



Improving the Ability to Recognize Hijaiyah Letters Through Tilawati Method at TK Islam Attaqwa Setu Bekasi

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Abstract. *This study is motivated by the low ability to recognize hijaiyah letters in Class B of At-Taqwa Islamic Kindergarten Setu Bekasi. The purpose of this study was to determine whether early childhood learning in class B of At-Taqwa Islamic Kindergarten Setu Bekasi using the tilawati method can improve the ability to recognize hijaiyah letters. A classroom action research approach was used in this study. The study was divided into two cycles with two meetings each. The participants in this study were 22 children in class B of At-Taqwa Islamic Kindergarten aged 5-6 years. The results showed that using the tilawati method can improve children's ability to recognize hijaiyah letters at At-Taqwa Islamic Kindergarten Setu Bekasi. This can be seen from the results of the pre-cycle, cycle 1 and cycle 2 have increased. The score obtained by the pre-cycle children was 31.82%. In cycle 1 the score obtained by children was 52.27% and in cycle 2 the score obtained by children was 96.6%.*

Keywords: *Hijaiyah Letters, Learning Methods, Tilawati Method, Early Childhood education.*

ABSTRAK. Penelitian ini dilatarbelakangi rendahnya kemampuan mengenal huruf hijaiyah di Kelas B TK Islam At-Taqwa Setu Bekasi. Tujuan penelitian ini adalah untuk mengetahui apakah pembelajaran anak usia dini kelas B TK Islam At-Taqwa Setu Bekasi dengan metode tilawati dapat meningkatkan kemampuan mengenal huruf hijaiyah. Pendekatan penelitian tindakan kelas digunakan dalam penelitian ini. Penelitian ini dibagi menjadi dua siklus dengan masing-masing dua kali pertemuan. Partisipan dalam penelitian ini adalah 22 anak kelas B TK Islam At-Taqwa yang berusia 5-6 tahun. Hasil penelitian menunjukkan bahwa menggunakan metode tilawati dapat meningkatkan kemampuan mengenal huruf hijaiyah anak di TK Islam At-Taqwa Setu Bekasi. Hal ini terlihat dari hasil prasiklus, siklus 1 dan siklus 2 mengalami peningkatan. Adapun skor yang diperoleh anak prasiklus adalah 31,82%. Pada siklus 1 skor yang diperoleh anak adalah 52,27% dan pada siklus 2 skor yang diperoleh anak adalah 96,6%.

Kata kunci: Huruf Hijaiyah, Metode Pembelajaran, Metode Tilawati, Pendidikan Anak Usia Dini



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INTRODUCTION

The Qur'an plays the main role to be a source of guidance and provisions in life. Based on this, the Qur'an is used as a basic foundation in improving the quality of education in understanding Islam. Given that students must be able to read, understand, and implement the teachings and directives of the Qur'an, a thorough study of the Qur'an is essential for Islamic education. In order for students to progress to the next level, teachers must first ensure that they can read and write the Qur'ān accurately and perfectly. (Aziz, 2020).

The main lesson that needs to be mastered is reading. However, learning the Qur'an does not only aim to fulfill the educational curriculum. Because, education is not only related to teaching structured subjects or knowledge, but also in shaping the character of students and learning to behave in society. (Hikmah, 2022).

Early childhood is an age that greatly affects a person's growth and development. (Kusayang et al., 2023). Early childhood is often referred to as the golden age, where all aspects of learner development are at a very high level and this is the right time for parents and teachers to build a strong foundation of skill development. Introducing letters to learners is important because the basic goal is for learners to go through the process of writing and reading properly and correctly. Learners can be taught about the sound and shape of each letter. One of the ideal letters to teach first is the Hijaiyah letters (Alucyana et al., 2020).

