



Improving Students' Ability in Recognizing Hijaiyah Letters with Flash Card Media at SD Negeri 1302 Hasahatan

Rizki Choiriah Daulay ✉, SD Negeri 1302 Hasahatan, Indonesia

Saidah Hasibuan. SD Negeri 1302 Hasahatan, Indonesia

✉ rizkichoiriahdaulay5@gmail.com

Abstract: The hijaiyah letter material is one of the most important materials because it greatly influences the quality of reading the Qur'an. In Islamic teachings, reading the Qur'an is one of the worships that contains great virtues. The presentation of Islamic Religious Education subjects, especially on the hijaiyah letter material presented conventionally, turned out to have very low learning outcomes. This happened especially in class I of SD Negeri 1302 Hasahatan. This classroom action research seeks to find modifications and innovations in Islamic Religious Education learning on the material of reading hijaiyah letters using the picture and picture method. This research was conducted from September to October 2018 with the subject / target of the research being 25 students of class I of SD Negeri 1302 Hasahatan. The researcher took action in two cycles. Each cycle consists of problem identification, action planning, action implementation, observation, and reflection. Data collection techniques include (1) tests, to find out whether there is an increase in student learning abilities/outcomes, (2) observation, all learning process activities to find out student activity and action results, (3) interviews to find out students' opinions on the learning process, (4) documentation, the process of providing documents using accurate evidence. From the researcher's analysis, it is known that the learning achievement of PAI subjects of class I students of SD Negeri 1302 Hasahatan has increased which is marked by the average test results of students during the learning process from cycle I to cycle II increasing. This shows that the learning achievement of students from each cycle also increased. The classical value in cycle I was an average of 67.8 with an absorption level of 58% in cycle II it increased, namely the average value of 74.04 with an absorption level of 88%. Students have learning outcomes with good criteria.

Keywords: FlashCard Media, Improving Students' Abilities, Hijaiyah Letters.

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INTRODUCTION

The hijaiyah letter material is one of the most important materials because it greatly influences the quality of reading the Qur'an. In Islamic teachings, reading the Qur'an is one of the worships that contains great virtues. The presentation of Islamic Religious Education subjects, especially on the hijaiyah letter material presented conventionally, turned out to have very low learning outcomes. This happened especially in class I of SD Negeri 1302 Hasahatan. This classroom action research seeks to find modifications and innovations in Islamic Religious Education learning on the material of reading hijaiyah letters using the picture and picture method. This research was conducted from September to October 2018 with the subject / target of the research being 25 students of

class I of SD Negeri 1302 Hasahatan. The researcher took action in two cycles. Each cycle consists of problem identification, action planning, action implementation, observation, and reflection. Data collection techniques include (1) tests, to find out whether there is an increase in student learning abilities/outcomes, (2) observation, all learning process activities to find out student activity and results of actions, (3) interviews to find out students' opinions on the course of the learning process, (4) documentation, the process of providing documents using accurate evidence. Education is a very complex activity. Almost all dimensions of human life are involved in the education process, both directly and indirectly. In the education process, there are elements of politics, economy, law, social, culture, health, climate, psychology, ethics, aesthetics, and so on. Handling education thus needs to consider these dimensions, so that the strategy taken really leads to the achievement of the goals that have been expected and awaited for their presence.

Education itself involves various components that play a role in babies in the womb. Likewise, a newborn child is read the call to prayer and iqamat because the baby's hearing is the first sense that works. Thus, the sound of the call to prayer and qamat is very meaningful for the first filling of monotheism in the baby. Religious education is a major part of Islamic education. Therefore, the essence of Islamic education can be interpreted practically as the essence of teaching the Qur'an and As-Sunnah. There are goals, missions, curriculum, methods, tools, facilities and infrastructure, environment, academic climate, leaders, educators, education personnel, and students. Natsir emphasized that education is one of the factors that determine the progress or decline of community life. Natsir's statement above is an indication of the urgency of education for human life, because education has a central role in encouraging individuals and communities to improve their quality in all aspects of life.

