

Increasing the Ability to Recognize Hijaiyah Letters Using Al Husna Method

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Abstract

This research aims to improve children's ability to recognize hijaiyah letters through the Al Husna method. This research is Classroom Action Research carried out in class A of TPQ Hamimal Qur'an Cileungsi Bogor Regency for the 2022/2023 academic year, with the number of research subjects being 20 children (11 boys and 9 girls). This research was carried out over two cycles, each cycle consisting of four meetings consisting of planning, implementation, observation and reflection. The instrument used is an observation guide. Based on the results of this research, children's ability to recognize hijaiyah letters can be improved through the Al Husna method. The results in Cycle I showed that there was an increase in the ability to recognize hijaiyah letters compared to before the action (Pre-Action), namely the value of Pre-action=49.45 and Cycle I=65.23. In cycle II, the percentage obtained was greater and was at the Very Well Developing criteria, namely 79.45, which had achieved the predetermined success indicators. Thus, it can be said that the ability to recognize hijaiyah letters for class A children at TPQ Hamimal Qur'an Situsari Cileungsi Bogor Regency can be improved through the Al Husna method.

Keywords: Ability to recognize letters, Al Husna method, Hijaiyah letters.

1 INTRODUCTION

According to the National Education System Law No. 20 of 2003, early childhood is a group of people aged 0 to 6 years. Meanwhile, early childhood is children in the age range of 0 to 8 years (Fivush & Schwarzmuller, 1998). At this time the process of growth and development in various aspects is experiencing a rapid period in the development span of human life.

Religious values education in early childhood is a solid basis or foundation that must be developed in early childhood (Safitri, 2022). If religious values are not developed from an early age, reciting the Koran or introducing hijaiyah letters from an early age will affect the child's life in the future. The introduction of hijaiyah letters in early childhood is very important, because it is the basis for reading the Koran as a guide to life for Muslims (Rohayani & Astriya, 2022). At this time it will be easier for children to understand and record things in their brain or memory, compared to old age or adulthood. Introducing hijaiyah letters to children requires a method that suits the child's character, namely an effective and fun learning method, so that children do not feel bored and remain focused on the learning material provided.

Hijaiyah letters are letters found in the Al-Qur'an and the text is written in Arabic (Fitria, 2023). Hijaiyah letters are all the letters found in the Al-Qur'an, which means reading hijaiyah letters, there are 29 (Mubarak et al., 2023). However, in general the number of known hijaiyah letters is 28 letters, namely: ا ب ث ج د ذ ح ز ر ز س ش ص ض ط ظ ع ف ق ك م ل ن ه و ي.

Republic of Indonesia Government Regulation No. 55 of 2007 concerning religious education and religious education article 24 states the following: (1) Al-Qur'an education

aims to improve students' ability to read, write, understand and practice the content of the Al-Qur'an. (2) Al-Qur'an education consists of Al-Qur'an Kindergarten (TKQ), Al-Qur'an educational Park (TPQ), Talimul Al-Qur'an Lil Aulad (TQA) and other forms kind. (3) Al-Qur'an education can be carried out in stages and not in stages. (4) The implementation of Al-Qur'an education is centered in mosques, prayer rooms, or other places that meet the requirements. (5) The Al-Qur'an Education Curriculum is reading, writing and memorizing verses of the Al-Qur'an, Tajwid and memorizing the main prayers.

As time progresses, many methods have been created to support students' success in reading the Al-Qur'an with certain characteristics in order to achieve success in learning (Safi'i & Mahariah, 2023). The Al-Husna method is a method of learning to read the Al-Qur'an which uses three steps which can lead students to be able to read the Al-Qur'an. These three steps include: mastery of hijaiyah letters by means of scribbling and telling stories using the Al-Husna method, Mastery of signs reading that has been adapted to the Ottoman mushaf, and is carried out using the joint muroja'ah system. The Al-Husna method is also supported by the application of songs in reading the Al-Qur'an. Students will be happier in the learning process and enjoy reading the Al-Qur'an so that it has an impact on early childhood learning outcomes.

TPQ Hamimal Qur'an Cileungsi implements Al-Qur'an education, namely reading, memorizing and writing the Al-Qur'an. This TPQ uses Iqro media and blackboard media for children to read for group A using the classical method. However, its implementation is still less effective, especially in group A. So the research objective is to increase the ability to recognize hijaiyah letters through the Al Husna method in group A children of TPQ Hamimal Qur'an Cileungsi.

