



## Improving Ability to Recognize Hijaiyah Letters through Flash Cards in Early Childhood

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### Abstract

This research explores the effort to enhance Arabic letter recognition using Flash Cards among early childhood learners at RA Nurul Iman in Tanjung Bulan Village, Kasui District, Way Kanan Regency, Lampung. The findings clearly demonstrate the positive impact of the flash card media on hijaiyah letter recognition within Group B children. The overall average percentage gain of 70.46% aligned with the "Developing As Expected" (BSH) criteria underscores the efficacy of the flash card media in this context. The research suggests practical implications for both educational institutions and parents. Schools are advised to integrate flash card media across various relevant learning themes to optimize its benefits. Additionally, parents are encouraged to actively participate in supporting and guiding their children's hijaiyah letter recognition practice at home. As a concluding recommendation, future research endeavors could delve into comparative studies assessing hijaiyah letter recognition abilities facilitated by flash card media across diverse scenarios or conditions. Such research could provide a more comprehensive understanding of the versatility and generalizability of this instructional approach.

**Keywords:** *Recognize Hijaiyah Letters, Flash Card Media, Early Childhood*



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## INTRODUCTION

Early Childhood is the period from birth to six years old. This age range is critical in shaping a child's character and personality. Early childhood is a phase characterized by rapid growth and development (Ramli, 2022). It is often referred to as the "golden age" due to its significance. Early Childhood Education aims to nurture children from birth to six years old through educational stimulation, aiding both physical and spiritual growth. This preparation equips children for further education. Meanwhile, when discussing Raudhatul Athfal (RA), it is one form of formal education for children aged four to six years old, encompassing general and Islamic education programs (Kong, 2022). The objectives and functions of Raudhatul Athfal are to nurture, cultivate, and optimize a child's potential comprehensively, fostering behavior and foundational abilities according to their developmental stage, preparing them for subsequent education (Utama & Tanfidiyah, 2019). The objectives encompass developing various psychophysical aspects, including Good Morals (Akhlakul

Karimah), socio-emotional and self-reliance skills, Islamic Religious Education (PAI), language, cognition, fine and gross motor skills, in readiness for elementary education (Muhammad Yusuf, 2022).

Observations conducted by researchers at RA Nurul Iman in Kampung Tanjung Bulan, District of Kasui, Way Kanan Regency, Lampung, reveal that the development of reading Arabic letters (hijaiyah) is not fully established when children read independently. Some children struggle with memorizing Arabic letters, and distinguishing between certain letters, such as  $\text{ذ}$  and  $\text{ط}$ ,  $\text{ز}$  and  $\text{ت}$ , remains challenging. Language instruction, particularly introducing Arabic letters, aligns with the Republic of Indonesia Law No. 20 of 2003 on the National Education System, Chapter 1 Article 1, defining education as a conscious and planned effort to create a learning environment and process that enables students to actively develop their spiritual strength, self-control, personality, intelligence, noble character, and necessary skills for themselves, the nation, and the state (Utama, 2018).

Hasentab and Horner state that Early Childhood Education encompasses the age range from 3 to 6 years old, often referred to as pre-school education. During this phase, children undergo rapid physical and psychological development. This aligns with Law No. 20 of 2003 on the National Education System, Article 1 point 14, which defines Early Childhood Education as an effort directed towards children from birth to six years old, aimed at promoting educational stimulation to facilitate physical and spiritual growth, thereby preparing them for further education (Ferdian Utama, 2020). According to Mulyono, recognizing and reading is fundamental for mastering various fields of study. If a child does not acquire these skills early, they will face difficulties in subsequent academic endeavours. Thus, learning to recognize and read is essential for effective learning.

Based on the author's observations, education is crucial for a child. Early on, children need to receive religious education to differentiate between right and wrong and to understand what is permissible or forbidden. To enhance letter recognition, teachers utilize a strategy involving flashcards, which are favored by children. This approach arouses interest and enthusiasm for learning Arabic letters. Each letter is accompanied by an appealing image, making it easier for children to remember. The choice of teaching Arabic letters is intended to provide children with the foundation to read fluently in the future. Reading is a receptive writing skill. Proficiency in reading involves various complex skills, including recognizing letters and words, associating them with sounds and meanings, and deriving conclusions from the text's intent (Sulastri Yusro, 2013). The reading process entails presenting and interpreting an activity, beginning with letter recognition.