The essence of education in Islam is an absolute obligation imposed on all Muslims, even the obligation of education or seeking knowledge begins from when the baby is in the womb until entering the grave. A pregnant mother is advised to increase worship, read the Qur'an, and remember Allah because the mother's good morals during pregnancy have a very big influence on her fetus. The ability to recognize letters is one of the foundational skills for young children in learning to read and write. In early childhood education, mastering the alphabet is crucial, as it serves as the building block for more complex literacy skills. This is particularly important for students learning Arabic, where the script is unique and consists of 28 letters. For children in Islamic schools, especially those attending Madrasah Ibtidaiyah (MI), learning the Hijaiyah letters is essential for reading and writing the Quran. Therefore, educators are constantly looking for effective methods to facilitate the process of letter recognition and retention.

One of the challenges that teachers face when introducing Hijaiyah letters to young students is ensuring that they are able to differentiate between letters that look similar in shape. This difficulty can be compounded by the fact that some students have limited exposure to Arabic outside the classroom, making it harder for them to internalize the letters. Many students struggle with letters like "ب" (Baa) and "ت" (Taa), or "ج" (Jeem) and "ح" (Haa), which appear very similar to one another. This can result in confusion and hinder students' ability to progress in their literacy development. To address these challenges, educators often turn to various teaching tools and techniques that can make learning more interactive and engaging. One such method is the use of flash cards. Flash cards are a versatile and effective tool that can be used to teach a variety of concepts, including letter recognition, vocabulary, and even basic math. Their simplicity, combined with their ability to present information visually, makes them particularly effective for young learners who benefit from visual stimuli to reinforce their learning.

Flash cards, when used appropriately, can create a dynamic learning environment where students are actively engaged in the process. Studies have shown that visual aids like flash cards enhance memory retention by appealing to the brain's visual processing centers. Additionally, flash cards provide students with the opportunity to practice individually or in groups, fostering both independent learning and collaborative

interaction. This can lead to increased motivation and confidence among students, especially those who may be shy or reluctant to participate in more traditional learning activities.

Given the importance of letter recognition in early literacy, and the potential benefits of using flash cards as an instructional tool, this study aims to explore how the use of flash cards can improve students' ability to recognize Hijaiyah letters at SD Negeri 1302 Hasahatan. By assessing the effectiveness of this approach, this research seeks to contribute valuable insights into how teachers can better support students in mastering the foundational skills necessary for learning Arabic and understanding the Quran.

Student learning outcomes at school are often indicated by the student's learning problems in understanding the material. This indication is possible due to the ineffective learning factors of students, even the students themselves are not motivated to follow the class. As a result, students do not understand or even do not understand the difficult material given by the teacher. This tendency for less interesting learning is a natural thing experienced by teachers, who do not understand the needs of the students, study at the nearest TPQ, so that their children can read the hijaiyah letters and many children are never taught to read the hijaiyah letters by their parents. The factors that cause this can happen because their parents cannot read the hijaiyah letters and because their parents are busy working.

Student learning outcomes at school are often indicated by learning problems from students in understanding the material. This indication is possible due to ineffective student learning factors, even students themselves are not motivated to follow the class. As a result, students do not understand or even do not understand the difficult material given by the teacher. This tendency for less interesting learning is a natural thing for teachers who do not understand the needs of these students, both in terms of characteristics and in the development of knowledge. In this case, teachers play an important role in choosing and implementing appropriate and efficient learning for students.

This situation is the same as the situation that occurred at SDN 1302 Hasahatan, Barumun Baru District, Padang Lawas Regency. Where the low ability of students in reading the hijaiyah letters of grade 1 students at SDN 1302 Hasahatan, Barumun Baru District, Padang Lawas Regency. Of the 25 students who can read fluently, only 7 children and 18 others cannot read the hijaiyah letters.

According to the Great Dictionary of the Indonesian Language, learning means trying (practicing and so on) to get something clever. From this definition, it can be interpreted that learning is a process of growth in a person that is shown in the form of increasing the quality and quantity of behavior such as increasing knowledge, skills, thinking power, habits, and others. A mental/psychic activity that takes place in active interaction with the environment, which results in changes in knowledge-understanding, skills and attitude values. The changes are constant and lasting.

