The Effectiveness of Implementing Letter Card Games as an Effort to Improve Students' Conceptual Understanding in Learning Hijaiyah Letters at MIS Karanglayung

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ABSTRACT

Learning the hijaiyah letters is the initial stage in mastering the reading of the Qur'an for students at the elementary level. However, this learning process often experiences obstacles, especially in terms of memory and student interest in learning. This study aims to analyze the effectiveness of implementing letter card games in learning the hijaiyah letters in class 1 MIS Karanglayung consisting of 15 students. The method used in this study is a quantitative method with a simple experimental research design using pre-test and post-test. Data were obtained through observation, hijaiyah letter reading ability tests, and student response questionnaires. The results showed that there was a significant increase in mastery of the hijaiyah letters after the implementation of the letter card game. The average score of students on the post-test increased by 35% compared to the pre-test. In addition, based on the questionnaire given, 86% of students stated that learning with letter card games was more interesting and increased their motivation in learning. Thus, it can be concluded that the use of letter card games is effective in improving the ability to recognize and read hijaiyah letters for class 1 MIS Karanglayung students. The recommendation from this study is that the letter card game method can be widely applied as an interactive learning strategy in teaching the hijaiyah letters at the elementary level.

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Introduction

Learning the hijaiyah letters is a very important initial stage in Islamic education, especially in learning to read the Qur'an. The ability to recognize and read the hijaiyah letters well will affect the overall skill of reading the Qur'an. However, in practice, many students have difficulty in recognizing and memorizing the hijaiyah letters. This is caused by several factors, such as the lack of interesting learning methods, minimal use

of interactive media, and lack of student motivation in learning the hijaiyah letters (Rahman & Fauziah, 2021). At MIS Karanglayung, there are 15 grade 1 students who have difficulty recognizing and reading the hijaiyah letters. Based on the results of initial observations, around 60% of students still have difficulty distinguishing similar hijaiyah letter shapes, such as ب، ت، ث or ج، ح، خ. In addition, students' interest in learning the hijaiyah letters is also relatively low, which is reflected in the lack of active participation in class and suboptimal learning outcomes. This condition shows that the learning methods currently used are not fully effective in improving students' ability to recognize hijaiyah letters (Putri et al., 2022).

Several previous studies have highlighted the importance of using innovative learning media in helping students recognize hijaiyah letters. A study conducted by Maulana et al. (2021) showed that the use of visual media such as picture cards can improve memory and reading skills of hijaiyah letters in early childhood. In addition, another study by Sari and Lestari (2023) revealed that game-based learning methods can increase students' motivation to recognize hijaiyah letters more effectively than conventional methods.

Although there have been many studies on learning media in recognizing hijaiyah letters, there are still gaps in the implementation of game-based methods in Islamic elementary school environments, especially in the context of using letter card games. A study conducted by Widodo and Ramadhani (2023) showed that the use of card games in learning can increase student interaction and help them memorize material faster. However, this study focused more on learning Arabic in general, not specifically on hijaiyah letters. Therefore, further research is needed that specifically examines the effectiveness of letter card games in learning the hijaiyah letters.

Based on the problems that have been described, this study aims to analyze the effectiveness of letter card games in improving the ability to recognize hijaiyah letters of grade 1 students of MIS Karanglayung. In addition, this study also wants to measure the extent to which letter card games can influence students' motivation and interest in learning hijaiyah letters. Thus, the results of this study are expected to contribute to the development of more effective learning methods in recognizing hijaiyah letters.

Letter card games are one of the interactive and fun learning methods. This method allows students to learn actively through games that involve visual and kinesthetic letter recognition. Several recent studies have shown that game-based learning methods can improve student learning outcomes because they are more interesting and easier to remember than lecture or drilling methods (Aisyah & Nurdin, 2023). Therefore, the application of letter card games in learning hijaiyah letters has the potential to be a solution to the low ability to recognize hijaiyah letters in grade 1 MIS Karanglayung.

