Recognizing Hijaiyah Letters Through Letter Tree Media For Early Childhood Of 5 - 6 Years Old

Iin Sriastuti[1], Zulkarnaen[2]

[1,2]Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

Article Information	
	Abstrak Penelitian Tindakan Kelas (PTK) ini dilakukan atas dasar kurangnya pemahaman dan pengenalan huruf hijaiyah yang masih kurang di kelompok B1 RA Taqiyya. Disebabkan karena media yang digunakan kurang kreatif dan inovatif. Dengan alasan tersebut, peneliti menggunakan media Pohon Huruf Hijaiyah guna meningkatkan kemampuan membaca dan mengenal huruf hijaiyah. Subjek dalam penelitian ini adalah Kelompok Tiger B1 RA Taqiyya yang berjumlah 12 anak, yang terdiri dari 5 anak laki – laki dan 7 anak perempuan. Jenis penelitian ini adalah penelitian tindakan kelas (Class Action Research) yang terdiri dari dua siklus dilaksanakan sebanyak 4 kali pertemuan setiap siklus, prosedur penelitian meliputi perencanaan, pelaksanaan, pengamatan, dan refleksi. Dalam penggunaan media pohon huruf hija'iah untuk meningkatkan kemampuan membaca anak, direkomendasikan seorang guru harus menyiapkan hal-hal yang mendukung terlaksananya pembelajaran menggunakan media pohon huruf yang menarik sesuai dengan tahapan perkembangan dan kebutuhan anak. Hasil penelitian menunjukkan bahwa penggunaan media Pohon Huruf Hijaiyah dapat meningkatkan kemampuan mengenal huruf hijaiyah anak rata – rata sebesar sebesar 86 %. ***Abstract*** This Classroom Action Research (CAR) was conducted on the basis of a lack of understanding and recognition of hijaiyah letters which were still lacking in group B1 RA Taqiyya. This is because the media used is less creative and innovative. For this reason, the researcher uses the Hijaiyah Letter Tree media to improve the ability to read and recognize Hijaiyah letters. The subjects in this study were the Tiger B1 RA Taqiyya Group, which consisted of 12 children, 5 boys and 7 girls. This type of research is class action research (Class Action Research) which consists of two cycles carried out in 4 meetings for each cycle. Research procedures include planning, implementing, observing, and reflecting. In using hija'iah letter tree media to improve children's reading skills, it is recommended that a teacher should prepare things that support the implementation of learning using interesting letter tree media in accordance with the stages of development and the needs of children. The results showed that the

use of the Hijaiyah Letter Tree media could increase the ability to recognize Hijaiyah letters for children which is 86%.

⊠ Corresponding author:

E-mail: zul193@ums.ac.id

INTRODUCTION

Early childhood education is a process of fostering the growth and development of children aged birth to six years as a whole which includes physical and non-physical aspects by providing stimulation for appropriate physical, spiritual (moral and spiritual), motor, intellectual, emotional, and social development so that children grow and develop optimally (Mansur, 2007: 88). RI Law No. 20 of 2003 on the national education system chapter 1 paragraph 14, states that Early Childhood Education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education (Danar Santi, 2009: 7).

Early Childhood Education (*Pendidikan Anak Usia Dini*) hereinafter abbreviated as PAUD is a level of education prior to basic education which is a coaching effort aimed at children from birth up to the age of six, which is carried out by providing educational stimuli to help physical and spiritual growth and development so that they have the readiness to enter further education. Early childhood education is the most basic education given by parents to children or an educator to their students. Early childhood is a time when children learn anything quickly. At an early age, children have great curiosity. Early childhood education is very important for further education because early formation at an early age is referred to as the Golden Age.

From several aspects of child development, there is the development of morals and religious values whose content recognizes hijaiyah letters. In this case, hijaiyah letters are the basis of learning so that later children are able to read the Al-Quran properly and correctly. Hijaiyah letters are important to be introduced to

early childhood, because early childhood still has a good memory, so hijaiyah letters will be easier to remember.