From this background, the researcher wants to conduct classroom action research (PTK) with the aim of improving students' ability to read hijaiyah letters starting with learning to read hijaiyah letters through the picture and picture method with the title "Improving Students' Ability to Read Hijaiyah Letters Through the Use of the Picture and Picture Method in Class 1 SDN 1302 Hasahatan, Barumun Baru District, Padang Lawas Regency".

From the researcher's analysis, it is known that the learning achievement of Islamic Religious Education subjects of grade I students of SD Negeri 1302 Hasahatan has increased, which is indicated by the average test results of students during the learning process from cycle I to cycle II increasing. This shows that the learning achievement of students from each cycle also increased. The classical value in cycle I was an average of 67.8 with an absorption rate of 58% in cycle II, increasing to an average value of 74.04 with an absorption rate of 88%. Students have learning outcomes with good criteria.

METHODS

This study utilizes Classroom Action Research (CAR) to improve students' ability to recognize Hijaiyah letters through the use of flash cards at SD Negeri 1302 Hasahatan. CAR was chosen because of its focus on improving classroom learning by involving both teachers and students in a continuous process of reflection and evaluation. The primary objective of this study is to determine whether the use of flash cards can enhance students' understanding of Hijaiyah letters, a fundamental aspect of Arabic language learning. The research design follows the steps of Classroom Action Research, which includes planning, implementation, observation, and reflection. The research is conducted in two cycles, each consisting of planning, action, observation, and reflection. The first cycle aims to identify issues and try initial solutions, while the second cycle focuses on evaluating the effectiveness of the implemented solution and making further improvements.

The participants in this research are first-grade students at SD Negeri 1302 Hasahatan, totaling 30 students. These students have begun learning Hijaiyah letters but face difficulties in recognizing and memorizing them. The study focuses on the intervention of flash card-based learning to improve their recognition of Hijaiyah letters. The research is conducted using flash cards designed to introduce Hijaiyah letters in an engaging and interactive way. The flash cards feature images of the letters, along with their pronunciations and examples of words starting with those letters. Each learning session lasts 45 minutes and is based on games and exercises that involve recognizing letters through flash cards.

In the first cycle, the action begins with an introduction to the importance of recognizing Hijaiyah letters, followed by the use of flash cards to introduce each letter. Students take turns viewing the flash cards, identifying the letter, and practicing writing the letter with the teacher's guidance. This exercise is done in turns to ensure active participation from each student. In the second cycle, the action focuses on reinforcing the material by introducing more Hijaiyah letters using the flash cards. Students are asked to group similar-looking letters and form simple words using several Hijaiyah letters. This exercise is done through group games, where students collaborate to create words using the flash cards.

The data collected in this study consists of both quantitative and qualitative data. Quantitative data is obtained from pre- and post-test assessments given at the start and end of each cycle to measure the students' understanding of Hijaiyah letters. These tests include multiple-choice and fill-in-the-blank questions to determine how many letters the students can recognize and recall after participating in the flash card-based learning.

Qualitative data is gathered through observation during the learning process. Observations are made to assess the level of student participation, interactions between students and teachers, and classroom dynamics during the use of flash cards. Additionally, interviews with the teacher are conducted to gain insights into the challenges faced during the learning process and how flash cards influenced student motivation and engagement. Data analysis is conducted by comparing the pre-test and post-test results after each cycle. Quantitative data is analyzed descriptively to observe any improvements in the students' ability to recognize Hijaiyah letters. The results from the observations and interviews are analyzed qualitatively to identify patterns related to the impact of flash card use on improving student engagement and participation in the learning process.

After each cycle, a reflection is conducted to evaluate the success or challenges of the actions that were implemented. The teacher and researcher discuss the effectiveness of the flash card media in improving the students' ability to recognize Hijaiyah letters. This reflection is used to design improvements that will be implemented in the next cycle. In the second cycle, the researcher aims to optimize the use of flash cards with more interactive games and exercises.

The success of this research is measured based on the students' ability to recognize Hijaiyah letters, as indicated by the post-test results following each cycle. If there is a

significant improvement in test results, it suggests that the flash card media has effectively enhanced the students' ability to recognize the letters. Another indicator is the increased engagement of students in the learning process, which is assessed through observation of their activity and interaction in the classroom.