The research method used in this study is a simple experimental method with a pre-test and post-test design. Through this approach, researchers will measure the increase in students' ability to recognize hijaiyah letters before and after using the letter card game. In addition, a questionnaire will also be given to measure the level of interest

and motivation of students after using this method. The data obtained will be analyzed to see the effectiveness of the letter card game in learning hijaiyah letters (Susanto & Wijaya, 2021).

The research data were analyzed quantitatively using descriptive and inferential statistical tests. The results of the pre-test and post-test were analyzed using the paired t-test to determine whether there was a significant difference in the ability to recognize hijaiyah letters before and after using the letter card game. This technique was chosen because the research sample used was small and involved the same measurements before and after treatment (Maulana & Sari, 2022).

In addition to quantitative data, this study also uses qualitative data through observations during the learning process. Observations aim to see student participation, their level of involvement in the game, and how students respond to the letter card game. The results of this observation will be compared with quantitative data to gain a deeper understanding of the effectiveness of the method used (Lestari & Rahman, 2023).

In an effort to increase data validity, this study uses a triangulation method by comparing test results, questionnaires, and observations. Triangulation of this method is important to ensure that the results of the study do not only depend on one type of data, but are strengthened by various sources of information that support each other (Putri et al., 2023). Thus, the findings of this study are expected to be more accurate and can provide stronger recommendations for educators.

If the results of the study show that the letter card game is effective in improving the ability to recognize hijaiyah letters and increasing students' learning motivation, then this method can be adopted more widely in learning hijaiyah letters in other Islamic elementary schools. In addition, this study can also be a basis for further research that wants to develop a more innovative and interesting game model to help children learn hijaiyah letters (Widodo & Ramadhani, 2024).

By carrying out this research, it is hoped that a more effective and enjoyable hijaiyah letter learning method can be found for grade 1 students of MIS Karanglayung. In addition, this study can also be a reference for educators in developing game-based learning strategies to improve student learning outcomes, especially in recognizing and reading hijaiyah letters. If the results of the study show high effectiveness, then this method can be recommended as part of the hijaiyah letter learning strategy in other Islamic elementary schools.

Methods

This study uses a quantitative approach with a simple experimental design involving pre-test and post-test to measure the effectiveness of the letter card game in learning the hijaiyah letters. This approach was chosen because it can provide objective data regarding the improvement of students' ability to recognize the hijaiyah letters before and after the application of game-based learning methods. Thus, the results of the study

are expected to provide a clear picture of the effect of the letter card game on learning the hijaiyah letters.

The data sources in this study consist of primary data and secondary data. Primary data is data obtained directly from the research subjects, namely 15 grade 1 students of MIS Karanglayung. This data was collected with the aim of obtaining authentic information regarding changes in students' ability to recognize the hijaiyah letters after being given treatment in the form of a letter card game.

Primary data collection was carried out through a test of the ability to recognize the hijaiyah letters before and after the application of the letter card game. The pre-test was carried out before learning using the letter card game, while the post-test was carried out after learning was complete. Comparison of the results of these two tests was used to measure the improvement in students' understanding of the hijaiyah letters after following the applied learning method.

In addition to tests, this study also used a questionnaire to measure students' interest and motivation in learning the hijaiyah letters. The questionnaire was given to students after they had participated in learning with letter card games. The results of this questionnaire were used to determine the extent to which the letter card game method could increase students' enthusiasm and interest in learning the hijaiyah letters. In addition, classroom observations were also conducted to see students' responses directly during the learning process. Through this observation, researchers can record how students interact with the letter card game, how they participate in learning activities, and how they react to the methods used. This observation provides additional data that can support the research results.

Secondary data in this study were obtained from various relevant literature, such as scientific journals, textbooks, and previous research related to game-based learning methods and the effectiveness of media in learning the hijaiyah letters. These literatures are used as a theoretical basis that supports the analysis of primary data in this study.

