

Improving Students' Ability to Read Hijaiyah Letters Through Picture And Picture Method in Grade 1 SD Negeri 07 Mandiangin

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Abstract: This study aims to improve the ability to read hijaiyah letters of grade 1 students of SD Negeri 07 Mandiangin through Picture and Picture method. This study used a classroom action research design (PTK) conducted in two cycles. The subjects of this study were 32 grade 1 students. Data were collected through observation, interviews, learning outcome tests, and documentation. The results showed that the Picture and Picture method can improve students' ability to read hijaiyah letters. In cycle I, the average student learning completeness reached 65.6%, while in cycle II it increased to 87.5%. The conclusion of this study is that the use of Picture and Picture method is effective in improving the ability to read hijaiyah letters of grade 1 students of SD Negeri 07 Mandiangin.

Keywords : Reading ability, Hijaiyah letters, Picture and Picture, Classroom Action Research.

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I. INTRODUCTION

Reading Hijaiyah letters is a key skill for primary school students, especially those who follow Islam, because this skill is the foundation in reading the Qur'an and understanding Islamic teachings in depth (Gunawan, 2019; Lizawati & Romelah, 2022). Therefore, it is important for students to start learning to recognise and read hijaiyah letters early on for better mastery (Lizawati & Romelah, 2022).

However, at SD Negeri 07 Mandiangin, it was found that many grade 1 students had difficulty in recognising the hijaiyah letters. Research shows that the lack of interesting learning media and interactive methods contribute greatly to this problem (Nugrahani et al., 2024; Rohman et al., 2022).

Research conducted by Ramansyah also states that monotone learning media, such as traditional books without sound, tend to be ineffective in helping students

understand the correct pronunciation of the Hijaiyah letters (Ramansyah, 2017). To overcome this obstacle, the application of the Picture and Picture method has been identified as an effective strategy. This method involves the use of pictures, which serve as visual media that can strengthen the association of hijaiyah letters with objects known by students (Nugrahani et al., 2024; Ramansyah, 2017).

Previous research shows that the use of images and varied media can improve student learning outcomes in various aspects, including language and reading (Iklima, 2022; Zy & Edora, 2022). In addition, the use of technological media such as web-based applications or educational games has also been shown to increase student interaction and motivation in learning Hijaiyah letters (Bastian & Suharni, 2021; Hapsari et al., 2023). The implementation of this interactive method is considered important to create an interesting and meaningful learning atmosphere for children (Irsyadi et al., 2021; Wulan et al., 2024).

This study aims to evaluate the effectiveness of the Picture and Picture method in improving the ability to read hijaiyah letters at SD Negeri 07 Mandiangin. Through systematic observations and evaluation instruments, it is expected to identify obstacles faced by

students in the learning process and steps that can be taken to improve the effectiveness of this learning (Sapitri et al., 2023).

The results obtained are expected to not only contribute to the development of learning strategies for reading hijaiyah letters, but also as a reference for other primary school teachers who face similar challenges in teaching hijaiyah letters (Faizah et al., 2022; Noviyanti et al., 2024). In this context, the importance of choosing the right method and varied media in learning to read hijaiyah letters becomes very relevant.

By adopting more interactive and fun methods, such as Picture and Picture, it is expected that students will more easily understand and remember the hijaiyah letters effectively, as well as foster high learning motivation in themselves (Abdurrosyid, 2019; Ritonga & Rambe, 2022). This research at SD Negeri 07 Mandiangin can be an example of the application of more innovative learning methods in understanding the importance of hijaiyah letters in students' daily lives.

II. RESEARCH METHODS

The research method used in this study is Classroom Action Research (CAR). CAR was chosen because it allows educators to reflect on learning practices

and improve the quality of the student learning process directly. This approach involves a cycle consisting of four main stages, namely planning, implementation, observation, and reflection. Each cycle is designed to collect in-depth data and analyse the effectiveness of the method applied in improving students' ability to read Hijaiyah letters (Aulia & Sari, 2023).

1. **Planning:** At this stage, the researcher will design learning activities utilising the Picture and Picture method, which involves the use of pictures to support the recognition and reading of the hijaiyah letters. The lesson plan will include teaching tools and materials, as well as appropriate teaching strategies to support student engagement (Sumita et al., 2022). In addition, success criteria will be established to evaluate the impact of the method applied in teaching Hijaiyah letters (Faizah et al., 2022).
2. **Implementation:** In this stage, the researcher will carry out the learning process in the classroom. Activities will be carried out interactively by involving images and educational games that aim to arouse students' interest and motivation. Each session will be carried out in two meetings, where students will be invited to interact with the method that has been previously compiled

(Aulia & Sari, 2023; Mulia & Kosasih, 2021).