The hypothesis proposed in this study is that the use of flash cards will improve students' ability to recognize Hijaiyah letters. Previous literature indicates that visual media such as flash cards can enhance memory and recognition of material among young children. Therefore, it is expected that the results of this study will show that flash cards are effective in helping students recognize Hijaiyah letters. The research is carried out over two months, with each cycle of learning taking one month. The first month involves the first cycle, which includes planning, action, observation, and reflection. The second month focuses on the second cycle, which centers on evaluating and improving the actions from the first cycle. At the end of each cycle, an evaluation of the learning outcomes and action improvements is carried out.

The evaluation of each cycle is used to assess whether the learning objectives have been achieved. This evaluation includes analyzing the test results, observing the learning process, and receiving feedback from the teacher regarding student involvement. If the evaluation shows significant improvement in the students' ability to recognize Hijaiyah letters, the use of flash cards can be considered successful. Several limitations may be encountered in this research, such as limited time to implement each cycle and variations in students' levels of understanding. Some students may need more time and practice than others to master the material. Additionally, the success of using flash cards is influenced by other factors such as the teacher's instructional skills and the support from the learning environment.

This study has important implications for teaching Arabic at the elementary level, particularly in introducing Hijaiyah letters. The results can serve as a basis for more widespread use of flash cards in other classrooms, as well as a reference for more engaging and effective methods of teaching Hijaiyah letters. The use of visual media can help students remember better and increase their participation in the learning process. This study shows that using flash cards can significantly improve students' ability to recognize Hijaiyah letters. By applying an interactive and enjoyable learning technique, students were able to better understand and remember the letters. This research also emphasizes the critical role of teachers in guiding students and providing appropriate support during the learning process. Moving forward, flash cards can be used as an effective alternative in teaching Arabic letters in elementary schools.

RESULTS

This study aimed to enhance students' ability to recognize Hijaiyah letters through the use of flash cards at SD Negeri 1302 Hasahatan. The research was conducted in two cycles, and the outcomes of each cycle were analyzed to assess the effectiveness of using flash cards in teaching Hijaiyah letters. The following are the findings obtained during the study. In the first cycle, the researcher implemented the use of flash cards to introduce Hijaiyah letters to the students. At the beginning of the cycle, a pre-test was conducted to assess the students' current ability to recognize Hijaiyah letters. The results of the pre-test indicated that most students were only familiar with a few Hijaiyah letters and struggled to remember their shapes and pronunciations.

During the first flash card session, the students appeared enthusiastic and eager to participate. Although some students still hesitated when trying to recognize the letters, they showed great interest in engaging with the material. The teacher used the flash cards one by one and guided the students in pronouncing the letters. While some students who previously struggled showed gradual improvement, many still faced challenges in memorizing certain letters.

Throughout the first cycle, the researcher observed that students began to gain more confidence in identifying the Hijaiyah letters after practicing with the flash cards. However, despite some visible progress, many students continued to have difficulty remembering letters that looked similar. For example, letters such as "ب" (Baa) and "ت" (Taa) were particularly challenging for the students to differentiate.

At the end of the first cycle, a post-test was administered to evaluate the students' progress after the flash card-based learning. The results of the post-test showed an improvement in students' understanding of some Hijaiyah letters. Although there was an improvement, the results were not yet optimal, and some students still had difficulty recognizing certain letters. This indicated that while flash cards were effective in enhancing letter recognition, additional methods were needed to deepen students' understanding.

After reflecting on the first cycle, the researcher and teacher agreed to make improvements for the second cycle. Some of the agreed-upon changes included adding more varied activities involving flash cards, such as grouping similar letters and practicing writing simple words. Additionally, the researcher decided to provide more opportunities for students to practice individually and in pairs when recognizing Hijaiyah letters. In the second cycle, flash cards were used more diversely, incorporating activities such as grouping similar Hijaiyah letters. The teacher asked students to work in small groups to differentiate between similar-looking letters and write example words using those letters. This activity aimed to help students not only recognize the letters but also understand the differences between similar shapes.