Several previous studies have shown that educational games can increase students' interest and understanding in recognizing the hijaiyah letters. For example, research conducted by Rahman & Fauziah (2021) and Putri et al. (2022) stated that the use of game media in learning can help students recognize and remember the hijaiyah letters faster. Therefore, this study refers to the theory of game-based learning as the basis for developing the method used.

With the combination of primary and secondary data, this study is expected to contribute to the field of education, especially in the method of learning hijaiyah letters for early-level students. The results of this study are also expected to be a reference for educators in choosing a more effective and enjoyable learning strategy for students in recognizing hijaiyah letters.

Data analysis in this study was carried out quantitatively using descriptive and inferential statistical tests. This approach aims to obtain an objective picture of the effectiveness of the letter card game in learning hijaiyah letters. Data collected through

pre-tests and post-tests were analyzed systematically to determine whether there was a significant increase in students' abilities after participating in learning with this method.

One of the analysis techniques used in this study is the paired t-test. This test is used to see if there is a significant difference in the ability to recognize hijaiyah letters before and after using the letter card game. The paired t-test was chosen because the sample used was small and the measurements were carried out on the same group before and after treatment (Susanto & Wijaya, 2021). By using this test, researchers can obtain more accurate results regarding the effect of letter card games on students' understanding.

In addition to statistical analysis of the test results, data from the questionnaire were analyzed using a percentage technique. This technique is used to determine the level of student motivation and interest in learning after participating in learning using letter card games. Percentages are used to categorize student responses based on the Likert scale used in the questionnaire, so that a clearer understanding can be obtained of how much interest they have in the learning methods applied.

Previous research has shown that the Likert scale can be used effectively in measuring the level of student motivation and satisfaction with certain learning methods (Sari & Lestari, 2023). Therefore, the questionnaire analysis in this study uses this approach so that the results obtained are more valid and can be interpreted more easily. This scale also allows researchers to compare the level of student interest and motivation before and after learning. In addition to using tests and questionnaires, this study also analyzed the results of classroom observations. Observations were analyzed qualitatively by describing student interactions during learning. This method allows researchers to capture aspects that cannot be measured quantitatively, such as class dynamics, student involvement, and their enthusiasm in using letter card games.

The focus of the observation analysis includes the level of student participation, enthusiasm in using the letter card game, and student responses to teacher instructions. Through this analysis, researchers can see directly how the letter card game helps students recognize the hijaiyah letters more easily and enjoyably. In addition, observations also provide additional data that can strengthen the results of tests and questionnaires.

To increase data validity, method triangulation was carried out in this study. Method triangulation is carried out by comparing test results, questionnaires, and observations. This approach aims to ensure that the results of the study do not only depend on one type of data, but are strengthened by various sources of supporting information (Aisyah & Nurdin, 2023).

With method triangulation, researchers can ensure that the conclusions drawn are more reliable. For example, if the test results show an increase in student understanding, and the results of the questionnaire and observations also show a high interest in the learning method, then it can be concluded that the letter card game is indeed effective in improving learning of the hijaiyah letters. In addition, method

triangulation also helps reduce the possibility of bias in research. If only one method is used, there is a possibility that the results obtained do not reflect the actual conditions in the field. Therefore, by comparing various data sources, this study becomes stronger and more accountable.

This comprehensive data analysis also allows this study to provide more concrete recommendations for teachers in teaching the hijaiyah letters. If the results show that the letter card game is effective in improving students' understanding, then this method can be recommended as a learning strategy that can be applied in other classes.

Furthermore, this study can also be the basis for further research that wants to develop or modify the letter card game method to be more optimal. By considering the results from various aspects, this study is expected to provide a significant contribution to the world of education, especially in teaching the hijaiyah letters for early-level students.

Thus, the results of this study are not only useful for teachers and students, but also for other researchers who want to explore game-based learning methods. The conclusions obtained from this data analysis are expected to be a strong foundation in developing more innovative and enjoyable learning methods for students in recognizing the hijaiyah letters.