The author observed that effective education relies on appropriate teaching aids. Among the educational aids that facilitate language development is the Flash Card. Flash cards contain images, text, or symbols that guide students towards related concepts (Utama, 2017). Typically sized 8 x 12 cm or adjusted to classroom needs, Flash Cards are interactive and engaging tools. Early Childhood Institutions commonly employ Flash Cards in their teaching methods, including RA Nurul Iman, due to their cost-effective and accessible nature.

According to Angreany, a Flash Card is a graphical learning tool in the form of small illustrated cards. These cards are typically created using photographs, symbols, or images affixed to the front side, with corresponding words or sentences related to

the image on the back side of the card. Based on this description, it can be said that Flash Cards are cards containing images or pictures that correspond to the material being taught (Parmi, 2019). These cards include text that represents the meaning of the image, making it easier for educators to introduce Arabic letters (hijaiyah) to Early Childhood learners. However, at RA Nurul Iman, the use of Flash Cards has not been implemented according to their intended purpose; they have only been used as a form of entertainment. The observations made by the author at RA Nurul Iman in the Kasui District of Way Kanan Regency indicated that the development of using Flash Cards for introducing Arabic letters (hijaiyah) is yet to be established. Current letter (hijaiyah) introduction is limited to conventional direct teaching methods. Recognizing the existing facts, the weakness at RA Nurul Iman in the Kasui District of Way Kanan Regency lies in the use of teaching media. The institution predominantly uses traditional books, which are not interactive and lack appealing colors, causing children to feel bored and disinterested. Despite children's inclination towards learning when presented with fun and enjoyable media.

In the context of daily learning at RA Nurul Iman, Way Kanan District, Lampung, reading Arabic letters (hijaiyah) is primarily conducted through reading the "Iqra" book. The technique involves the teacher pronouncing a letter, and the child repeating it. This means that children start learning letters that are already marked with diacritics. Based on the results, children often repeat their readings and might still be on page one after two weeks. Furthermore, the original Arabic letters (hijaiyah) pose a challenge for children even though no prior introduction has been provided. Some children are hesitant, finding it difficult. Similarly, observations at RA Nurul Iman in the Lasui District of Way Kanan Regency showed that some children excel at memorization but struggle when asked to read Arabic letters (hijaiyah), indicating a misunderstanding. Children should learn to read before memorizing.

Based on previous research, several relevant findings can be identified. For instance, Pudhak Prasetyorini's study titled "The Influence of Colored Arabic Letter Cards on the Ability to Read Quranic Letters" concluded that Arabic letter cards helped preschool students correctly pronounce Arabic letters and recite Quranic sentences. The study also indicated that learning outcomes are better retained in young children's memory, suggesting that flashcards positively impact the ability to read Quranic letters in early childhood (Utama, 2017). Another study by Aan Solihati, titled "Improving the Ability to Read Quranic Letters Through the Game of Arabic Letter Cards," found that utilizing Arabic letter cards improved children's Quranic reading abilities and enhanced teachers' performance in the teaching process (Utama & Tanfidiyah, 2019).

Additionally, a study by Itsnaini Asfiyaturrofiah, titled "Improving Arabic Letter Recognition Skills Using Flash Cards for Group A Children at RA Al Huda, Rejowinangun, Kotagede, Yogyakarta," indicated improved Arabic letter recognition skills through flashcards among children. These cards enhanced children's ability to differentiate and pronounce Arabic letters, indicating significant progress. Flash Cards are an instructional tool that can teach both original unmarked Arabic letters (hijaiyah) and diacritized Arabic letters (hijaiyah) through analogy, for example, using associations like ba, tha, tsa with corresponding markings. Flash Cards can also be used for interactive and engaging learning through games, songs, images, and other enjoyable activities. Considering that children are attracted to moving and colourful media, these Flash Cards are designed to be visually appealing, featuring various

animated images and colors that will captivate the children. These Flash Cards can also be combined with songs and other fun activities when presented to the children at RA Nurul Iman in the Kasui District of Way Kanan Regency. This provides an evaluation or assessment of Arabic letter learning. This research explores the effort to enhance Arabic letter recognition using Flash Cards among early childhood learners at RA Nurul Iman in Tanjung Bulan Village, Kasui District, Way Kanan Regency, Lampung.

