Effectiveness of Flash Card Media To Improve Early Childhood Hijaiyah Letter Recognition

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Abstract

This study aims to analyze the effectiveness of Flash Card media to improve early childhood hijaiyah letter recognition conducted at Raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo using qualitative methods of case study types. Participants in this study as many as three people, namely the principal, class A teacher, and class B, were taken with a purposive sampling approach. The results of research on the effectiveness of Flash Card media to improve the introduction of early childhood hijaiyah letters show that the analysis of the needs of flashcard media is the first step in researching the application of Flash Card media. Second, create a learning design by RPPH guidelines by applying flash card media. Third, the implementation of flashcard media consisting of 29 hijaiyah letter flashcards, which then early childhood takes cards one by one.

Keywords : *media flash card; hijaiyah letters; early childhood*

Abstrak

Penelitian ini bertujuan untuk menganalisis efektivitas media Flash Card dalam meningkatkan pengenalan huruf hijaiyah bagi anak usia dini di Raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo. Penelitian ini menggunakan metode kualitatif jenis studi kasus. Partisipan dalam penelitian ini sebanyak tiga orang yaitu kepala sekolah, guru kelas A, dan kelas B diambil dengan pendekatan purposive sampling. Hasil penelitian menunjukkan bahwa efektivitas media Flash Card untuk meningkatkan pengenalan huruf hijaiyah pada anak usia dini menunjukkan bahwa analisis kebutuhan media flashcard merupakan langkah awal dalam penerapan media Flash Card. Kedua, membuat desain pembelajaran dengan berpedoman pada RPPH melalui penerapan media flash card. Ketiga, implementasi media flashcard yang terdiri dari 29 flashcard huruf hijaiyah, yang kemudian anak mengambil kartu satu persatu. Penelitian ini memberikan implikasi tentang pentingnya media pembelajaran yang tepat guna dalam memperkuat pengetahuan anak usia dini.

Kata Kunci : *media flash card; huruf hijaiyah; anak usia dini*

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INTRODUCTION

Roudlotul Athfal (RA) is one of the early childhood formal education units that organizes educational programs for children aged 4-6 years (Macia-Gual & Domingo-Penafiel, 2020; Zamroni et al., 2021). Early childhood development is essential to help lay the foundation of attitudes, knowledge, skills, and creativity (Umiarso & Hidayati, 2022). Early childhood is a decisive time for a child's development and growth (Modise, 2019).

Early childhood education is one of the coaching efforts aimed at children from birth to the age of six years that is done through educational stimulation to help the growth and physical and spiritual development so that children have readiness in entering further education (Juwita, 2018; Umiarso & Hidayati, 2022). Children at this age can be said to be the golden age of the Golden Age (Alfina & Anwar, 2020), because an early age is the most effective time for the development of potential in developing aspects of development, which includes the development of habituation (moral and religious values, social, emotional, and independence), language, cognitive, motor and art (Takagi et al., 2020; Rozi & Maulidiya, 2022). Therefore, Early Childhood Education is an essential primary education because the next stage of child development is very dependent on the acceptance of various stimuli or stimuli that are very important for early childhood (Fitriani, 2018). Early childhood education is essentially an education organized in terms of tasi-tasi for the development and growth of children according to age and overall or emphasize the development of all aspects of child development (Luen, 2021).

One of the development aspect abilities taught and applied in Raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo is to read the Quran, which is part of learning religion from an early age. Mastery, knowing, ability, and reading Hijaiyah letters vital in developing language skills, especially Arabic. The child who knows and understands the letters hijaiyah, then the child can read the Quran easily, well, and smoothly and does not find difficulty in reading the Quran. Knowing letters is the ability to do something by recognizing the characteristics or signs of the script in the writing that is a member of the alphabet that symbolizes the sound of the language.

According to Gunawan (2019) said that, to improve the ability to read hijaiyah letters in children, it is necessary to select the proper learning method or media and good strategies because it has a substantial share in the learning process (Baharun, 2016; Mushfi et al., 2021). Kamilia & Miftahillah (2021) said that recognizing letters from an early age is essential in the teaching method through the socialization process and the teaching method of reading without burdening with fun learning activities (Monaziroh & Choirudin, 2021; Rahman & Subiyantoro, 2021). From the statement, it is understood that learning to know letters is very important for early childhood and needs to be taught with learning methods adapted to the stage of child development (Alfina & Anwar, 2020; Rozi et al., 2022).

