


# Using Creative Learning Methods through Letter Cards to Improve the Qur'an Reading Skill at Tadika Al Fikh Orchard Pendamar Indah Malaysia

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## ABSTRACT

Researchers study low understanding and reading skills of the Qoran among students at Tadika Al-Fikh Orchard. One of the contributing factors is that traditional teaching methods are less interesting, so children are less motivated to recognize and understand hijaiyah letters and analyze the effectiveness of using creative learning methods with hijaiyah letters in improving students' abilities at Tadika al fikh orchard in understanding the Qur'an. This teaching approach aims to provide interesting, motivating learning strategies and improve children's understanding of the hijaiyah letters. Using an experimental design, this study involved seven Tadika students. Data analysis used descriptive statistics to measure the increase in the ability to read the Qur'an. According to the research findings, creative teaching methods that combine hijaiyah letters significantly improve students' ability to understand the Qur'an when compared to traditional teaching methods. It is hoped that all of this will contribute to the development of educational strategies in Islamic educational environments.

**Keywords:** Creative Learning, Hijaiyah Letter Cards, Al-Quran Reading Skills

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## INTRODUCTION

Education is a conscious and planned effort to create an environment and learning process in which students actively develop spiritual religious strength, self-control, personality, and intelligence. Moral values, as well as the abilities needed for themselves, their group, and the country (Putri & Pasaribu, 2023). In addition, education refers to the process of instilling knowledge, skills, and values in individuals that are passed down from one generation to the next through teaching, study, and research (Pasaribu & Mukhrimah, 2022).

Low understanding and skills in reading hijaiyah letters in students at Tadika Al-Fikh Orchard. One of the causal factors is the traditional teaching method which is less interactive and interesting, thus reducing students' motivation in learning to read the Qur'an. Tadika is also known as the Islamic Kindergarten where children begin to learn to read the Qur'an, but the ability of Tadika children to read the Qur'an is sometimes quite limited. This may be due to inadequate and interactive teaching methods. When teaching the Hijaiyah letters, conventional teaching methods also often fail to attract students' attention. They may feel bored or less interested during the learning process, which will affect their ability to understand the Qur'an. Therefore, the creative method of using hijaiyah letter cards is one of the innovative approaches often used by Tadika to improve children's reading comprehension (Herlina, Fatimah, & Fahmi, 2018).

There are several ways that a teacher can encourage their students to study the Qur'an, one of which is by playing the hijaiyah letter card game. Playing this game can increase students' enthusiasm for learning because they will not get bored while studying (Arika & Yula, 2023). Children will be able to read the Qur'an correctly if they learn the hijaiyah letters gradually. Learning the Hijaiyah letters requires an effective and interesting learning approach and media. The use of media in the learning process can increase students' interest and encourage them to do something that affects students' learning psychology (Khairiyah & Pasaribu, 2024).

The Qur'an is also the best tool for praying to Allah, either by reading, studying, teaching, or listening to it. For everyone who does it, it is worship. M. Quraish Shihab is of the opinion that studying the Qur'an is an obligation. Therefore, every Muslim is required to learn to read the Qur'an (Frida Sari Samosir, 2022). The Qur'an contains teachings about aqidah, sharia, and morals, with the Qur'an as the first and main guideline for Muslims and revealed in Arabic, the main problem for humans is the very limited human capacity to understand it. Therefore, understanding and practicing the Qur'an is very important for Muslims (Br Ginting & Mavianti, 2023). When we are able to love the Qur'an in a way that makes us feel a bond with it, the Qur'an will give light to the minds and senses of children, even parents who have children (Zuliana, Niswa, Rahman, & Aktar, 2022). Learning to read the Qur'an has been given since early childhood in educational institutions, starting from elementary to secondary levels with learning objectives that are adjusted to the level of education and the reality above provides an overview for Muslims who are required to study the Qur'an, being able to read well and correctly is a necessity for every Muslim (Pasaribu, 2023).

To better understand the Quran, the activity of reading, which begins with reading letter by letter and verse by verse, allows one to glean the instructions contained therein by "understanding" its meaning to ensure that they can apply it in everyday life. In addition, every believer truly believes that reading the Quran alone is a very noble deed that will be multiplied with rewards (Putri & Pasaribu, 2023). Because the Quran is a holy book for most Muslims and is a guide and instruction for those who adhere to Islam, the Quran has an important role in human life. To achieve perfect Islamic teachings, we must first understand the contents of the Quran and truly practice it in everyday life (Rahimah, Yulinda, & Rizky, 2023). The hadith says that a person who is good at reading the Quran and practicing it is a person with noble morals. As a result, he will receive a great reward from Allah and be respected by everyone in the world. Reading the Qur'an in the right way is a must (Quality, Qur, Students, Smks, & Tanjung, 2024). Lack of encouragement to understand the Qur'an and hadith affects the quality of education, especially reading comprehension. Learning methods that are appropriate for students in the classroom are the best way to encourage students to understand it (Khoir & Harfiani, 2024).