For learning hijaiyah letters at RA Taqiyya, the wafa method is used which is the right brain method. The wafa method was introduced by the Syafa'atul Quran Indonesia Foundation in Surabaya. The wafa method uses book learning media and introduces hijaiyah letters using songs that allow children to recognize hijaiyah letters in a fun way and also using the Quantum Teaching method, which can function both the right and left hemispheres of the brain in their respective functions.

The facts show that so far children have not been able to read some hijaiyah letters because they have been confused with other letters. This is because some hijaiyah letters are similar, only different in the location of the dots. As a result, children often have to repeat when asked to read hijaiyah letters. As was the case with RA Taqiyya students in the age group of 5-6 years, with a total of 12 children consisting of 5 boys and 7 girls. Seeing this situation, in learning hijaiyah letters, researchers use hijaiyah tree media. One of the learning media that can be used in introducing hijaiyah letters to children is a letter tree.

LITERATURE REVIEWS

Early childhood education is an issue that is reviewed for children from birth up to the age of six, which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children are ready to enter further education. (2004 Curriculum Competency Standards TK and RA, 2004:2).

The letter tree is a learning medium to develop children's potential in the auditory, visual, and memory dimensions. This is in line with the views of John Hendrich Peztalozzi (Sofia Hartati, 2005: 41), stating that "The main potential that should be a priority for children is the development of AVM (Auditory, Visual, and Memory)".

METHODS

This research used Classroom Action Research. Classroom action research is research conducted by teachers in their classes through self-reflection to improve their performance so that student learning outcomes increase (Aqib, 2011). In this classroom action research, two cycles were used, each going through four stages: planning, acting, observing, and reflecting. Each cycle begins with an action plan, a strategy used to improve and perfect the learning process. The activities carried out in this action plan include: (1) The teacher prepares material to be used in the implementation of learning; (2) prepares teaching materials; (3) prepares a daily activity plan (*Rencana Kegiatan Harian*) hereinafter abbreviated as RKH; (4) prepares equipment/goods to be used in activities; and (5) develops an assessment tool and record the results of observations.

This research method describes facts according to the data obtained, aiming at implementing the use of hijaiyah tree media during learning to read hijaiyah letters and to improve the abilities of group B1 RA Taqiyya students in Semester I of the 2021/2022 Academic Year.

The data collection techniques used were observation notes and documentation. The reason researchers used observation techniques in this study is that observation techniques can provide more accurate results because researchers can observe the processes carried out by children, and can also find out the difficulties children face. As stated by Sugiyono (2018: 229), observation is a data collection technique with specific characteristics when compared to other techniques. The subjects in this study were 12 students of Raudhatul Athfal Taqiyya Group B1, consisting of 5 boys and 7 girls. The characteristics of group B1 children tend to be active, lack focus, and the ability to read hijaiyah letters is still lacking. Improving the ability to recognize Hijaiyah letters using hijaiyah tree media is the focus of this research discussion.

Hijaiyah Tree is an educational teaching aid in the form of a tree which contains the hijaiyah letters from alif-ya which are printed on top of colorful fruit images which are easy to remove and paste. Letter tree media is a medium used in learning that aims to develop student potential, namely the visual dimension (Utami and Damri, 2019: 134).

Figure 1. Hijaiyah Letter Tree

The data analysis technique used in this study was qualitative and quantitative data analysis. Quantitative data analysis techniques according to Sugiyono (2018, p. 147) are activities after data from all respondents (population/sample) are collected. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, performing calculations to answer the problem formulation, and performing calculations to test the hypotheses that have been proposed. The main data in this research is quantitative data. These data were taken from (1) Student's test score in working on the questions given includes initial test scores and test results at the end of each action. (2) The results of the observation sheet of student learning activities.