2 RESEARCH METHODS

This research was conducted on group A students aged 4-5 years TPQ Hamimal Qur'an whose address is Puri Asri Housing 2, Siteari Village, Cileungsi District, Bogor Regency. The subjects in this research were 20 class A students consisting of 11 male students and 9 female students. This research uses the Classroom Action Research method. Classroom action research is a type of research that explains the cause and effect of treatment, as well as explaining what happens when treatment is given and describes the entire process from the beginning of the treatment to the impact of the treatment.

This type of research was carried out because it was in accordance with the research objective, namely improving the ability to recognize hijaiyah letters through the use of the Al-Husna method. The action intervention procedure or research cycle design for conducting classroom action research will be carried out using the Kurt Lewin model in Figure 1.

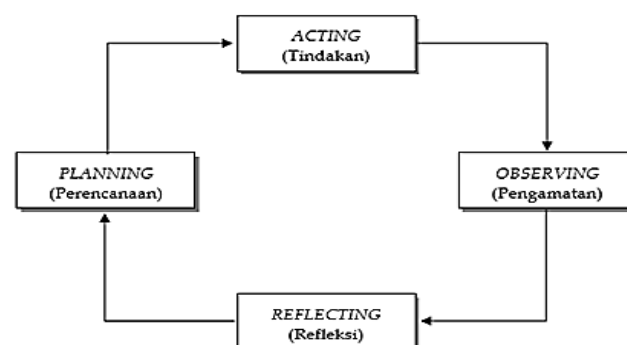


Figure 1. Kurt Lewin Model Cycle Design

Kurt Lewin's model is a basic model which was later developed by other experts. According to Kurt Lewin, action research consists of 4 (four) activity components which are

viewed as one cycle, namely; planning, action, observation, and reflection (Hanifah, 2014; Soesatyo et al., 2017; Rahman, 2018).

3 RESULT AND DISCUSSION

This Classroom Action Research (CAR) was carried out in two cycles to see the increase in the ability of young children in recognizing hijaiyah letters. Each cycle consists of 4 meetings. The data collection techniques used in this research are observation data, tests, documentation and interviews.

In collecting data, a research instrument is needed to make it easier for researchers to observe, record and select data from all research activities. The instrument used in this research is the Al-Husna module volume 1 with a grid of instruments for the ability to recognize hijaiyah letters as follows: (1) Recognizing the shape of hijaiyah letters in volume 1 key 1 of the Al Husna method ب و ز ر ذ د ن (2) Recognize the shape of the hijaiyah letters in volume 1 key 2 of the Al Husna method ج ح خ (3) Recognize the shape of the hijaiyah letters in volume 1 key 3 of the Al Husna method ع ء ق ف غ (4) Recognize the shape of the hijaiyah letters in volume 1 key 4 of the Al Husna method ط ظ (5) Mention the hijaiyah letters in volume 1 key 1 of the Al Husna method ب و ز ر ذ د ن (6) Mention the hijaiyah letters in volume 1 key 2 of the Al Husna method ج ح خ (7) Mention the hijaiyah letters in volume 1 key 3 of the Al Husna method ع ء ق ف غ (8) Mention the hijaiyah letters in volume 1 key 4 of the Al Husna method ط ظ (9) Saying the hijaiyah letters from alif to ya in sequence, (10) Saying the hijaiyah letters from alif to Ya in random order (11) Differentiating letters ب (ba), ت (ta), ث (tsa), ن (na), ي (yes) (12) Distinguishing letters ج (Ja), ح (ha) and خ (kho) (13) Distinguishing letters د (Da), ذ (Dza), ر (Ro) and ز (Za) (14) Children are able to distinguish letters ص (Sho), ض (Dho), ط (Tho) and ظ (dzo) (15) Children are able to distinguish letters ع (A') and غ (Gho) (16) Children are able to distinguish letters ف (Fa) and ق (Qo).

Based on observations made during pre-action, the average percentage of children's ability to recognize hijaiyah letters was obtained according to the following success criteria. Of the 20 children, the criteria are Very Well Developing (BSB) 15%, Developing According to Expectations (BSH) 15%, Starting to Develop (MB) 70%, and Not Yet Developing (BB) 0%. Thus, it can be concluded that the ability to recognize children's hijaiyah letters before the action has not reached the success criteria, namely the number of children who received the BSB category has not reached 75%. Therefore, further action needs to be taken. It is hoped that through the Al Husna method students at TPQ Hamimal Qur'an can improve and be better than before.