It is important for young children to be introduced to letters from an early age. The teaching method should be through fun socialization and learning to read. This takes into account the developmental stage of the learner and is important. A good teacher is one who can present good methods in exploring children's potential. (Kusayang & Amin, 2019). In this study, the ability of learners to recognize hijaiyah letters includes the ability to recognize letter sounds, letter symbols, and associate between symbols and letter sounds. In learning hijaiyah letters, there are 28 letters that are taught thoroughly, with a special focus on letter shapes and sounds (Damanhuri & Yacub, 2022).

The problem faced by teachers when introducing hijaiyah letters to students is the difficulty of maintaining concentration and class order during learning. The introduction of hijaiyah letters to early childhood in class B of At-Taqwa Islamic Kindergarten Setu Bekasi using conventional methods is considered less effective. When learning is carried out using the read-and-sim method in turns, the classroom conditions become disorganized because students who are waiting for their turn are busy with their own activities. The classroom atmosphere becomes noisy so that the concentration of learners who are taking turns reading is disturbed. Meanwhile, the teacher cannot focus on teaching because she has to divide her attention between listening to learners who are reading and calming learners who are waiting for their turn. The division of time and learning rights between learners also becomes unfair, even because of the limited time there are often some learners who do not get their turn to read. This condition results in not achieving the learning objectives properly. Most of the students in class B of At-Taqwa Islamic Kindergarten have difficulties in recognizing hijaiyah letters.

Language skills, which include reading skills, are very important for learners. The level of language skills learners have can affect their reading ability. However, reading does not only involve oral language skills. Learners' ability to recognize letters also plays a role in their reading ability. For this reason, learners must be taught how to identify not only letters, but also other linguistic aspects, such as phonemes, syllables and words. (Haryani & Tejaningrum, 2020).

To be able to read the Quran correctly, students must go through the initial stage of introducing the hijaiyah letters. Reading the Quran in tartil, that is, reading the Quran correctly in Makhraj and tajweed is a must because it will greatly affect the meaning contained in the word of God that is read. Students must be familiarized from an early age with the symbols of hijaiyah letters and be able to pronounce these symbols correctly according to the specified rules. The tilawati method is one of the strategies in introducing hijaiyah letters.

The tilawati method is a Quran reading technique designed in 2002 by a group of people consisting of H. Hasan Sadzili, H. Ali Muaffa, and others. This approach has been refined by Nurul Falah Virtual Pesantren in Surabaya. This approach emphasizes teaching study skills to make learning the Qur'an more enjoyable and prevent students from becoming disinterested. The Tilawati method is a way of reciting the Qur'an by combining classical habituation with individual reading justification using the simak and follow reading technique. Using tilawah melodies with straightforward and simple "Rost" tones that anyone can use, including children. The Tilawati approach includes learning media in the form of dating tools and, for early childhood, hijaiyah letter cards to help convey primary information in classical learning. Tilawati 6-volume books (volumes 1 to 6) are used for individual learning with the simak and follow the reading method.

The Tilawati method has several advantages, including: a) The Tilawati method uses individual classical techniques that are balanced and support students' reading skills. b) Reading and listening techniques are distributed evenly so that the division of time for each learner becomes fairer. c) Provides students with tools in learning, namely calendar props, letter cards and tilawati books. d) The habit of reading the Qur'an with Tilawati allows students to have Qur'anic experience and morals. (Nur'aini, & Hamzah, 2020).

There have been many studies that discuss the ability to recognize hijaiyah letters. (Alucyana et al., 2020; Damanhuri & Yacub, 2022; Iqromah, 2018; Lasty & Mamy, 2021; Sari et al., 2021). In addition, there have been studies that examine the tilawati method such as research conducted by Syaikhon (2017) which discusses the application of the tilawati method in early childhood in the ability to read the Qur'an. However, there are not many researchers who examine the tilawati method whether it affects the improvement of skills in recognizing hijaiyah letters in early childhood.