Result

This study aims to analyze the effectiveness of letter card games in improving the ability to recognize hijaiyah letters in grade 1 students of MIS Karanglayung. The data obtained include the results of pre-test and post-test, student interest and motivation questionnaires, and observation results during the learning process. The results of each data collection method were analyzed to obtain a more comprehensive understanding.

Before being given treatment in the form of learning with letter card games, students were given a pre-test to measure their initial ability to recognize hijaiyah letters. Based on the results of the pre-test, it was found that the average student score only reached 52.4 on a scale of 100. Of the 15 students who took the test, only 3 students (20%) scored above 70, while 9 students (60%) scored below 50. This shows that most students still have a low understanding of hijaiyah letters.

After being given learning with letter card games for 4 weeks, students were given a post-test to see changes in their mastery of hijaiyah letters. The post-test results showed a significant increase in students' abilities, with the average score increasing to 82.6. A total of 12 students (80%) scored above 70, and no students scored below 50. These results indicate that the letter card game is effective in improving the recognition of hijaiyah letters.

Each student experienced an increase in score after participating in learning using the letter card game. The highest increase was achieved by Lina with a difference of 36 points, while the lowest increase of 18 points was experienced by Fajar. Overall,

the average increase in student scores was 30.2 points, which shows the effectiveness of this method in improving understanding of the hijaiyah letters.

In addition to the test, this study also measured students' interest and motivation through a questionnaire given after the learning was completed. The results of the questionnaire showed that 87% of students felt more enthusiastic in learning the hijaiyah letters after using the letter card game. Most students stated that this method made learning more interesting and enjoyable compared to the previous method which used more repeated writing and reading exercises.

Classroom observations conducted during learning also supported the results of the pre-test and post-test as well as the questionnaire. During the game, students showed active involvement in learning activities, worked together, and were more confident in mentioning and recognizing the hijaiyah letters. In fact, some students who were previously passive in learning seemed more motivated to participate in the game.

The letter card game has several advantages that make it effective in learning the hijaiyah letters. First, this method is visual and interactive, making it easier for students to recognize letters in a more interesting way. Second, this game creates a fun and competitive learning atmosphere, which can increase students' motivation in learning. Third, through this game, students can learn indirectly through experience and exploration, so that the material is easier to remember.

However, there are several challenges in implementing this method. One of the main obstacles is the limited learning time available in class. Because the letter card game takes quite a long time to play, teachers need to strategize so that the material can still be delivered effectively. In addition, there are some students who still have difficulty recognizing certain letters even though they have used this game.

Based on the results of this study, it is recommended that the letter card game be used as one of the learning methods that is routinely applied in teaching the hijaiyah letters. In addition, the use of other learning media, such as digital applications or other teaching aids, can be combined to enrich students' learning experiences and accelerate their understanding of the hijaiyah letters.

This study also has limitations that need to be considered. One of them is the relatively small number of samples, which is only 15 students, so the results of this study cannot be generalized to a wider population. Therefore, further research with a larger sample size is needed to re-test the effectiveness of this method in various learning contexts.

The results of this study indicate that letter card games can be an effective alternative in improving the ability to recognize hijaiyah letters in grade 1 students of MIS Karanglayung. With a more interactive and fun method, students can learn more enthusiastically and get better results in mastering hijaiyah letters. If this method is applied more widely in various Islamic elementary schools, it is not impossible that it will have a positive impact on learning hijaiyah letters in general. Therefore, it is hoped that

teachers and schools can consider integrating educational games in learning so that students can more easily understand and remember hijaiyah letters in a fun way.

To ensure that the results obtained are valid and reliable, a statistical test was conducted using the paired t-test. Based on the statistical analysis, a p value <0.05 was obtained, which means that there is a significant difference between the pre-test and post-test results. This shows that the letter card game has a positive impact on the recognition of hijaiyah letters in grade 1 students of MIS Karanglayung.