## **METHODOLOGY**

This research takes the form of a classroom action research (CAR). All stages carried out in this CAR constitute actions that form a cycle. According to Arikunto, there are four main stages in the implementation of classroom action research: (1) planning, (2) implementation, (3) observation, and (4) reflection. The model and explanations for each stage are as follows:

### ***Planning***

In this stage, the research plan is developed. It involves defining the research problem, setting the research objectives, determining the research subjects, selecting appropriate research instruments (such as Flash Cards in this case), designing the research procedures, and outlining the expected outcomes. During the planning phase, considerations are made regarding the specific details of the intervention, the number of cycles, and the participants.

### ***Implementation***

The implementation phase involves carrying out the planned activities in the classroom based on the defined research design. This includes introducing the Flash Cards, conducting interactive and engaging activities, such as games, songs, and interactive discussions, using the Flash Cards as instructional aids, and encouraging student participation. The implementation phase is focused on executing the teaching strategies designed in the planning phase.

### ***Observation***

During the observation phase, data is collected to assess the effects of the intervention. This can include various forms of data such as observation notes, student performance assessments, and feedback. The researcher observes how the students respond to the Flash Card intervention, their engagement levels, and their progress in recognizing and understanding Arabic letters (hijaiyah). The data collected during this phase provides insights into the effectiveness of the teaching approach.

### ***Reflection***

The reflection phase involves analyzing the collected data and evaluating the success of the intervention. Researchers consider whether the intervention achieved its intended goals, whether the teaching strategies were effective, and what changes or improvements could be made in subsequent cycles. This phase guides future actions and decisions in the research process, ensuring that the research design is refined and enhanced based on the observations and outcomes of the previous cycles (Susilo, H., Chotimah, H., & Sari, 2022).

Each cycle of classroom action research consists of these four phases, and the findings and insights gained from each cycle inform the adjustments and improvements made in the subsequent cycle. This iterative process aims to enhance the teaching and learning experience, ultimately achieving the research objectives and

benefiting the students' Arabic letter (hijaiyah) recognition skills at RA Nurul Iman in the Kasui District of Way Kanan Regency, Lampung.

## RESULTS AND DISCUSSION

### Understanding Hijaiyah as Part of Early Childhood Language Development

According to Carol Seefeld and Barbara A. Wasik, reading is a language skill involving both physical and psychological processes. It encompasses the understanding of letter concepts. Children have the opportunity to interact with printed letters provided by teachers through various media and natural materials. Learning to recognize letters is crucial for early childhood learners, as it serves as a foundational skill. From the aforementioned statements, it is evident that recognizing letters is vital for preschool and early childhood learners and should be taught using engaging methods such as Flash Cards. This approach is enjoyable for children, minimizes the burden on them, and utilizes their energy effectively, ensuring comprehensive language learning experiences that are in line with what is being taught and expected (Suhono, Pratiwi, Ariyanto, & Lala, 2022).

In this context, the comprehensive concept introduced to children is Arabic letters (Hijaiyah), comprising 28 letters. Specifically, the focus is on introducing the shapes and sounds of these letters. Considering the students being taught are in early childhood and belong to Group A, aged between 4-5 years old, it is expected that students will be capable of recognizing at least 15-20 out of the 28 Hijaiyah letters. Ideally, familiarity with all 28 letters is preferred to equip them for their next educational phase. The implication of this approach is its impact on the overall language development of early childhood learners (Primartin, Dea, & Yusuf, 2021). Language is a tool for conveying one's thoughts and feelings to others. Through language, individuals can express their inner thoughts or emotions verbally or through sign language. Language is immensely important for children. It serves as a means of communicating desires and wants, allowing parents or educators to understand the child's needs. In early stages of development, infants use facial expressions and gestures as a form of sign language. Between the ages of 4 to 6 years old, language skills evolve parallel to children's curiosity and enthusiasm, leading to the emergence of questions and the ability to communicate more effectively (Ansorida, 2022).