Based on this background, it is necessary to conduct a study to determine the effectiveness of the tilawati method in early childhood in class B at Attaqwa Setu Bekasi Islamic Kindergarten in improving skills in recognizing hijaiyah letters. The purpose of this study is to determine whether skills in recognizing hijaiyah letters in early childhood at Attaqwa Setu Bekasi Islamic Kindergarten can be improved by the tilawati method. It is hoped that this research has results that can evaluate the government and schools to improve the curriculum and teaching and learning process so that early childhood learning outcomes, especially in recognizing hijaiyah letters, are even better.

METHODS

The Classroom Action Research method was used in this study. The definition of PTK is a form of Classroom Action Research to improve practices carried out in the classroom (Arikunto, 2011). The research consisted of two cycles and each cycle consisted of two meetings. The subjects of this study were 22 learners from class B at At-Taqwa Islamic Kindergarten. The implementation of this research used several instruments consisting of observation sheets that monitored the activities of students and teachers, as well as evaluation instruments that assessed the ability to understand hijaiyah letters of students. In the first cycle, the plan is to use a classical approach demonstrated by the teacher

together with all students. While in the second cycle, it will use an individual approach where students read with a private system independently, to be more effective the teacher divides students into two groups.

RESULTS AND DISCUSSION

This study was conducted over two cycles at Attaqwa Islamic Kindergarten Setu Bekasi involving 22 learners from class B aged 5-6 years. In the first cycle, all learners carried out learning activities with the tilawati method together. Then in the second cycle, learners were divided into two groups to make the effectiveness of learning activities increase. This research was conducted as an effort to improve students' ability to recognize hijaiyah letters at an early age level by using the tilawati method. Previously, researchers conducted observations and interviews from several teachers of Attaqwa Islamic Kindergarten to explore learning activities to recognize hijaiyah letters in class B. From the findings of these observations and interviews, teachers need effective methods that can help improve students' ability to recognize hijaiyah letters. Therefore, the researcher compiled a Daily Learning Implementation Plan (RPPH) to apply the tilawati method as an effort to improve students' abilities.

The assessment instrument used in the study to improve the ability to recognize hijaiyah letters in early childhood is prepared in accordance with the assessment instructions listed in table 1.

Table 1.
Assessment Guidelines for Recognizing Hijaiyah Letters

Category	Score
Underdeveloped (BB)	1
Starting to develop (MB)	2
Developing as expected (BSH)	3
Developing Very Well (BSB)	4

Assessment guidelines for improving the ability to recognize hijaiyah letters using star symbols with various meanings, each teacher must understand the meaning of each star symbol. Not yet developing, if students when mentioning hijaiyah letters still need guidance from the teacher, starting to develop, if students are able to mention hijaiyah letters, but still need guidance from the teacher, developing as expected, if students can mention hijaiyah letters independently without being assisted by the teacher, and developing very well, if hijaiyah letters can be mentioned independently by students without being assisted by the teacher and can provide assistance to peers whose abilities have not matched as targeted. Information on improving the ability to recognize hijaiyah letters can be seen in table 2 which contains relevant criteria.

Table 2.
Assessment Guidelines for Recognizing Hijaiyah Letters

Criteria for Improving Recognition of Hijaiyah Letters	Percentage (%)
Low	1-25%
Medium	26-50%
High	51-75%
Very High	76-100%

This research is declared successful if the skills of group B students at Attaqwa Setu Bekasi Islamic Kindergarten in recognizing hijaiyah letters have increased, the success of this research can be determined when the average score changes positively from cycle I to cycle II with a very high criteria range (76-100). If there is a significant increase and reaches high quality standards in the average score of cycle II, it can be concluded that the tilawati method has been successful in improving the ability to recognize hijaiyah letters in early childhood with good effectiveness.

Pre-Cycle Data on the Ability to Recognize Hijaiyah Letters in Early Childhood Class B Attaqwa Islamic Kindergarten

In pre-cycle activities carried out by oral tests with all students in turn. Pre-cycle results before the application of learning with the tilawati method can be seen in table 3.