3.1 Cycle 1

Judging from aspect (1), recognizing the shape of the hijaiyah letters in volume 1, key 1 of the Al Husna method ب و ز ر ذ د ن, and (5) mentions the hijaiyah letters in volume 1 key 1 of the Al Husna method ب و ز ر ذ د ن very encouraging with an average score of 83 and 80. That is also for aspect (9) mentioning the hijaiyah letters from alif to ya in sequence with an average of 79, (12) distinguishing letters ج (Ja), ح (ha) and خ (kho) average 75, but average in aspect (2) Recognizing the shape of the hijaiyah letters in volume 1 key 2 of the Al Husna method ج ح خ totaling 69 (3) Recognizing the shape of the hijaiyah letters in volume 1 key 3 of the Al Husna method ع ء ق ف غ (4) Recognize the shape of the hijaiyah letters in volume 1 key 4 of the Al Husna method ط ظ totaling 53 (6) Mentioning the hijaiyah letters in volume 1 key 2 of the Al Husna method ج ح خ totaling 69, (7) Mentioning the hijaiyah letters in volume 1 key 3 of the Al Husna method ع ء ق ف غ totaling 60 (8) Mentioning the hijaiyah letters in volume 1 key 4 of the Al Husna method ط ظ totaling 53 (10) Name the hijaiyah letters from alif to Ya randomly totaling 56, (11) Differentiate the letters ب (ba), ت (ta), ث (tsa), ن (na), ي (yes) totaling 74 (13) Differentiate letters د (Da), ذ (Dza), ر (Ro) and ز (Za) totaling 60 (14) Children are able to distinguish letters ص (Sho), ض (Dho), ط (Tho) and ظ (dzo) totaling 50 (15) Children are

able to distinguish letters ع (A') and غ (Gho) totaling 51 (16) Children are able to distinguish letters ف (Fa) and ق (Qo) amounting to 50 is still below the set average value of 75.

Table 1. Increased Ability to Recognize Hijaiyah Letters in Pre-action and Cycle 1

Respondents	Mark		Gain	Remark
	Pre Action	Cycle I		
R1	33%	56%	23%	BSH
R2	33%	55%	22%	BSH
R3	33%	56%	23%	BSH
R4	42%	56%	14%	BSH
R5	50%	69%	19%	BSH
R6	44%	58%	14%	BSH
R7	75%	91%	16%	BSB
R8	77%	88%	11%	BSB
R9	33%	52%	19%	BSH
R10	33%	47%	14%	MB
R11	33%	45%	13%	MB
R12	45%	64%	19%	BSH
R13	48%	66%	17%	BSH
R14	50%	66%	16%	BSH
R15	38%	53%	16%	BSH
R16	78%	89%	11%	BSB
R17	58%	72%	14%	BSH
R18	61%	75%	14%	BSH
R19	78%	84%	6%	BSB
R20	48%	64%	16%	BSH

Based on the results of the first cycle analysis, the ability to recognize hijaiyah letters in TPQ Hamimal Qur'an has an average score of 65 with the highest score being 83 and the lowest score being 50. Judging from learning progress, 3 children are developing very well (15%), 3 are developing according to expectations (15%), 14 children are starting to develop (70%), and 0 children are not yet developing (0%). The pre-action and cycle 1 data are presented in Figure 2.

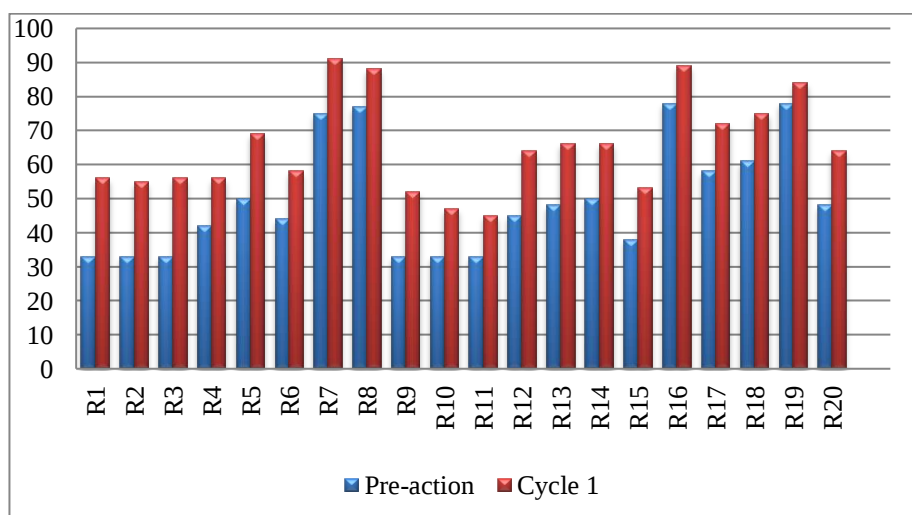


Figure 2. Graph of Increasing Ability in Pre-action and Cycle 1

Thus, cycle I cannot be said to be successful in the ability to recognize hijaiyah letters using the Al Husna method because the results have not met the success criteria set,

namely an average class of 75 and 75% of students who have completed learning. Therefore, this research must be continued in the cycle II.