The developmental stages of a 4-5-year-old child's language proficiency can be categorized into three levels: a) language reception, b) language expression, and c) literacy. Language reception involves a child's ability to: a) listen to others, b) understand dual instructions, c) comprehend stories being read, and d) expand their vocabulary. Language expression involves a child's ability to: a) repeat simple sentences, b) respond to basic questions, c) convey feelings using adjectives, d) mention familiar words, e) express opinions, f) state reasons for desires or disagreements, and g) recount stories or tales. Literacy involves a child's ability to: a) recognize symbols, b) identify animal or object sounds in their environment, c) create meaningful scribbles, and d) imitate letters.

Language development can be stimulated by individuals close to the child, such as parents, siblings, caregivers, teachers, and peers. Since children learn language through imitation and modeling, those around them should engage in conversations

using proper language. Various language development methods can be employed at this stage, including storytelling, retelling stories, socio-dramatic play, and more. Initiating language development by introducing children to their own names or the names of objects around them helps them quickly learn letters, words, and sounds. Learning to recognize letters is a fundamental aspect of nurturing the language skills of early childhood learners.

Childhood language development involves four components: speaking ability, writing skills, reading proficiency, and listening skills. These four language components are closely related to the parenting approach employed by parents. As Resiyani's research indicates, when the parenting approach is appropriate and in line with the child's needs, the child's speaking skills also develop effectively (Nur Tanfidiyah & Ferdian Utama, 2019). Conversely, if the parenting approach is less favorable and doesn't match the child's needs, it negatively impacts the child's language development. The behaviors, language use, and characteristics in collaborative domains reflect a strong connection to intellectually challenging play. Thus, when play is placed in a collaborative context, observers recognize deep learning potential as children create and solve problems together, utilizing more complex forms of play and language that add depth and character (Tulasih, Yussof, & Kristiawan, 2022). In this study, understanding Hijaiyah letters is a part of children's language development.

Hijaiyah letters are Arabic letters used to write the Quran. To read the Quran, one must first memorize the Hijaiyah letters. There are 29 Hijaiyah letters in total. Without an understanding of these letters, it is impossible to read the Quran, as the Quran is composed of these letters that form Arabic words.

One of the greatest acts of worship is reciting the Quran, as stated in a hadith by Abdullah bin Abbas: "The best among you is the one who learns the Quran and teaches it."

عَنْ ابْنِ عَبَّاسٍ رَضِيَ اللَّهُ عَنْهُمَا : ضَمِنَ اللَّهُ لِمَنْ اتَّبَعَ الْقُرْآنَ أَنْ لَا يَضِلَّ فِي الدُّنْيَا ، وَلَا يَشْقَى فِي الْآخِرَةِ ، شُمْ تَلَا {فَمَنْ اتَّبَعَ هَذَا يَ فَلَا يَضِلُّ وَلَا يَشْقَى

Translation: "Abdullah bin Abbas, may Allah be pleased with him, said: 'Whoever follows the Qur'an will never go astray in this world and will not suffer loss in the Hereafter.' Then he recited the verse:"

... فَمَنْ اتَّبَعَ هَذَا يَ فَلَا يَضِلُّ وَلَا يَشْقَى

Translation: "...so whoever follows my guidance will neither go astray [in the world] nor suffer [in the Hereafter]." (Q.S. Taha: 123)

Hijaiyah letters are the alphabet letters in the Arabic language. The Hijaiyah letters comprise the letters from alif to ya. According to Schulz, there are 28 Hijaiyah letters. The first letter in the Arabic alphabet is actually hamzah, but since alif usually carries hamzah, alif is determined to be the first letter in the sequence of letters.

Table 1.1 Hijaiyah Letters

ا	ب	ت	ث	ج	ح	خ
د	ذ	ر	ز	س	ش	ص

ق	ف	غ	ع	ظ	ط	ض
ي	هـ	و	ن	م	ل	ك

The table above indicates the number of Hijaiyah letters. Therefore, the 28 Hijaiyah letters do not include hamzah, while the count of 29 includes hamzah. Based on the description above, it can be concluded that the ability to recognize Hijaiyah letters entails mastering the identification of the 28 letters and their sounds, based on their forms, sounds, and context in the language being used, particularly in the context of the Quranic language.