Table 3.
Pre-cycle Data of Ability to Recognize Hijaiyah Letters

No	Name	Development	Score
1	Afiqa	BB	1
2	Alesha	BB	1
3	Arjuna	BB	1
4	Bunga	BB	1
5	Fauzan	BB	1
6	Inara	MB	2
7	Kenzie	BB	1
8	Khaisa	BB	1
9	Zulfan	MB	2
10	Rafif	BB	1
11	Raihan	MB	2
12	Arsyila	BB	1
13	Athaya	BB	1
14	Azka	BB	1
15	Khalif	BB	1
16	Nur	BB	1
17	Raka	BB	1
18	Reyvansyah	MB	2
19	Safkhayra	BB	1
20	Zidna	MB	2
21	Naira	BB	1
22	Salwa	MB	2
Total			28
Percentage			28/88x100 = 31,82%

Assessment of development before the application of learning with the tilawati method, the average student is still classified as starting to develop. In the pre-cycle, the average development of students is still in the category of Not Developing (BB) with a percentage of 31.82%. There are 16 children in the category of Not Developing (BB), and 6 children in the category of Starting to Develop (MB), but no child has reached the category of Developing As Expected (BSH) or Developing Very Well (BSB). More detailed information about this assessment data can be seen in Graph 1.

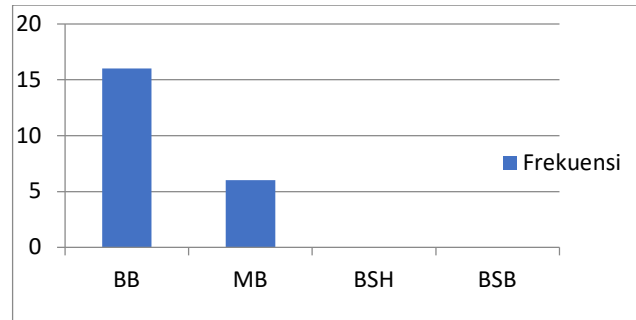


Figure 1.
Frequency of Pre-Cycle Score Data

Based on the assessment obtained by students in the pre-cycle, it can be seen that the ability to recognize hijaiyah letters in class B At-Taqwa Islamic Kindergarten is still not well developed, this can be seen from the number of children who have not been able to recognize hijaiyah letters due to the lack of learning packaging by the teacher.

Cycle I Improvement of Ability to Recognize Hijaiyah Letters in Early Childhood Class B Attaqwa Islamic Kindergarten with Tilawati Method

Cycle I consisted of two meetings, where the first meeting was the stage of implementing the action, and the second meeting was used to conduct an evaluation. In the first meeting of cycle I using a classical approach demonstrated by the teacher was done together with all students. Activities in cycle I were conducted with all learners without being divided into groups. This learning was done with three different techniques, namely, teacher reads, learners listen (4 pages of props); teacher reads, learners follow (4 pages of props); teacher and learners read together (4 pages of props). Researchers carried out educational activities in cycle I in accordance with the RPPH that had been previously designed. Data on the development of students in cycle I can be seen in table 4.

Table 4.
Cycle I Data on the Development of Recognizing Hijaiyah Letters

No	Name	Development	Score
1	Afiqa	MB	2
2	Alesha	MB	2
3	Arjuna	MB	2
4	Bunga	MB	2
5	Fauzan	MB	2
6	Inara	BSH	3
7	Kenzie	BB	1
8	Khaisa	MB	2
9	Zulfan	BSH	3
10	Rafif	MB	2
11	Raihan	BSH	3
12	Arsyila	MB	2
13	Athaya	MB	2