3.2 Cycle 2

The results of the ability to recognize hijaiyah letters through the Al Husna method are based on predetermined criteria. To determine the success of the learning process using the Al Husna method in cycle II it is directed at aspects (1) Recognizing the shape of the hijaiyah letters in volume 1 key 1 of the Al Husna method ب و ز ر ذ ن (2) Recognize the shape of the hijaiyah letters in volume 1 key 2 of the Al Husna method ج ح خ (3) Recognize the shape of the hijaiyah letters in volume 1 key 3 of the Al Husna method غ ع ه (4) Recognize the shape of the hijaiyah letters in volume 1 key 4 of the Al Husna method ي ت ق ف (5) Mention the hijaiyah letters in volume 1 key 1 of the Al Husna method ط ظ ض ص س ش ث (6) Mention the hijaiyah letters in volume 1 key 2 of the Al Husna method ب و ز ر ذ ن (7) Mention the hijaiyah letters in volume 1 key 3 of the Al Husna method ج ح خ (8) Mention the hijaiyah letters in volume 1 key 4 of the Al Husna method ي ت ق ف غ ع ه (9) Saying the hijaiyah letters from alif to ya in sequence, (10) Saying the hijaiyah letters from alif to Ya in random order (11) Differentiating letters ب (ba), ت (ta), ث (tsa), ن (na), ي (yes) (12) Distinguishing letters ج (Ja), ح (ha) and خ (kho) (13) Distinguishing letters د (Da), ذ (Dza), ر (Ro) and ز (Za) (14) Children are able to distinguish letters ص (Sho), ض (Dho), ط (Tho) and ظ (dzo) (15) Children are able to distinguish letters ع (A') and غ (Gho) (16) Children are able to distinguish letters ف (Fa) and ق (Qo).

After making observations with field notes conducted by researchers and partner teachers generally went quite well. The atmosphere looked conducive. Based on the results of the ability to recognize hijaiyah letters which had been assessed, an average score of 79 was obtained and learning completion was 80%. For more details, the results of the ability to recognize hijaiyah letters using the Al Husna method can be seen in Table 2.

Table 2. Ability to Recognize Hijaiyah Letters in Cycle II

Respondents	Total Score	Percentage	Information
R1	49	77%	BSB
R2	49	77%	BSB
R3	50	78%	BSB
R4	49	77%	BSB
R5	52	81%	BSB
R6	49	77%	BSB
R7	63	98%	BSB
R8	61	95%	BSB
R9	50	78%	BSB
R10	38	59%	BSH
R11	36	56%	BSH
R12	50	78%	BSB
R13	49	77%	BSB
R14	49	77%	BSB
R15	49	77%	BSB
R16	63	98%	BSB
R17	52	81%	BSB
R18	53	83%	BSB
R19	57	89%	BSB
R20	49	77%	BSB

Based on Table 2, the average score for the ability to recognize hijaiyah letters in cycle II is 79, with the highest score being 98 and the lowest score being 56. Judging from learning progress, 18 children are developing very well (90%), 2 are developing according to expectations (10%), 0 children are starting to develop (0%), and 0 children are not yet developing (0%). Thus, the results of the second cycle scores have exceeded the specified

criteria, namely an average score of 75 and the children's learning completeness is with the criteria of children developing very well (BSB). reached 75%. So this action research was not continued to cycle III. The results of the initial numeracy skills in cycle II can be graphed as in Figure 3.