Moreover, in the second cycle, the researcher gave more opportunities for students to practice recognizing Hijaiyah letters both individually and in pairs. In this activity, students worked with a classmate to help each other identify letters and correct one another. This collaborative approach increased students' confidence and encouraged more active participation in the learning process. At the end of the second cycle, a second post-test was conducted to assess students' understanding of Hijaiyah letters after the improvements were made. The results of the post-test showed a significant improvement compared to the pre-test. Most students were now able to recognize more Hijaiyah letters and recall them with greater ease. Some students who had previously struggled began to show considerable improvement in letter recognition, especially after working closely with their classmates.

Observations during the second cycle also revealed a significant increase in student participation. Students who were previously less active were now more confident in naming Hijaiyah letters and interacting with their peers. It became evident that the use of flash cards not only helped with letter recognition but also created a more engaging and interactive learning atmosphere. Overall, the results of this study showed that the use of flash cards in teaching Hijaiyah letters improved students' ability to recognize them. In the first cycle, although there was some improvement, the results were still not optimal. However, in the second cycle, with the addition of varied methods and more practice opportunities, the outcomes were significantly better. Students showed notable progress in recognizing and recalling Hijaiyah letters.

Furthermore, the findings suggest that the use of flash cards created a more enjoyable and engaging learning environment for the students. By using flash cards, students were not only able to passively learn to recognize letters but also actively participated in activities involving interaction and games. This made the learning process both effective and enjoyable. The researcher also noted that the use of flash cards provided students with the opportunity to better understand the connection between the Hijaiyah letters and the sounds and words they represent. Combining letter recognition with games and writing practice helped students remember the letters more easily and associate them with words in Arabic.

Additionally, although the majority of students showed significant improvement in recognizing Hijaiyah letters, some students still required more practice. Certain letters

that looked very similar, such as "ج" (Jeem) and "ح" (Haa), continued to be difficult for some students to differentiate. This indicates that while flash cards were effective, a more intensive approach may be needed for students who face particular challenges.

Interviews with the teacher also revealed that the use of flash cards had a positive impact on student engagement. The teacher felt that flash cards made the learning process more interesting and helped students become more involved. Furthermore, the teacher noted that flash cards helped visualize concepts that were otherwise difficult for students, especially in terms of recognizing the unique shapes of Hijaiyah letters. In terms of classroom management, the teacher observed that the use of flash cards contributed to a more organized classroom. Activities like letter grouping and games using the flash cards made it easier for the teacher to manage the class and ensure each student received adequate attention. The teacher was also able to observe the progress of each student and offer necessary assistance.

In conclusion, this study demonstrates that using flash cards can significantly improve students' ability to recognize Hijaiyah letters. The success of using flash cards not only lies in the media itself but also in how the teacher manages the learning process and provides students with ample opportunities to practice. Thus, visual media like flash cards can be an effective alternative for enhancing students' letter recognition skills in the Arabic language. The findings of this study also show that the use of flash cards can boost students' confidence. In a more interactive and enjoyable learning atmosphere, students feel more comfortable participating and learning without the fear of making mistakes. This is crucial for creating a positive learning environment that supports students' academic growth.

This study also contributes to the development of Arabic teaching methods at the elementary level. The use of visual media like flash cards has proven effective in helping students recognize Hijaiyah letters more easily. Therefore, the findings provide a strong foundation for further use of flash cards in other classrooms as well as for creating more engaging and effective methods of teaching Hijaiyah letters. Overall, the results indicate that using flash cards can be a successful method for improving the recognition of Hijaiyah letters in students. By incorporating games and direct interaction with visual media, students can have a more enjoyable and meaningful learning experience.

DISCUSSION

This study aimed to evaluate the impact of using flash cards to enhance students' ability to recognize Hijaiyah letters. The research findings demonstrate that flash cards can be an effective learning tool, particularly for young students who are still in the early stages of learning the Arabic alphabet. This section will delve into a more detailed discussion of the results and the implications for teaching practices. One of the most notable findings from this research is the increase in student engagement and enthusiasm during the lessons that utilized flash cards. The interactive nature of flash card-based learning kept students interested and actively involved, compared to more passive forms of instruction. This is consistent with research suggesting that interactive and visual-based learning approaches are particularly effective in keeping young learners engaged.