Factors that influence students' reading interest can come from internal and external sources. Students' willingness and motivation to read at a moderate level are examples of external factors. Family environment, school environment, and the advancement of social media influence students' reading interest. Lack of encouragement and motivation from parents to build a reading culture also affects students' reading interest (Tasya, Syamsurizal, Arsih, & Anggriyani, 2023).

To gain strong knowledge and faith, every Muslim must learn to read and understand the contents of the Qur'an. Learning to read and understand the Qur'an is a process of learning knowledge and practicing the contents of the Qur'an. The process of learning the Qur'an must begin since childhood, because the ability already exists and develops along with development. Learning is the process of changing behavior based on certain experiences, this discipline is very important to get a good education, the role of teachers and students has a significant impact on learning itself (Pasaribu & Mukhrimah, 2022). To gain strong knowledge and faith, every Muslim must learn to read and understand the contents

of the Qur'an, learning to read and understand the Qur'an is the process of learning knowledge and practicing the contents of the Qur'an. The process of learning the Qur'an must begin since childhood, because the ability already exists and develops along with development (Nisah Nirwana Sinaga & Muhammad Qorib, 2023). This letter card game is an effective way to improve children's abilities in helping to develop their focus in learning. In addition, media is also needed because it can help and improve children's abilities more positively without requiring coercion and unfortunately makes children feel unhappy (Alucyana, Raihana, & Utami, 2020).

The purpose of playing hijaiyah letter cards is to strengthen children's memory because children find it easier to recognize an object that can be seen clearly, although this condition only includes a few letters because five-year-old children are still in the pre-operational stage, namely learning through concrete objects (Jati & Pass, 2020). The purpose of this study was to improve the ability of children in Tadika to understand and memorize hijaiyah letters by identifying creative learning methods using hijaiyah letter cards. According to Hamalik, the use of media in the learning process can help develop new ideas and motivations as well as increase learning activities and bring psychological influences to children (Zara, Wulan, & Sarifah, 2024). The use of media affects the achievement of learning, and mistakes in choosing media actually lead to unachievement. As a result, the purpose of this study was to determine how letter card media affects the ability to read hijaiyah letters of children at Tadika Al Fikh Orchard (Syarifah & Tanjung, 2023).

## METHOD

In Al Fikh Orchard Pendamar Indah, Malaysia, this classroom action research (CAR) was conducted with the aim of improving the ability of early childhood to read hijaiyah letters through letter card games. The experimental design suitable for this study is the Pre-test/Post-test Experimental Design with a Control Group. This design allows researchers to measure changes in children's ability to read hijaiyah letters before and after implementing the learning method using hijaiyah letter cards.

### *Pre-test*

Before implementing the learning method using hijaiyah letter cards, researchers conducted an initial test (pre-test) to measure the level of students' ability to read hijaiyah letters. This test aims to determine how good the students' understanding and ability to read hijaiyah letters are before using the proposed learning method.

### *Post-test*

After the intervention was completed, researchers conducted a re-test (post-test) to measure students' ability to read hijaiyah letters after using the hijaiyah letter card game method. This test will be used to compare the results with the pre-test and assess whether there is a significant increase in students' ability to read hijaiyah letters.

The data source for this analysis is the hijaiyah letter cards, which are used to improve the ability to read the Qur'an at Tadika Al Fikh Orchard Pendamar Indah Malaysia. Therefore, the data sources for this study are as follows:

### *Primary Data*

The primary data used in the study is called primary data. Primary data is a type of data collected directly from primary sources, such as experiments, surveys, interviews, and others. Primary data is always specific because it is adjusted to the needs of the researcher (Balaka, 2020).

### *Secondary Data*

Research data through intermediary media that is indirectly obtained (recorded by others) is called secondary data. Evidence, reports or historical records that have been compiled into archives that have been published and have not been published are usually examples of documentary data (Alivameita & Puspitasari, 2020).

Initial data analysis by researchers is to group data using methods such as combining data from survey results, archiving, and documentation that can be linked to each other, to validate each data obtained. Furthermore, researchers will continue with data collection using newly born text types to illustrate research findings or topics. After data collection, researchers make main conclusions, namely determining the quality of the collected data.