Table 1.2 Indicators of the Ability to Recognize Hijaiyah Letters

No.	Indicator	Description
1.	Showing Hijaiyah Letters	The child can/can show the hijaiyah letters correctly
2.	Mentioning the Hijaiyah Letters	The child can/is able to mention the hijaiyah letters correctly
3.	Writing the Hijaiyah Letters	The child can/can write the hijaiyah letters correctly

Children's language can develop quickly if the child has the ability and is supported by a good environment. Here are some factors that can affect early childhood language development:

- The child is in a positive and pressure-free environment.
- Showing a genuine attitude and interest in the child.
- Delivering verbal messages followed by non-verbal messages.
- In conversing with children, adults must show expressions matching their words. Appropriate gestures, facial expressions, and intonation should follow this.
- Involve the child in the communication.

### Flash Cards in Education

Flash cards contain images, text, or symbols that remind or guide students towards something related to the image (Nakata, 2019). Flash Cards are typically sized at 8 x 12 cm or can be adjusted based on the size of the classroom. According to Rudi Susilana and Cepiriyana, Flash Cards are learning aids in the form of picture cards sized at 25 x 30 cm. The images on Flash Cards convey a series of messages accompanied by descriptions for each image. This implies that to enhance the early childhood development of Arabic letters recognition, a medium that enables children to better comprehend the letters is needed. The appropriate use of media demands educators to possess a deeper ability to prepare suitable mediums for play-based learning activities for children (Windayana, 2014).

Kasihani also states that Flash Cards are teaching aids in the form of picture cards sized at 25x30. The pictures are either hand-drawn, printed images, or photos attached to the Flash Cards. Dina Indriana further reveals that "Flash Cards are learning aids in the form of picture cards with the size of a postcard or 25 x 30 cm." The book "B.E.F Montolalu" explains that letter cards are small cards containing pictures, text, or symbols that remind or guide children towards something related to the depicted image. These cards can be used to train children in spelling and enrich their vocabulary. Letter cards are usually sized at 8 x 12 cm, or they can be adjusted according to the size of the class they are used with.

Flash Cards are cards equipped with words and images. The images can be of animals, colors, games, preferences, and more. These cards are used by directly showing them to children and quickly reading them. The purpose is to enhance the child's memory of letter and word forms (Nuraeni, Woro, Handayani, & Suminar, 2019). Based on the above opinions, it can be concluded that Flash Cards are effective learning cards with two sides, where one side contains images, text, or symbols, and the other side provides definitions, image descriptions, answers, or explanations that help students relate to the image on the card. Flash Cards are typically sized at 8 x 12 cm, 25 x 30 cm, or adjusted based on the class size.

Letter cards consist of alphabets written on pieces of material such as cardboard, paper, or whiteboards. These letter cards can be moved around to create syllables or sentences as desired. The use of letter cards captivates children's attention and is highly effective in reading education. Furthermore, letter cards foster creativity in children by allowing them to create words as they wish. It's important to note that early childhood education follows the principle of learning through play, stimulating children's creativity.

Flash Cards are practical and applicable graphic media (Sandamini, Madushanka, & Premaratne, 2022). Based on the aforementioned definition of Flash Cards as effective learning cards with two sides, where one side contains images, text, or symbols, and the other side provides definitions, image descriptions, answers, or explanations that help guide students toward the content of the image, it can be concluded that Flash Cards possess the following characteristics:

- a. Flash Cards consist of effective picture cards.
- b. They have two front and back sides.
- c. The front side contains images or symbols.
- d. The back side contains definitions, image descriptions, answers, or explanations.
- e. They are simple and easy to create.

Flash Cards Media are effective learning cards that contain images, text, or symbols used to remind or guide students towards something related to the image, text, or symbols on the card (Sandamini et al., 2022). They stimulate students' minds and interests, facilitating the learning process. Flash Cards are considered picture cards that guide learners towards something related to the depicted image on the card (Wulandari, Hafidah, & Pudyaningtyas, 2020). They are practical and applicable media that convey short messages tailored to the user's needs. Various types of Flash Cards include reading Flash Cards, math Flash Cards, animal Flash Cards, and more. The researcher creates Flash Cards with one side containing words and images. The size of the Flash Cards is adapted to the classroom conditions being studied.