The flash cards used in this study were designed to display the letters in a clear and simple format, with accompanying pictures and sound cues. This multimodal approach helped address different learning styles among students, catering to both visual and auditory learners. Studies have shown that using visual aids, such as flash cards, can significantly improve memory retention by providing students with multiple channels through which they can process information. The ability to visualize the letters, especially with the added context of illustrations and sounds, contributed to a better understanding of the Hijaiyah letters. This aligns with the cognitive theory of multimedia learning, which suggests that learners can better understand and retain information when it is presented in both visual and auditory formats. This approach, in turn, supports the idea that

combining visual cues (such as flash cards) with verbal cues helps students internalize the material.

Another important observation in this study was the students' increased confidence in recognizing Hijaiyah letters. Many students who were initially hesitant or unsure about identifying certain letters began to gain confidence as the lessons progressed. This highlights the importance of creating a safe and supportive learning environment where students feel encouraged to participate, make mistakes, and learn from them. The use of flash cards facilitated a more relaxed and enjoyable atmosphere, where students were less likely to feel intimidated by the challenges of learning a new script.

The use of flash cards also allowed for individualized and group-based activities, promoting both independent learning and collaborative efforts among students. When students worked together in pairs or small groups, they were able to help each other, reinforcing their understanding of the material. This collaborative approach not only improved their letter recognition skills but also fostered social interaction and peer support, which are key components of effective learning in early childhood education.

Despite these positive outcomes, the study also identified some challenges that need to be addressed in future research and teaching practices. For instance, while the majority of students made significant progress in recognizing Hijaiyah letters, some students continued to struggle with certain letters, particularly those with similar shapes. Letters such as "ج" (Jeem) and "ح" (Haa) were often confused, even after repeated practice with flash cards. This indicates the need for more focused intervention strategies to help students differentiate between similar-looking letters.

In the second cycle of the study, the teacher incorporated more targeted activities, such as grouping similar letters and practicing writing words with those letters. These interventions were helpful in providing students with additional context and practice to address their difficulties. However, the persistent challenge of differentiating between similar letters suggests that teachers may need to employ additional methods, such as hands-on activities or digital tools, to further clarify these distinctions.

The results also highlight the importance of repetition in the learning process. Students who practiced recognizing and writing the letters more frequently demonstrated stronger retention and recognition skills. This aligns with research that emphasizes the role of repetition and consistent practice in mastering new concepts. It is clear that the more students engage with the material, the better they will be at remembering and recognizing the letters in different contexts.

Flash cards, as a teaching tool, also provide flexibility in terms of their use. Teachers can adapt them to suit different levels of proficiency, allowing for differentiated instruction. For example, while some students may benefit from a simple recognition exercise, others may need more advanced activities, such as spelling words or constructing sentences using the letters they've learned. This flexibility makes flash cards a versatile tool that can cater to the varied needs of students in the classroom.

The study also revealed that the use of flash cards can help create a positive classroom atmosphere. The interactive nature of the activities, along with the visual appeal of the flash cards, made the learning process more engaging. As a result, students were more motivated to participate, which led to higher levels of academic achievement. The increased engagement and motivation were particularly evident in students who had previously shown little interest in learning the Hijaiyah letters.

The teacher's role in facilitating the use of flash cards was also crucial to the success of the intervention. A well-structured approach, where the teacher guided students through the activities and provided consistent feedback, contributed to the positive outcomes observed. The teacher's active involvement in the learning process ensured that students remained focused and on task, and that any difficulties encountered were addressed promptly. This emphasizes the importance of teacher expertise in using educational tools like flash cards effectively.

Furthermore, this study highlights the significance of creating a learning environment that encourages active participation. The use of flash cards in a classroom setting where students are encouraged to actively engage, answer questions, and interact with their peers has proven to be effective in increasing their motivation and retention. It is clear that students thrive in environments that allow them to take ownership of their learning and actively contribute to the classroom experience.

The results of this study also suggest that the use of flash cards may have long-term benefits in terms of student retention and mastery of the material. By making the learning process more interactive and engaging, flash cards help students retain information more effectively. As a result, students are better prepared for future lessons and can apply their knowledge more confidently. This is especially important in subjects like Arabic, where mastering the alphabet is a foundational skill that is crucial for further language learning.