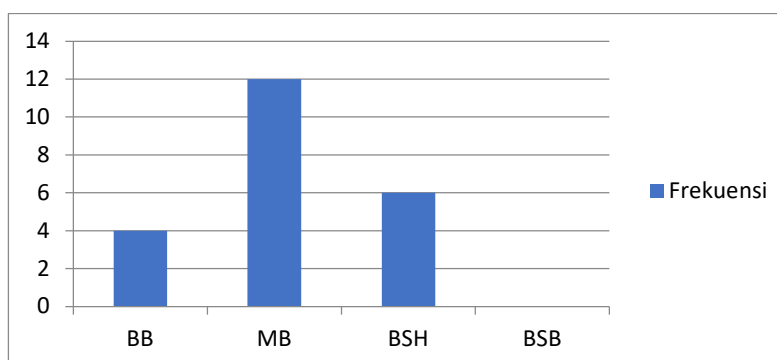
14	Azka	MB	2
15	Khalif	MB	2
16	Nur	BB	1
17	Raka	MB	2
18	Reyvansyah	BSH	3
19	Safkhayra	BB	1
20	Zidna	BSH	3
21	Naira	BB	1
22	Salwa	BSH	3
Total			46
Precentage			$\frac{46}{88} \times 100$ =52,27%

The average child's cycle I developmental assessment is classified as starting to develop, for more details on the assessment in frequency form can be seen in table 5 below.

Table 5.
Frequency of Cycle I Score Data

No	Criteria	Frequency
1	BB	4 children
2	MB	12 children
3	BSH	6 children
4	BSB	-
Total		22 children

In cycle I, the average development of students is still not optimal development with a percentage of 52.27%. A total of 4 students are included in the criteria for Not Developing (BB), 12 students are included in the criteria for Starting to Develop (MB) and 6 children are included in the Developing As Expected (BSH) category, and there are no students who are included in the criteria for Developing Very Well (BSB). The assessment data can be seen more clearly in graph 2.



Graph 2.
Frequency of Cycle I Value Data

Based on the assessment obtained by students in cycle I, it can be seen that the ability to recognize hijaiyah letters with the tilawati method in class B At-Taqwa Islamic Kindergarten began to increase compared to the scores at the time of the pre-cycle, but did not reach the desired score, so it was continued to cycle II.

Cycle II Improvement in the Ability to Recognize Hijaiyah Letters in Early Childhood Class B Attaqwa Islamic Kindergarten with Tilawati Method

Cycle II was carried out in two meetings, the first meeting for action while the second meeting was for evaluation. Cycle II was carried out by dividing the class into two groups, each group consisting of eleven students. This division was done so that the teacher could focus more on practicing the tilawati method to students. After learning cycle II using the tilawati method, there was a development in the ability to recognize hijaiyah letters in students. Data on the development of students in cycle II can be seen in table 6.

Table 6.
Cycle II Data on the Development of Recognizing Hijaiyah Letters

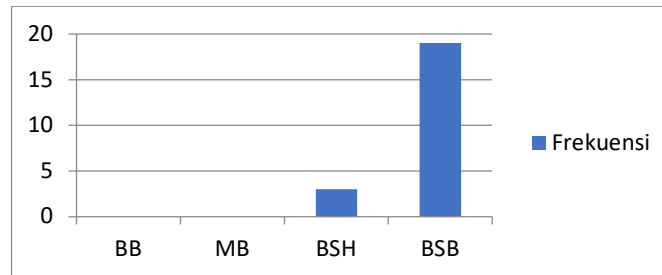
No	Name	Development	Score
1	Afiqa	BSB	4
2	Alesha	BSB	4
3	Arjuna	BSB	4
4	Bunga	BSB	4
5	Fauzan	BSB	4
6	Inara	BSB	4
7	Kenzie	BSB	4
8	Khaisa	BSB	4
9	Zulfan	BSB	4
10	Rafif	BSB	4
11	Raihan	BSB	4
12	Arsyila	BSB	4
13	Athaya	BSB	4
14	Azka	BSB	4
15	Khalif	BSB	4
16	Nur	BSh	3
17	Raka	BSB	4
18	Reyvansyah	BSB	4
19	Safkhayra	BSh	3
20	Zidna	BSB	4
21	Naira	BSh	3
22	Salwa	BSB	4
Total			85
Precentage			85/88*100 =96,6%

Assessment of the development of cycle I, the average learner is classified as starting to develop criteria, but after cycle II learning, the average learner changes to Very Good Developing (BSB) criteria. More details of the assessment in frequency form can be seen in table 7 below.