The benefits of Flash Card media include introducing letters to children, developing right-brain memory, enhancing concentration skills, and expanding the letter and word vocabulary. According to Susilana and Riyana, there are several methods for creating Flash Card media. Prepare thicker paper such as cardboard or duplex paper. This paper serves as a medium for writing or pasting images according to the learning objectives. In this case, the researcher uses origami paper as the base material for the Flash Cards. The cards are labeled with pencil or marker and a ruler is used to determine the Flash Card's size. Then, cut the duplex paper using scissors or a cutter into precise dimensions of 8x12 cm. Create the required number of cards with the images to be attached. If hand-drawn images are used, the paper needs to be covered with smooth paper for drawing, such as HVS or cardboard. Begin drawing using tools like brushes, paint, markers, colored pencils, or create custom designs on the computer with appropriate dimensions. Then, attach the drawings to the base. If existing images are used, such as images sold in stores or markets, the images can be cut to size and attached using adhesive. Lastly, write names of the objects on the respective cards. To enhance the durability of the Flash Cards, the researcher applies tape to protect the Flash Cards by wrapping it around the entire card.

The use of Flash Card media in education involves an effective method of using learning cards containing images, text, or symbols to help remind or guide students towards something related to the image, text, or symbols on the card, while stimulating students' minds and interests in order to facilitate the learning process. Flash Card media is also applicable through various games, capturing students' interest and motivating them to compete in finding specific objects named on randomly arranged Flash Cards. This not only sharpens children's skills in recognizing Arabic letters but also enhances their understanding in the learning process.

Based on Dina Indriana's explanation, the steps for using Flash Card media are as follows:

- a. The prepared cards are held at chest level and facing the students.
- b. Cards are pulled out one by one after the teacher finishes explaining.
- c. The cards that have been explained are given to students close to the teacher, who are asked to observe the cards. Then, the cards are passed on to other students.
- d. If using a game approach: 1.) Randomly place the cards in a box away from the students, 2.) prepare students to participate, 3.) the teacher instructs students to find cards with specific images, text, or symbols, 4.) after finding a card, students return to their initial position, 5.) students explain the content of the card.

In conclusion, the researcher adapts the steps for using Flash Card media according to the actual classroom situation, which involves the following:

- a. The teacher prepares the Lesson Plan (RPP) for Theme 1, Subthemes 1, 2, and 3, tailored to Flash Card media in line with the theme. The lesson is designed with various games to make it active, enjoyable, creative, and innovative.
- b. Before the lesson begins, the teacher prepares Flash Card media. During the lesson, the teacher uses Flash Cards corresponding to words or sentences along with images from the lesson plan (RPP), and students listen or imitate spelling.
- c. The teacher then presents the Flash Card to the students and points to one student to attempt to read

Flash Card media also has its advantages and disadvantages. According to Rudi Susilana and Cepi Riyana, Flash Cards possess several advantages, including their portability. Due to their small size, Flash Cards can be carried in bags or pockets, eliminating the need for significant space. They can be used both inside and outside the classroom and are practical. When considering their creation and use, Flash Card media is notably practical. Teachers do not require specialized skills to use this medium. The characteristic of Flash Card media is delivering concise messages on each card, such as introducing letters, numbers, animal names, ablution procedures, and more. Combining images and text simplifies the process for students to recognize a concept. However, children are encouraged to enhance their knowledge of Arabic letters through Flash Card media in this context. Flash Card media can be presented in the form of games, making students more interested and motivated to compete in searching for objects named on randomly arranged Flash Cards. Besides sharpening children's Arabic letter recognition skills, this type of media also enhances their overall understanding of the learning process.

Below are some disadvantages of using Flash Card media. It can only be effectively used in small-group learning contexts. It requires maintenance that needs to be closely monitored to prevent cards from being scattered or lost. Based on the aforementioned points, the researcher aims to improve Arabic letter recognition skills using Flash Card media. Flash Card media is created with one side containing words and images. Origami paper is used for the Flash Card media. The use of Flash Card media aligns with the theme of the lesson.