The data collected by the researchers were the results of observations and field notes. Analysis of the data used Data analysis of learning outcomes test. This analysis technique used the calculation of the percentage of success or completeness of students in mastering the concept. The calculation is as follows:

$$P = f/n \times 100\%$$

Notes:

P = Percentage of teacher/student activity

f = number of teacher/student activities that appear

n = the total number of activities

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Based on the above formula, classical success can be grouped as follows:

Table 1. classical success can be grouped

Percentage	Category	Star Symbol
95 % - 100 %	Very Well Developed (*Berkembang Sangat Baik*/BSB)	A
85 % - 94 %	Growing As Expected (*Berkembang Sesuai Harapan*/BSH)	B
75 % - 84 %	Start Developing (*Mulai Berkembang*/MB)	C
$< 75\%$	Not Developed (*Belum Berkembang*/BB)	D

(Department of National Education, Depdiknas, 2004: 26)

Qualitative data in this study were analyzed using qualitative data analysis, namely the analysis of data obtained from the results, among other things, student test results were declared successful in learning if the score obtained was> 75%, with complete information.

RESULT AND DISCUSSION

Before carrying out research activities, the researchers carried out observation activities called the Pre-Cycle. The results obtained showed that the ability to name, pronounce and differentiate the sounds and shapes of hijaiyah letters in group B1 RA Taqiyya students was still lacking (Table 1.1). This is evidenced by when students read the Hijaiyah Letter Reading Book (Wafa) they still experience confusion and some letters are still wrong in pronouncing them. Based on this, the researchers used interesting and fun learning media, especially in activities to develop the ability to mention, pronounce, and distinguish hijaiyah letters. In this study, the researchers used Hijaiyah Letter Tree media.

Table 2. Recapitulation of Ability to Recognize Hijaiyah Letters before using Hijaiyah Letter Tree Media

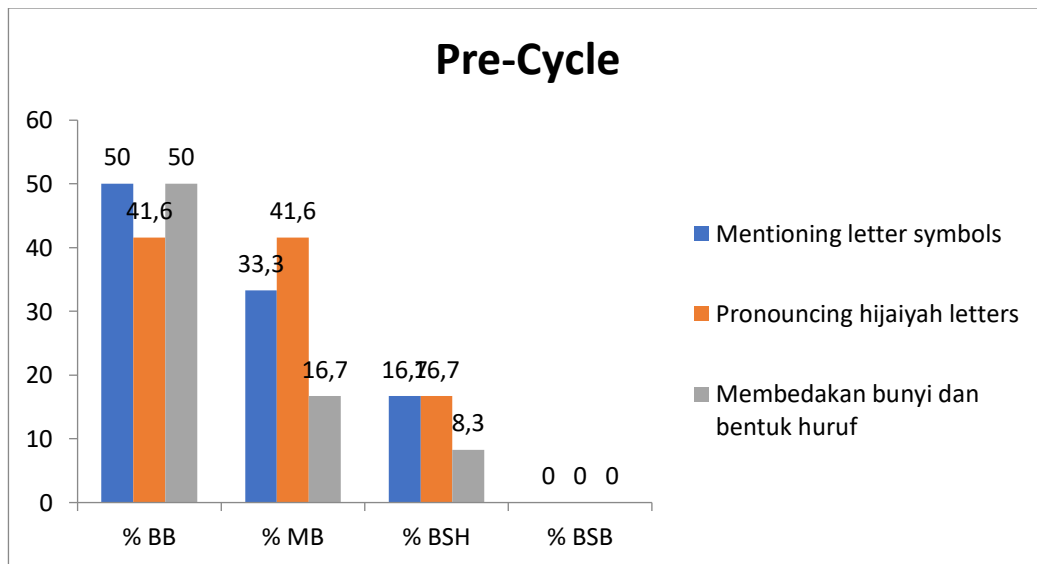| NO	INDICATOR	BB	MB	BSH	BSB	THE NUMBER OF CHILDREN	% BB	% MB	% BSH	% BSB
1.	Children can mention hijaiyah letter symbols (from alif ا – ya' ي)	6	4	2	0	12	50 %	33.3 %	16.7 %	0 %
2	Children can pronounce hijaiyah letters according to the makharijul letters (from alif ا – ya' ي)	5	5	2	0	12	41.6 %	41.6 %	16.7 %	0 %
3	Children can distinguish the sound and shape of hijaiyah letters (from alif ا – ya' ي)	4	5	1	0	12	50 %	41.6 %	8.3 %	0 %