Table 7.
Frequency of Cycle II Score Data

No	Criteria	Frequency
1	BB	-
2	MB	-
3	BSH	3 Children
4	BSB	19 Children
Total		22 Children

In cycle II, the average development of learners has increased to Very Good Developing (BSB) criteria with a percentage of 96.6%. A total of 3 learners included the criteria for Developing As Expected (BSH) and 19 learners were on the criteria for Developing Very Well (BSB). The assessment data can be seen more clearly in graph 3.



Graph 3.
Frequency of Cycle II Score Data

Based on the assessment obtained by students in cycle II, it can be seen that the ability to recognize hijaiyah letters in class B of At-Taqwa Islamic Kindergarten has increased, including in the Very Good Developing (BSB) category. The criteria that must be achieved for students to achieve an increase in recognizing hijaiyah letters is when students include the criteria for Developing As Expected (BSH) and Developing Very Well (BSB), for more details, the comparison of the results of cycle I and cycle II can be seen in table 8.

Table 8.
Comparison of Cycle I and Cycle II Results

Pre- Cycle	Cycle I	Cycle II
31,82%	52,27%	96,6%

The data above shows that the ability to recognize hijaiyah letters develops very well if done in a good way and strategy. This is evidenced by the results of research that has been carried out in the action class. The results show that there is a positive increase from the actions taken in cycle I and cycle II. At the time of the pre-cycle the children scored 1 and 2. After cycle I it turned out to increase and continued to increase in cycle II.

In the pre-cycle there were still no students in the developing as expected and developing very well groups, but in cycle 2 there were 3 children in the developing as

expected category and 19 children in the developing very well category. This finding shows that the tilawati method can improve the understanding of hijaiyah letters of class b students at Attaqwa Islamic Kindergarten Setu Bekasi. In cycle I, only a small number of students were in the successful category with a success percentage of 52.27%, while in cycle II all students were in the very well-developed category with a success percentage of 96.6%. This can be seen from the results of the percentage of success achieved by students. This is also in line with research conducted by Syaikhon (2017), in his research picture word cards have an effect on improving reading skills of Al-quran in early childhood.

This justification leads to the conclusion that the tilawati approach affects the ability of early childhood in Attaqwa Setu Bekasi Islamic Kindergarten to recognize hijaiyah letters. The findings of this study are believed to be a guide for educators as they experiment with new teaching strategies to help children learn to recognize hijaiyah letters. This research also intends to provide more information and resources to instructors of Attaqwa Setu Bekasi Islamic Kindergarten to use in devising engaging and successful learning strategies for Hijaiyah letter recognition skills.

CONCLUSION

The research findings show that the tilawati approach significantly improves the ability of PAUD students in class B of At-Taqwa Islamic Kindergarten Setu Bekasi to recognize hijaiyah letters.

The results of this class action research are as follows: The development of the ability to recognize hijaiyah letters of children before being given action has not developed optimally, this can be seen from the number of children who have not been able to recognize hijaiyah letters due to the lack of learning packaging by the teacher, this can be seen from the score obtained which is 31.82%.

After conducting class action research from cycle 1 to cycle 2, it can be seen that the development of the ability to recognize hijaiyah letters of children is increasing, as for how to improve the ability to recognize hijaiyah letters of children through the tilawati method with various strategies including by preparing and preparing lesson plans, designing interesting activities so that children are interested in playing and learning.

After being given action using the tilawati method, it can improve the ability to recognize hijaiyah letters for children at At-Taqwa Islamic Kindergarten Setu Bekasi. This can be seen from the results of the pre-cycle, cycle 1 and cycle 2 which have increased. The score obtained by the pre-cycle children was 31.82%. In cycle 1 the score obtained by children was 52.27% and in cycle 2 the score obtained by children was 96.6%.

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