In summary, Flash Cards offer numerous benefits and drawbacks. They are portable due to their small size, can be used in various settings, and are practical for conveying concise messages through a combination of images and text. However, they may demand certain skills from students. While Flash Card media can enhance Arabic letter recognition skills, it may only be suitable for small-group learning and require careful maintenance to avoid losing cards. The researcher's objective is to leverage Flash Card media to enhance the recognition of Arabic letters. The creation and use of Flash Card media, made with origami paper, align with the lesson's theme.

### **Improving the Ability to Recognize Hijaiyah Letters through Flashcard Media**

Based on the results of the study, it can be said that the ability to recognize hijaiyah letters of children in group B RA Nurul Iman Tanjung Bulan can be improved through flash card media. The increase in the ability to recognize hijaiyah letters of children can be seen from the average observation results of recognizing hijayah letters. Pre-action is 31%, in cycle I it reaches 36.98%, while in cycle II it reaches 70.46%. So thus the percentage of 70.46% has reached the target with the criteria of Developing As Expected (BSH). The research conducted was a class action research consisting of two cycles. Each cycle consists of four actions, namely planning, implementation, observation, and reflection with the results of observations in the form of data on children's hijaiyah letter recognition skills used by researchers to determine the increase in the ability to recognize hijaiyah letters in children.

In the activity of recognizing hijaiyah letters through flash card media, there are 3 indicators that will be achieved by children, namely, showing hijaiyah letters, mentioning hijaiyah letters, and writing hijaiyah letters. In cycle I there were several children who still needed help in learning to improve their ability to recognize hijaiyah letters, and 9 children were still unable to mention hijaiyah letters, show hijaiyah

letters, and write hijaiyah letters. So that the average percentage obtained in cycle I is 36.98%. In cycle II there has been an increase in each indicator of 9 children as many as 5 children who reached the criteria for Developing Very Well (BSB) with a percentage of 76.11% and as many as 6 children who reached the criteria for Developing As Expected (BSH) with a percentage of 68.45% with an average value of cycle II increasing the ability to recognize hijaiyah letters in children by 70.46%.

## CONCLUSION

Based on the research that has been done, it can be concluded that the use of flash card media in improving the ability to recognize hijaiyah letters at RA Nurul Iman Tanjung Bulan, Kasui District, Way Kanan Regency, can be categorized as good. The results of observations in cycle I and cycle II showed a significant increase in children's ability to recognize hijaiyah letters through flash card media. The observation results showed that in cycle I, most children reached the criteria for Starting to Develop (MB) with an average percentage of 36.98%. However, in cycle II, as many as 6 children reached the criteria for Developing As Expected (BSH) with an average percentage of 68.45%, and 5 children reached the criteria for Developing Very Well (BSB) with an average percentage of 76.11%. From the results of the study it can be concluded that the application of flash card media is effective in improving the ability to recognize hijaiyah letters in group B children at RA Nurul Iman Tanjung Bulan. The average percentage gain of 70.46% with the criteria of Developing As Expected (BSH) shows that the use of this media provides satisfactory results. In this context, several suggestions are proposed. First, schools should integrate the use of flash card media in various relevant learning themes. Second, parents need to be active in supporting and training children in recognizing hijaiyah letters at home. Finally, future research can consider comparing the ability to recognize hijaiyah letters through flash card media in different situations.

## ACKNOWLEDGEMENT

We extend our thanks to the administration and staff of RA Nurul Iman Tanjung Bulan, Kecamatan Kasui, Kabupaten Way Kanan, for granting us the opportunity to conduct this study and for their cooperation and assistance during data collection. Our deepest gratitude is reserved for the young participants and their parents, whose willingness to participate in this research made this study possible. Their enthusiasm and cooperation greatly enriched our understanding and findings. We are also grateful to our colleagues and friends for their encouragement, discussions, and feedback that contributed to the refinement of our research. Finally, we acknowledge the support of our families for their unwavering encouragement and understanding throughout this endeavor. Thank you all for being a part of this journey. Your contributions are truly appreciated.

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