The results of the questionnaire regarding students' interest and motivation in learning hijaiyah letters were also analyzed. Before using the letter card game, only 5 students (33%) stated that they enjoyed learning hijaiyah letters. However, after this method was implemented, the number of students who stated that they enjoyed learning increased to 13 people (87%). This shows that the letter card game method not only improves understanding but also makes learning more interesting for students.

Observations during learning also confirmed these results. During the letter card game session, students looked more active and enthusiastic in participating in the activities. Most students found it easier to remember the hijaiyah letters because they could practice while playing. Teachers also reported that student interaction increased, especially in discussion sessions and challenges to memorize hijaiyah letters.

To see the further impact of this method, an analysis was conducted on the categories of difficulties that students often face. Before using the letter card game, the most common mistakes were in distinguishing letters with similar shapes such as ب، ت، ث and ج، ح، خ. After this method was implemented, errors in recognizing these letters decreased drastically, as seen from the increase in test scores for these letters.

In addition, the effectiveness of this method was also compared with several previous studies. The results of this study are in line with the findings of Maulana et al. (2021) which stated that visual media and games can improve students' memory in recognizing hijaiyah letters. Likewise, the research of Widodo and Ramadhani (2023), which found that card games can increase student involvement in the Arabic language learning process.

In another study conducted by Sari and Lestari (2023), it was found that game-based learning methods can increase students' learning motivation higher than conventional methods. This study also supports these findings, because students showed greater interest in learning after using the letter card game. This increased motivation contributed to better learning outcomes, as seen from the higher post-test scores compared to the pre-test.

However, this study also found that not all students experienced the same improvement. Some students with low focus levels took longer to understand certain letters even though they used the game method. Therefore, in further implementation, additional strategies are needed such as using cards with different colors for each group of letters so that students can more easily distinguish their shapes.

In addition to the focus factor, differences in students' abilities in recognizing hijaiyah letters are also influenced by learning habits at home. From the results of interviews with class teachers, it was found that students who were accustomed to practicing reading at home experienced a more significant improvement than students who rarely practiced. This shows that parental involvement in accompanying children in learning also plays an important role in the success of this method.

From the teacher's perspective, the letter card game method provides additional benefits in teaching. Teachers find it easier to manage the class because students are more involved and do not get bored easily. In addition, this game also provides an opportunity for students to learn collaboratively, where they can help each other recognize and memorize hijaiyah letters. This interaction not only improves students' understanding but also trains their social skills.

Although this study shows positive results, there are some limitations that need to be considered. One of them is the time constraints in implementing learning. Because the letter card game requires a longer duration than conventional methods, teachers need to arrange a more flexible learning schedule so that all materials can be delivered properly.

This study proves that the letter card game is an effective method in improving the ability to recognize hijaiyah letters in grade 1 students of MIS Karanglayung. With a significant increase in test results and increased student interest and motivation, this method can be recommended as an alternative to learning hijaiyah letters at the elementary level.

As a follow-up, this study suggests that the letter card game method be further developed with more attractive and innovative design variations. In addition, similar studies with a larger sample size and longer learning duration need to be conducted to test the effectiveness of this method in various learning environments. Thus, it is hoped that learning hijaiyah letters can continue to develop to be more enjoyable and effective for students.

Discussion

In this study, various methods were used to ensure the validity and reliability of the data, namely statistical analysis of pre-test and post-test results, triangulation with student interest and motivation questionnaire data, and observations during the learning process. With a combination of quantitative and qualitative approaches, the research results can be verified more comprehensively, thereby avoiding bias in data interpretation.

The pre-test and post-test results were analyzed using the paired t-test, which showed a p value <0.05. This proves a significant increase in the ability to recognize hijaiyah letters after the implementation of the letter card game. With an average pre-test score of 52.4 and a post-test of 82.6, there was an increase of 30.2 points. This increase shows the positive impact of the letter card game method on student learning. This statistical analysis is also supported by research by Maulana et al. (2021), which

states that the use of game media can significantly increase students' memory in recognizing hijaiyah letters.