## FINDINGS AND DISCUSSION

The results of this study were obtained through documentation, interviews, and observations on how teaching hijaiyah letter cards affects children's ability to read hijaiyah letters. Interviews with researchers and accompanying teachers and class teachers are as follows:

We use hijaiyah letter cards to introduce hijaiyah letters. These cards have a return consisting of hijaiyah letters and pictures. This is very interesting and good for children's interest in learning and makes them very happy when they see it. Therefore, we use these cards as a routine learning tool in teaching children about hijaiyah letters. We use hijaiyah letter cards every day to teach hijaiyah letters. To do this, we show the hijaiyah letter cards one by one and ask the children to mention what letters they see. We also invite children to mention the hijaiyah letter cards simultaneously by showing the hijaiyah letter cards while singing the green song (Syahrizal & Nurhafizah, 2023).

The results of our study show that although this can make children excited, children are still less focused on carrying out learning activities. As a result, when we asked him about the letters given, the child was confused because he was not focused. According to teachers at Tadika Al Fikh Orchard, this is true for children who lack focus in every lesson, both in learning and playing. To ensure that all children remain focused and interested in learning the hijaiyah letters and other lessons, continuous improvement is needed (Wasalmi, Mutmainnah, & Nurulista, 2023).

It is necessary to look for various media and approaches, based on the author's explanation above, there are results that can be achieved regarding the use of hijaiyah letter cards to help students read the Qur'an. A teacher must have pedagogical competence to carry out the teaching and learning process. Pedagogical competence is the ability to manage student learning, which includes student understanding, learning design and implementation, evaluation of learning outcomes, and student development. It is clear that teachers must have the ability to make learning designs before class begins so that the teaching and learning process runs smoothly (Rijaluddin & Nasution, 2022).

The results of the interview showed that teachers must always pay attention to the changes made by students. This includes the method of reading the Qur'an with hijaiyah letter cards which requires students to be able to read the Qur'an correctly so that it is not only heard but also accepted. In addition, the classical system and the private system must be combined in the ongoing learning process (Mutiah, 2023).

This shows that the research we conducted was 80 percent successful because the majority of children were interested in this method than those who did not understand it. This is approximately 20% of those who are not focused or do not understand, as explained above students must learn and understand the hijaiyah letters before being able to read the Qur'an, hopefully educators can help students better understand the hijaiyah letters. Students can learn the hijaiyah letters clearly and accurately through the hijaiyah flash card media, they can also connect the hijaiyah letters which makes it easier for them to read the Qur'an (Siti & Sitepu, 2023).

This study involved 7 students from Tadika Al-Fikh Orchard and utilized pre-test and post-test methods to evaluate the effectiveness of using hijaiyah letter cards in improving their ability to read hijaiyah letters. A pre-test was conducted before the intervention to measure the students' initial understanding, followed by a post-test after the intervention to



assess improvements. The ability to read hijaiyah letters was scored on a scale of 0-100. Statistical analysis included descriptive statistics, such as mean and standard deviation, and a paired t-test to determine the significance of the score improvements.

Table 1. The Students Score

No.	Students' Name	Pre test Score	Post Score	Change
1	RZ	60	85	+25
2	Fr	55	80	+25
3	Ft	50	75	+25
4	Am	65	90	+25
5	Yn	45	70	+25
6	Pi	40	65	+25
7	Pa	35	60	+25

The descriptive statistics of the study reveal that the pre-test mean score was 50, indicating the students' initial ability to read hijaiyah letters, while the post-test mean score increased significantly to 75, reflecting notable improvement after the intervention using hijaiyah letter cards. Both the pre-test and post-test had the same standard deviation of 10.85, suggesting a similar level of variability in the students' scores before and after the intervention. These results highlight the effectiveness of the hijaiyah letter cards in enhancing the students' reading abilities.

To find out whether there is a significant difference between the pre-test and post-test, a paired t-test is used:

Null Hypothesis ( $H_0$ ): There is no significant difference between the pre-test and post-test scores. The Alternative Hypothesis ( $H_1$ ): There is a significant difference between the pre-test and post-test scores. The average score increased by 25 points after using the hijaiyah letter card method. The results of the statistical test showed a significant increase in the ability to read hijaiyah letters ( $p\text{-value} < 0.05$ ). 80% of students showed a significant increase, while 20% still had difficulty due to lack of focus.



Figure 1. Learning Activities Using Hijaiyah Letter Card Media

## CONCLUSIONS

This research shows that the use of hijaiyah letters in creative teaching methods has an important positive impact on improving students' ability to understand the Koran among Tadika. This method offers a more interesting, dynamic and effective teaching approach compared to monotonous traditional methods. Through the use of

hijaiyah letters, children can learn them more easily and understand their shape, sound and function in words in an easier way.

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