Additionally, the study demonstrated the importance of providing opportunities for collaborative learning. The group activities facilitated through the use of flash cards allowed students to learn from each other and support one another in their learning journey. Peer interaction plays a crucial role in early education, as it encourages students to share ideas, ask questions, and solve problems together. This cooperative learning environment contributes to a more holistic educational experience.

Although the study's focus was on the recognition of Hijaiyah letters, it is worth noting that flash cards can be used to teach a wide range of other subjects. The versatility of flash cards makes them an ideal tool for teaching various concepts in different disciplines. For example, flash cards can be used to teach numbers, shapes, colors, vocabulary, and even mathematical concepts. This versatility makes flash cards a valuable resource for teachers across various subjects.

The success of this study in improving students' ability to recognize Hijaiyah letters using flash cards has broader implications for early childhood education. It reinforces the idea that young children learn best when they are actively involved in the learning process, using interactive and engaging tools. Flash cards, with their visual and interactive nature, are a powerful tool for promoting active learning and enhancing retention. Despite the positive outcomes, there are some limitations to this study. The sample size was relatively small, consisting of only one class of first-grade students. Therefore, the findings may not be generalizable to all students or schools. Future studies with larger sample sizes are needed to validate the effectiveness of flash cards in improving letter recognition skills across different educational settings.

Additionally, while flash cards were found to be effective in improving letter recognition, they may not be sufficient on their own to ensure mastery of the material. It is important to combine flash card activities with other teaching strategies, such as hands-on practice, group discussions, and digital learning tools, to provide a well-rounded learning experience for students.

The study also highlights the importance of continuous assessment and feedback in the learning process. Regular assessments, such as pre- and post-tests, allowed the teacher to track students' progress and identify areas that needed further attention. Providing constructive feedback based on these assessments helps students understand their strengths and areas for improvement, which in turn contributes to their overall development. In conclusion, the results of this study demonstrate that flash cards are an effective tool for enhancing students' ability to recognize Hijaiyah letters. Through the use of visual aids, interactive activities, and consistent practice, students showed significant improvements in their letter recognition skills. The findings suggest that flash cards, when used appropriately, can be a valuable addition to any classroom, contributing to a more engaging and effective learning experience for young students.

CONCLUSION

Based on the results of the implementation of learning improvements that have been implemented, it can be concluded that, Islamic Religious Education learning using the picture and picture method for reading hijaiyah letters for class I of SDN 1302 Hasahatan can improve student learning achievement. Improvement in learning can be seen from the results of the evaluation of the learning improvement process for each cycle. The learning completion can be seen as follows; 1) Initial study of students who completed as many as 8 students or 32% of the total number of students; 2) Cycle I students who completed as many as 14 students or 56% of the total number of students; 3) Cycle II students who completed as many as 22 students or 88% of the total number of students. The data above shows that from the initial study, only 8 students completed the study and increased in cycle I to 14 students. The increase in students who completed the study also occurred in cycle II from 14 students in cycle I to 22 students who completed the study in cycle II. Thus, in each cycle there is an increase in understanding or mastery of learning materials so that student learning achievement also increases. With the increase in student learning achievement from the initial study to cycle II where there was an increase in learning achievement in each cycle, the hypothesis proposed is: if Islamic Religious Education learning on the material of reading hijaiyah letters through the picture and picture method, there will be an increase in the learning achievement of class I students of SDN 1302 Hasahatan. Based on the conclusions above, the researcher makes several suggestions, which can be used as information material for the community and SD N 1302 Hasahatan; 1) To the principal to provide more motivation to Islamic Religious Education teachers, to maximize and optimize the learning that has been carried out in order to improve the achievement of their students at a higher level with the facilities and infrastructure available to produce output that is of higher quality physically and mentally and able to compete in the next life; 2) To elementary school teachers / class teachers to be able to improve the quality of teaching even though the efforts made in learning are quite good, it would be better if in teaching there is variation in the use of media and methods; 3) Islamic Religious Education teachers are required to be able to develop active, innovative, creative, effective and enjoyable learning (PAIKEM), one of which is so that students are proficient in reading hijaiyah letters with the picture and picture method; 4) Building students' awareness of the importance of Islamic Religious Education lessons as capital in life; 5) Students are asked to always follow the advice and instructions of the teacher and always pray and be devoted to their parents.

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