The learning process in the classroom is mostly learning activities that only lead children to memorize information, and children are forced to remember and hoard various information (Mustajab & Fawa'iedah, 2020; Phusee-orn, 2021). Children are not required to understand and relate the information they place with the child's daily life (Iltiqoiyah, 2020). Learning that uses this approach does not encourage children to develop thinking skills (Adhimiy, 2019; Br & Asiya, 2021). On the contrary, children quickly forget and are easily bored with learning that uses such a system (Steinbeiss, 2021). Therefore, in improving children's ability to know hijaiyah letters, researchers conduct activities using Flash Card media Modification of hijaiyah letters and try to provide direction and explanation with details (Mat et al., 2016).

Flash Card is one form of educational media in the form of cards that contain images and words whose size can be adjusted to the students faced and to get it can make their own or use the finished (Altiner, 2019). This medium is a learning medium that can help improve various aspects of (Azhima et al., 2021; Wahid et al., 2020).

Related to research on flashcard media, many researchers who review it include Safa'ah & Rimadhanim (2021). He said that flashcard media is considered quite effective in improving reading and writing. Learning activities are carried out while playing so that students will not get bored (Fachri et al., 2020; Suwidiyanti & Anshori, 2021). According to Lindawati (2018) Flashcards are an effective medium for teaching children to read texts and know their surroundings early. With flashcards can introduce colors, animals, letters, numbers, and others.

This research is a study that seeks to combine the learning media used by teachers, namely Flas Card media, and the concept of improving hijaiyah letter recognition which is part of the discipline of psychology so that this is the uniqueness of two different images and used as one to create children who have spiritual character resilience.

METHODLOGY

This research was conducted at Raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo using qualitative case studies methods, carried out in a planned and systematic manner for one month. Researchers chose the Raudlatul Athfal institution because, based on the results of initial observations of the study, the institution prioritizes the teaching of religious and moral values to arouse the motivation and interest of learning children. This research has uniqueness in learning to read hijaiyah letters that use a learning model while playing, namely with flashcard media.

The informant in this study consisted of 3 informants: the principal, class A teacher, and class B teacher, who were taken with a purposive sampling approach. To get an idea of Flash Card media's effectiveness in improving hijaiyah letter recognition at the institution, researchers used in-depth interviews about the effectiveness of Flash Card media to enhance early childhood hijaiyah letter recognition. Then, the researcher also conducts observations and documentation. The data analysis is carried out circularly, starting from the overall display data from the interviews, comments, and documentation obtained while in the field. Then the researcher conducts data reduction, which is sorting and selecting data that has been collected by the theme that has been determined so that the focus of the research will systematically arrange data. Research design can seen on figure 1.
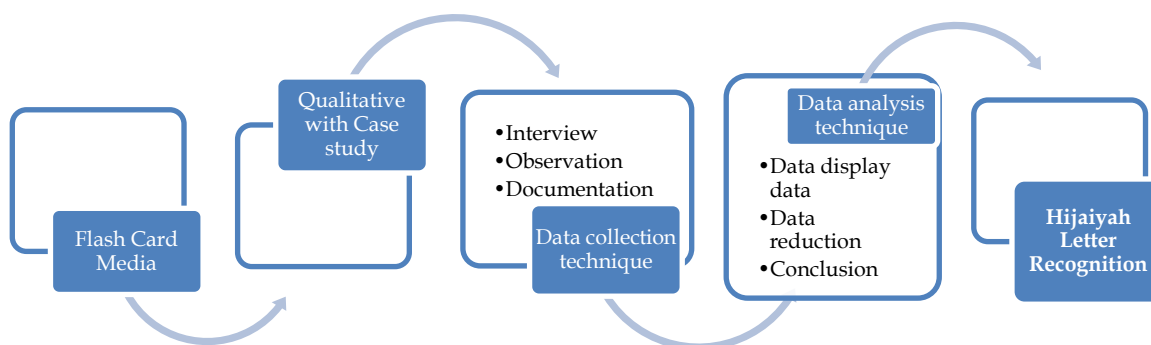
Figure 1: Research Design in RA Al Hanafiah (Sugiono, 2019)