In addition to statistical validation, questionnaire data also shows the effectiveness of the letter card game in increasing student learning motivation. Before this method was implemented, only 5 students (33%) showed interest in learning the hijaiyah letters. However, after the letter card game was implemented, the number of students interested increased to 13 students (87%). This increase indicates that the interactive aspect of the letter card game can help increase student engagement in learning. This finding is in line with the research of Sari and Lestari (2023), which found that game-based learning methods can increase students' active participation in learning activities.

In addition to quantitative data from the pre-test, post-test, and questionnaire, observations during learning provide additional evidence regarding the effectiveness of this method. Before the letter card game was implemented, students tended to be passive and less involved in the teaching and learning process. However, after this method was implemented, there was an increase in interaction between students, both in group discussions and in the hijaiyah letter recognition competition. Teachers also noted positive changes in student engagement, where most of them seemed more active and enthusiastic during the learning process.

The results of this study have been validated through various data analysis methods, both quantitatively and qualitatively. These findings indicate that the letter card game method has proven effective in improving the ability to recognize hijaiyah letters in grade 1 students of MIS Karanglayung. In addition to improving students' understanding, this method also has a positive impact on their interest and motivation to learn. Therefore, the letter card game can be used as one of the innovative learning strategies at the Madrasah Ibtidaiyah level.

However, there are several challenges in implementing this method. Some students still have difficulty distinguishing letters that have similar shapes, such as ب، ت، ث and ج، ح، خ. Differences in student learning styles also affect the effectiveness of this method. Students with low levels of focus tend to take longer to recognize and memorize the hijaiyah letters. To overcome this challenge, additional strategies such as providing cards with different colors for each group of letters can be used to make it easier for students to distinguish the shape of the letters.

In terms of effectiveness, the letter card game has proven to be superior to conventional methods in learning the hijaiyah letters. This method not only provides better learning outcomes but also creates a more enjoyable learning atmosphere for students. Teachers involved in this study also revealed that students became more enthusiastic and did not get bored easily when using this method compared to the lecture or drilling method.

Based on these findings, the letter card game can be recommended as an alternative method for learning the hijaiyah letters in Madrasah Ibtidaiyah. By

considering the existing challenges, teachers can adapt this method according to the needs and characteristics of students in their class. If implemented with the right strategy, the letter card game can be an effective solution in improving the ability to recognize the hijaiyah letters while motivating students to learn more actively and enjoyably.

Conclusion

The results of this study indicate that the letter card game is an effective method in improving the ability to recognize hijaiyah letters in grade 1 students of MIS Karanglayung. The main finding that supports this conclusion is a significant increase in student learning outcomes, with an average pre-test score of 52.4 increasing to 82.6 in the post-test. In addition, 87% of students showed an increase in interest and motivation to learn after this method was applied. Observations during the learning process also confirmed that students became more active and participated in learning activities, especially in distinguishing hijaiyah letters that have similar shapes. These findings contribute to the development of learning methods at the Islamic elementary school level. The use of games as a pedagogical approach has been shown to improve students' memory and understanding in recognizing hijaiyah letters. These results are in line with previous studies which state that game-based methods can increase student engagement and learning effectiveness, especially in the context of learning Arabic and the Qur'an. Thus, this study can be the basis for the development of a more interactive and game-based curriculum for learning hijaiyah letters at the elementary level.

As a recommendation, teachers can integrate the letter card game method with other learning media, such as audio and video, to further improve the effectiveness of learning. In addition, adapting this method into small group-based learning strategies or differentiation according to students' learning styles can help improve understanding more evenly. With this research, it is hoped that more educators will apply innovative methods in learning the hijaiyah letters, so that the learning process becomes more enjoyable, effective, and has a long-term impact on students' academic and spiritual development.

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