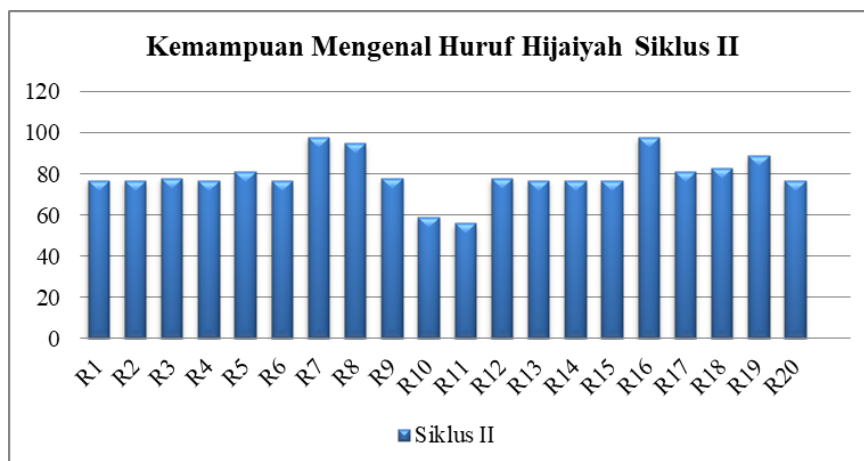


Figure 3. Graph of Ability to Recognize Hijaiyah Letters Cycle II

3.3 Increasing the Ability to Recognize

By looking at the results of the pre-action, the researcher took action in the form of learning activities using the Al Husna method in cycle I. After carrying out the action in cycle I, the child's ability to recognize hijaiyah letters increased with an average percentage value of 65.23%. From pre-action to cycle I there was an increase of 15.78%. In cycle II, it turned out that children's ability to recognize hijaiyah letters had increased with a score of 79.45% and was at the BSB (Very Well Developed) criteria. The scores obtained in cycle II show that the ability to recognize children's hijaiyah letters has reached the success criteria determined by the researchers, namely >75% of the number of children who achieved BSB (Very Well Developed).

The results of increasing the ability to recognize pre-action hijaiyah letters, cycle I and cycle II can be seen in Figure 4.

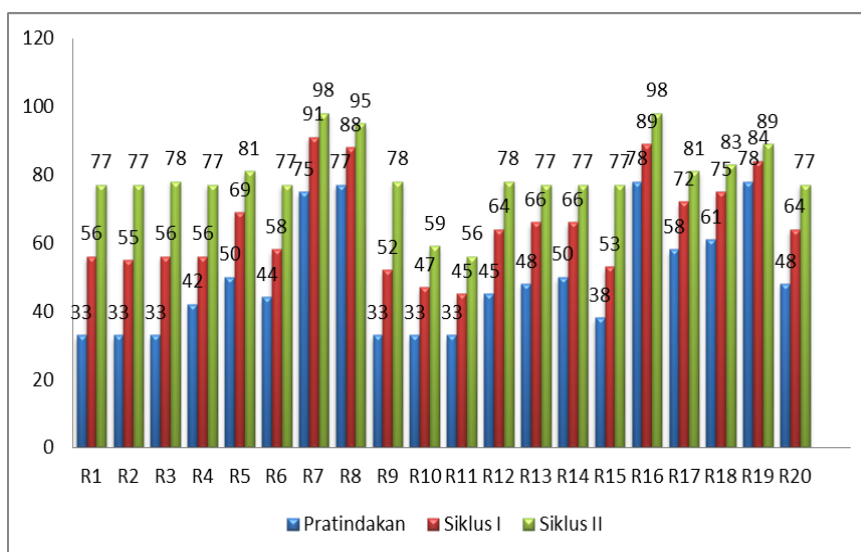


Figure 4. Graph of Increasing the Ability to Recognize Hijaiyah Letters Pre-action in Cycle I and Cycle II

Based on the discussion above and according to the data for each cycle, there is an increase in students' abilities. So it can be said that learning using the Al Husna reading method can improve the ability to recognize hijaiyah letters for children in group A TPQ Hamimal Qur'an, Situsari, Cileungsi Bogor Regency, in other words the action hypothesis is accepted.

4 CONCLUSION

In this study, by paying attention to the results of the research and discussion, it can be concluded that learning through the Al Husna method, namely scanning, story and saying and through evaluations carried out can improve students' ability to recognize hijaiyah letters. Especially for children aged 4-5 years in group A at TPQ Hamimal Qur'an, Situsari, Cileungsi, Bogor Regency.

The impact of the results of research conducted by researchers is as follows; 1) students can recognize hijaiyah letters quickly, 2) students can adapt to the learning environment, 3) students can increase their interest and motivation in learning, 4) students increasingly like studying in groups, 5) students always get the attention of their parents, equipped with their learning facilities, 6) they begin to dare to read alone in front of the class. Thus the researcher can conclude that the ability to recognize hijaiyah letters of participants aged 4-5 years at TPQ Hamimal Qur'an can be improved through the Al Husna method.

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