RESULTS AND DISCUSSIONS

The learning process requires exciting and fun learning media; in this case, Flas Card media is very appropriate, especially in knowing hijaiyah letters. Results from research on the effectiveness of Flash Card media to improve aud hijaiyah letter recognition show on figure 2.
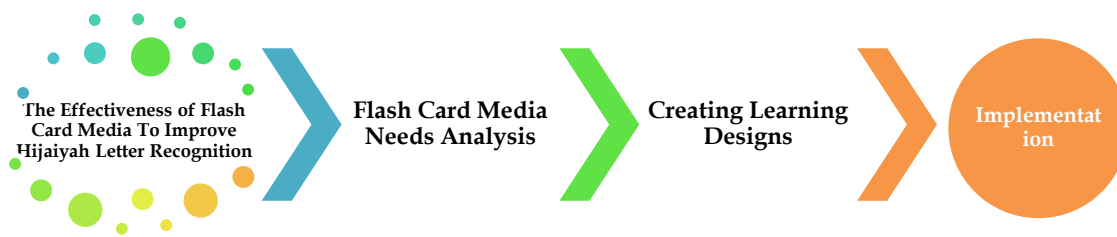
Figure 2: Flash Card Media Effectiveness Flow To Improve Hijaiyah AUD Letter Recognition

Analysis of Flash Card Media Needs

The first step that must be taken in researching the application of Flash Card media in introducing hijaiyah letters to students in Raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo is to analyze the needs. This activity is necessary to know the requirements to improve and develop Flash Card media-based character learning. Before starting and implementing hijaiyah letter recognition, researchers need to analyze the needs and needs in introducing hijaiyah letters in early childhood. The use of media in this introduction supports increasing and more effective implementation. The media used is a flashcard that is considered effective in improving the introduction of hijaiyah letters of early children.

The initial stages taken by analyzing needs (need assessment) can identify and determine the priority goals in learning. It can make the right decision about the necessary conditions, as for the results of the analysis of needs obtained, among others. First, there is a need for supporting facilities in the learning process. Such as learning devices, educational game tools, and other learning media. Second, some teachers already have the ability and understanding of hijaiyah letters to support learning. Third, Determine the suitable learning model to improve and develop knowledge in Flash Card media.

AUK as a class, A teacher in Raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo, said that the teacher's ability to identify and analyze needs supports children's learning in Raudlatul Al Hanafiah Kotaanyar Probolinggo. Most teachers have the knowledge and ability to utilize Flash Card media to support and facilitate learning. Teachers will be greatly helped in the delivery of learning through flashcard media that is interesting and easily digested by children (Almuhajir, 2021), so it will be easier to focus on the introduction of hijaiyah letters in children in Raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo.

The need for teachers for flashcard media in education for children in Raudlatul Athfal Al-Iman Kraksaan Probolinggo. The proper method of early childhood learning is the ways and techniques used to achieve the learning goals. The use of flashcard media-based learning methods can facilitate the optimal development of various potentials and abilities of children. Flashcard media is considered an effective and efficient medium of early childhood learning because flashcard media is expected to help children in the introduction of hijainyah letters.

Create a Learning Design

As the principal at Raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo, NS said that, in the making, teacher learning design requires learning devices to be by learning objectives. One of the learning devices used in Raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo is RPPH or daily learning implementation plan. Then the researcher at the next stage determines the appropriate learning design to break the learning objectives. One of them is about learning devices in the effectiveness of flashcard media to improve early childhood hijaiyah letter recognition.

Guidelines for the preparation of RPPH in Raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo include; First, it refers to essential competencies (KD) that contain the attitude of

knowledge and skills to realize the achievement of standard levels of child development achievement (STTPA) that contain religious and moral, motor, cognitive, language, social-emotional and artistic values. Second, it has material corresponding to KD and is associated with the theme. Third, choose activities in harmony with the content or learning material. Fourth, develop child-centered play activities. Fifth, use thematic learning. Sixth, develop a scientific way of thinking. Seventh, based on local culture and utilizing the environmental environment as a medium of children's play.

The above refers to the concept conveyed by the government and is based on the local culture of student decisions. A new and exciting learning media provides unique experiences for children (Wahid et al., 2020; Mushfi et al., 2021), especially in learning flashcards hijaiyah letters.

Implementation of Flash Card Media

For Muslims, introducing hijaiyah letters for early childhood becomes an essential activity and knowing the letter A-Z. Because studying the notes hijaiyah, will be the first step to reading and understanding the life guide of the Creator, the Holy Qur'an. To optimize knowing hijaiyah letters, accompany students so that learning activities become more targeted.