3. **Observation:** During the implementation of the lesson, the researcher will conduct observation to see the students' progress. Observation data will include students' ability to recognise and read hijaiyah letters, the level of students' participation in activities, and interactions during learning. Data collection can be done through an initial test (pre-test) and a final test (post-test) to determine the development of students' hijaiyah letter reading skills quantitatively (Faizah et al., 2022).
4. **Reflection:** After implementation and observation, the researcher will reflect on the whole process as well as the results obtained. This reflection stage is important to evaluate the effectiveness of the methods used, as well as to plan improvements in the next cycle. This reflection aims to identify the successes and challenges faced during the learning process, and to develop an action plan for the next cycle (Maliki & Ro'up, 2022).

This PTK method is expected to provide a clear picture of the effectiveness of the Picture and Picture method in improving the ability to read hijaiyah letters among grade 1 students of SD Negeri 07

Mandiangin. The results of this study can also make an important contribution to the development of more innovative and effective learning methods in religious education in primary schools (Syahrizal & Nurhafizah, 2023).

III. RESEARCH RESULTS AND DISCUSSION

The results of this study showed a significant increase in students' ability to read hijaiyah letters after the Picture and Picture method was applied. The following are the results of the learning evaluation in cycle I and cycle II:

Table 1. Learning evaluation results in cycle I and cycle II

Cycle	Average Value	Completeness (%)
Siklus I	65,6	65,6%
Siklus II	87,5	87,5%

The figure below shows a graph of the increase in student learning completeness from cycle I to cycle II:

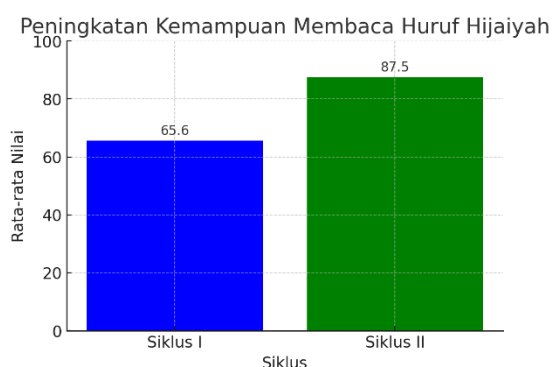


Figure 1. Graph of increasing ability to read hijaiyah letters

In cycle I, the Picture and Picture method began to be applied by using pictures of hijaiyah letters accompanied by relevant objects. Although there was an improvement from the initial conditions, there were still students who had difficulty in recognising certain letters, especially letters that were similar in shape.

In cycle II, learning was further deepened with additional exercise variations such as matching pictures with the corresponding hijaiyah letters. The results showed a significant improvement, with the average student score reaching 87.5% and learning completeness increasing to 87.5%.

The success factors of this method include, 1) Use of interesting pictures: Students find it easier to recognise hijaiyah letters through pictures that are relevant to their daily lives. 2) More active interaction: This method encourages students' active participation in learning, increasing their engagement. 3) More varied exercises: With various activities such as matching pictures and playing hijaiyah letter quizzes, students are more motivated in learning. 4) Increased student confidence: With the perceived success in recognising the hijaiyah letters, students are more confident in continuing their learning to read the Qur'an. 5) More intensive teacher support: Teachers provide more active guidance in

recognising students' difficulties and providing appropriate solutions.

The results of this study indicate that the Picture and Picture method can be used as an effective alternative in improving the ability to read hijaiyah letters at the primary school level. With an interesting and fun approach, students understand and remember hijaiyah letters more easily and faster than with conventional methods.

IV. CONCLUSION

Based on the results of the study, it can be concluded that the Picture and Picture method is effective in improving the ability to read hijaiyah letters of grade 1 students of SD Negeri 07 Mandiangin. In addition to improving students' understanding of hijaiyah letters, this method also contributes to increasing students' learning motivation and confidence in learning. Teachers play an important role in optimising this method by providing more active guidance and providing interesting learning media.

The application of Picture and Picture method is recommended to be used in learning to read hijaiyah letters in primary school, especially for students who have difficulty in recognising letters. With a more interactive and fun strategy, students can gain a better understanding and increase their interest in learning.

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