Figure 2 Diagram of recapitulation of the ability to recognize hijaiyah letters before using the Hijaiyah Letter Tree

Based on the table above, the percentage results obtained from the child's ability to pronounce hijaiyah symbols from the category (BB) reached 50%, (MB) 33.3%, (BSH) 16.7%, and (BSB) 0%. While the ability of children to pronounce hijaiyah letters from the category (BB) reached 41.6%, (MB) 41.6%, (BSH) 16.7%,

and (BSB) 0%. Finally, the child's ability to distinguish hijaiyah sounds and shapes from the (BB) category reached 50%, (MB) 41.6%, (BSH) 8.3%, and (BSB) 0%. These results indicated that the success rate of children was included in the less category.

Cycle 1 Planning

In cycle 1 the ability to recognize hijaiyah letters is able to recognize and mention 10 hijaiyah letters after the children were invited to do learning using the Hijaiyah Letter Tree media to learn to recognize and mention hijaiyah letters. The results of research on the ability of children before recognizing letters through the Letter Tree were grouped into three indicators: children can say the symbols of hijaiyah letters (Alif ا- ya' ي), children can pronounce hijaiyah letters (Alif ا- ya' ي) children can distinguish sounds and shapes of hijaiyah letters (Alif ا- ya' ي).

Table 3. Recapitulation of the Ability to Recognize Hijaiyah Letters after using the Hijaiyah Letter Tree Media in cycle I

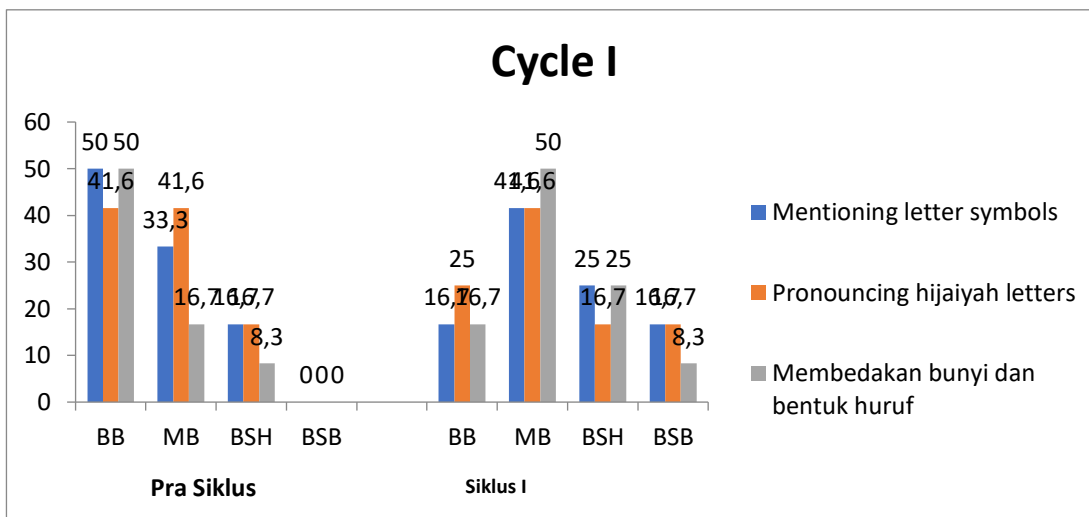| NO	INDICATOR	BB	MB	BSH	BSB	THE NUMBER OF CHILDREN	% BB	% MB	% BSH	% BSB
1.	Children can mention hijaiyah letter symbols (from alif ا – ya' ي)	2	5	3	2	12	16.7 %	41.6 %	25 %	16.7 %
2	Children can pronounce hijaiyah letters according to the makharijul letters (from alif ا – ya' ي)	3	5	2	2	12	25 %	41.6 %	16.7 %	16.7 %
3	Children can distinguish the sound and shape of hijaiyah letters (from alif ا – ya' ي)	2	6	3	1	12	16.7 %	50 %	25 %	8.3 %