After analyzing and designing learning, the implementation of flash car media to improve the introduction of hijaiyah letters early childhood. This medium facilitates its delivery so that children can quickly know and memorize it. According to UH, as a B class teacher at Raudlatul Athfal Al Hanafiah, Kotaanyar Probolinggo explained that flashcard methods could be developed according to the needs and creativity of learning in the classroom to create a pleasant learning atmosphere. The learning process using flash cards is illustrated with Figure 3.

Figure 3: Activities using Flash Card media

Here are some flas card media activities at raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo. First, there are 29 Flash Cards of hijaiyah letters from ا (alif) to ي (ya'). Take the cards one by one, and guide the protégé to mention the letters listed. The teacher can also mention one of the letters, and have the student look for the card. Second, explain about the function of harakat (punctuation) in the letter hijaiyah, and guide students to read the letters of hope one by one. Although initially only mentioned, gradually students will realize the concept and implications of the sound of each harakat. Third, at the bottom of the card, there is an image of objects and vocabulary in Arabic with the prefix of the relevant letter. Discuss all about the object, and ask the students to mention the name of the object in Indonesian and Arabic. Fourth, after the hijaiyah letter recognition session, show the real object of each illustration listed on each card, either through real objects, photos, or videos.

Early childhood is an individual experiencing a process of rapid growth and development, even said to be a leap of the product; therefore, early age is said to be the golden age that is valuable compared to the next generation. This age is a unique phase of life with

distinctive characteristics, both physically, psychologically, socially, and morally (Vionalita & Kusumaningtiar, 2019).

Learning activities at Raudlatul Athfal aim to develop attitudes and behaviors through habituation and development of primary children's abilities to prepare for school; this early childhood ability includes Moral, Cognitive, Language, Physical Motor, and Social-Emotional Values. Early childhood education is intended to facilitate the growth and development of children optimally and thoroughly by the norms and values of life values embraced (Gusliati et al., 2019). Through early childhood education, children are expected to develop all their potential (Astuti et al., 2020).

Learning in children Raudlatul Athfal especially knowing hijaiyah letters, starts from the child's ability to understand hijaiyah letters. The first stage of learning reading and writing is to know hijaiyah letters; in contrast to learning painting or coloring, learning to know hijaiyah letters and need strong memory. Therefore it takes the media of hijaiyah letter cards and the proper method so that children easily remember each note, especially hijaiyah letters (Supriyadi et al., 2019). The learning strategy carried out is expected to attract children's attention who can cause the spirit of learning children in this case. Of course, the learning media used is very influential on teaching and learning strategies and children's learning process (Das et al., 2020; Astriani, 2019).

Hijaiyah letter recognition becomes important for early childhood development, hijaiyah recognition is an important basis for reading and studying the Book of the Quran early on, because if at the time of reading hijaiyah letters are accustomed to the wrong pronunciation it will be able to give rise to different meaning (Ali & Hussien, 2018). To introduce hijaiyah letters to children teachers can use learning media through letter cards or Flash Cards (Altiner, 2019). It can also attract the interest and spirit of learning children to know hijaiyah letters, every hijaiyah letters studied, accompanied by interesting images. Children become impressed and passionate in learning(Hanafi et al., 2019). Thus, children easily remember every hijaiyah letter learned. It is expected that after all the letters are introduced, it will be easier for children to read the Qur'an in the future(Gunawan, 2019).

Flash cards are card games that are done by showing pictures quickly to trigger the child's brain to be able to receive information in front of them, and is very effective to help children learn to read, know numbers, know letters at an age as early as possible (Sugiantiningsih & Antara, 2019). How to play a flash card is to show pictures in the form of letters and hijaiyah readings quickly in front of children (Dizon & Tang, 2017). The benefits of flash card media are very easy, practical and can be learned at any time, as well as practicing reading and writing skills spontaneously and in accordance with the language process which is believed to be a process of stimulation, response (stimulus response) (Mashuri & Dewi, 2017). Thus it can be concluded that flash card media is a non-projected visual media to channel messages using the sense of sight so as to facilitate understanding, memory, children's interests, and can provide a relationship between the content of the subject matter and the real world (Laely & Ma'arif, 2017).

CONCLUSION

The study results showed the initial stages of conducting a need analysis of flashcard media that will be used to know hijaiyah letters. The creation of learning design using flashcard media is the next stage and continued with the implementation of flashcard media. In general, Raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo has implemented flashcard media to improve early childhood hijaiyah letter recognition. That way, it will be easy for children in Raudlatul Athfal Al Hanafiah Kotaanyar Probolinggo to know hijaiyah letters as provisions for first in learning to read and write the Qur'an.

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