research is to use a descriptive approach (Waruwu., 2023; Ramdhani et al., 2019). 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.

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. How to process data by analyzing the collected data (Octaviani & Sutriani., 2019), 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.

## 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 (Musyadad et al., 2021; Ramlah et al., 2023; Kumullah et al., 2019). 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 (Shabrina, 2022; Febrianto et al., 2020; Rohimah et al., 2023).

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 (Setiawan, 2021; Justicia et al., 2023; Novitasari et al. al., 2023). 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. 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 22 students in the iqra' group consisting of 9 male students and 13 female students.

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 (Pendy & Mbagho, 2021; Manullang et al., 2021; 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 Alquran 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 Alquran.

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