Figure 3 Diagram of the achievement of the success of Cycle I in the ability to read hijaiyah letters using the Letter Tree media

In the first cycle of activities using Hijaiyah Letter media, the teacher carried out the educational stage by providing an introduction to the symbols of hijaiyah letters and their correct pronunciation (makhorijul letters) by using songs/sings, while attaching some hijaiyah letters م ت س ي ك ر د. In addition, teachers helped children set rules before engaging in play activities. The children were enthusiastic and excited about exploring using the Hijaiyah Letter Tree Media. The percentage results that emerged from cycle 1 activities showed that in pronouncing hijaiyah symbols from the category (BB) reached 16.7%, (MB) 41.6%, (BSH) 25%, and (BSB) 16.7%, while the ability of children to pronounce hijaiyah letters from the category (BB) reached 25%, (MB) 41.6%, (BSH) 16.7%, and (BSB) 16.7% and finally the ability of children to distinguish sounds and hijaiyah forms from the (BB) category reached 16.7%, (MB) 41.6%, (BSH) 25%, and (BSB) 8.3%. Based on the children's activities during the first cycle of action activities, there were still children who were still confused and had difficulty playing with the Hijaiyah Letter Tree media. Therefore, further improvements will be made in the next cycle, namely the cycle II action with the following results:

Table 4. Recapitulation of the Ability to Recognize Hijaiyah Letters after using the Hijaiyah Letter Tree Media in cycle II

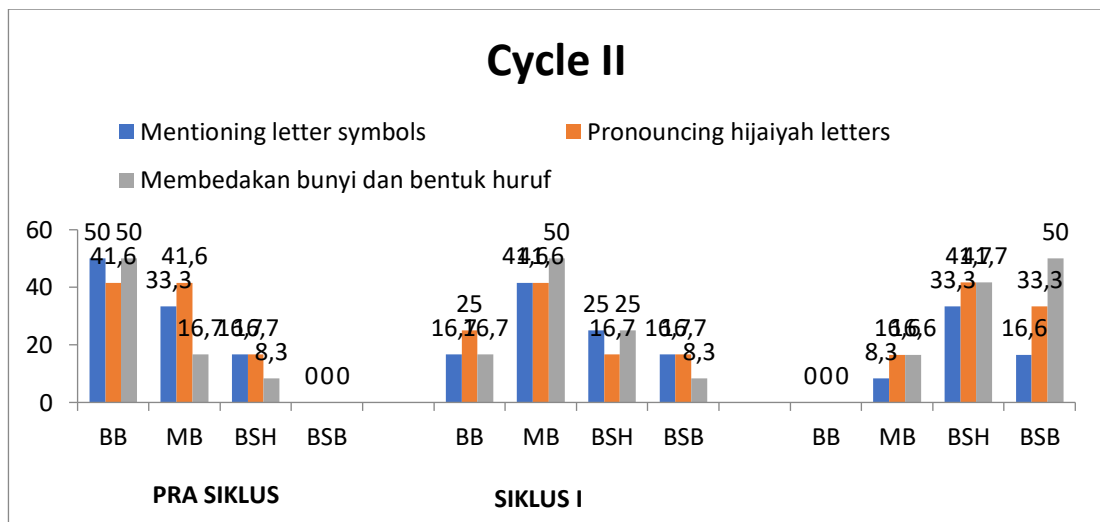| NO	INDICATOR	BB	MB	BSH	BSB	THE NUMBER OF CHILDREN	% BB	% MB	% BSH	% BSB
1.	Children can mention hijaiyah letter symbols (from alif ا – ya' ي)	0	1	4	7	12	0 %	8.3 %	33.3 %	58.3 %
2	Children can pronounce hijaiyah letters according to the makharijul letters (from alif ا – ya' ي)	0	2	5	5	12	0 %	16.6 %	41.7 %	41.7 %
3	Children can distinguish the sound and shape of hijaiyah letters (fromalif ا – ya' ي)	0	2	4	6	12	0 %	16.6 %	33.3 %	50 %

Figure 4 Diagram of the achievement of the success of Cycle II in the ability to read hijaiyah letters using the Letter Tree media

Based on the table above, the percentage results obtained from the child's ability to pronounce hijaiyah symbols from the category (BB) reached 0%, (MB) 0%, (BSH) 41.7%, and (BSB) 58.3%. While the ability of children to pronounce hijaiyah letters from the category (BB) reached 0%, (MB) 16.6%, (BSH) 41.7%, and (BSB) 41.7%. and finally the child's ability to distinguish hijaiyah sounds and

shapes from the (BB) category reached 0%, (MB) 0%, (BSH) 50%, and (BSB) 50%. These results indicated that the child's success rate is included in the complete category because the ability to pronounce hijaiyah letters in cycle I activities increased by 41.6%, which was only 16.7% in the pre-cycle, while the indicator for pronouncing hijaiyah letters increased by 33.3% which previously it was only 16.7% and the indicator of distinguishing hijaiyah letters experienced an increase of 33.3%. Whereas in cycle 2 the ability to pronounce the symbols of hijaiyah letters increased by 91.6% and the indicator for pronouncing hijaiyah letters increased by 83.3% and the indicator of distinguishing the shapes and sounds of hijaiyah letters increased by 83.3%.

Discussion

The child's ability to recognize hijaiyah letters is included in the good criteria. These results are shown by the majority (86% of the total children). Children who fall into good criteria mean that children are able to recognize hijaiyah letters which include mentioning letter symbols, pronouncing letter sounds correctly, and being able to distinguish the shapes and sounds of letters that are almost the same. These results are supported by the achievement of children in each indicator. The results of children's achievements in each indicator will be described as follows.

The ability to mention the symbols of hijaiyah letters

The ability of the children at RA Taqiyya Kartasura to pronounce the names of hijaiyah letters is included in the good criteria as indicated by the percentage of success of 91.6% of the total number of children. Children who fall into the criteria of being very good at naming hijaiyah letters mean that they are able to say the names of hijaiyah letters correctly.

The ability to pronounce hijaiyah letters properly and correctly in accordance with their makhraj

The child's ability to pronounce the sounds of hijaiyah letters according to his makhraj is included in the very good criteria as indicated by the percentage of success as much as 83.3% of the total number of children.

The ability to distinguish the shape and sound of hijaiyah letters

The ability of children to distinguish sounds and letter shapes is also very good, this is indicated by the percentage of success of 83.3%. However, children still often make mistakes and have difficulty distinguishing the shapes of hijaiyah letters because there are several letters that have almost the same shape as the letters ط (tha') and ظ) zha').

CONCLUSION

Based on the results of the research and discussion that have been put forward, it can be concluded that the ability to recognize hijaiyah letters in Group B at RA Taqiyya Kartasura could be improved using Hijaiyah Letter Tree media. This is indicated by the percentage of success that reached 86%. In other words, the research results obtained have met the indicators of success.

To achieve success in learning, learning media is needed that supports, so that children are more enthusiastic and interested, also provides space for children to explore and be active in learning, so as to create a fun learning process. Fun learning (joyful learning) according to (Fadilah, 2014) is a learning design with the aim of creating an atmosphere that frees students to dare to try, act, ask questions and express opinions so that students' attention can be fully focused on learning.

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