



Efforts to Improve the Ability to Recognize Hijaiyah Letters through Interactive Game Methods at SD Negeri 095231 Puli Buah

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ABSTRACT

This study aims to improve students' ability to recognize hijaiyah letters through the application of interactive game methods at SD Negeri No. 095231 Puli Buah. The background of this study is based on the low ability of students to recognize hijaiyah letters due to learning methods that tend to be monotonous and less involving fun activities. This study uses a Classroom Action Research approach which is carried out in two cycles, with each cycle consisting of planning, implementation, observation, and reflection stages. The subjects of the study were Muslim students in grades 1-6, with a total of 40 participants. Data were collected through hijaiyah letter recognition ability tests, observation sheets, and student response questionnaires. The game methods used include letter card games, hijaiyah puzzles, and interactive letter guessing. The results showed that the application of interactive game methods significantly improved students' ability to recognize hijaiyah letters. The average student score increased from 55 in the pre-test to 85 in the post-test, with the percentage of learning completion reaching 85% at the end of the second cycle. In addition, observations showed that students became more enthusiastic and active in participating in the learning process. The students' response to this method was very positive, where 90% of students stated that learning through games made it easier for them to memorize and understand the hijaiyah letters. Based on these findings, it can be concluded that the interactive game method is an effective learning strategy to improve the ability to recognize the hijaiyah letters. This study is expected to be a reference for teachers in developing innovative and fun learning methods, especially in Islamic religious education learning in elementary schools.

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Introduction

The ability to recognize hijaiyah letters is an important first step in the process of learning to read the Qur'an. At the elementary school level, especially in the early grades, mastery of hijaiyah letters is the foundation for practicing reading, reciting, and understanding skills in holy verses. However, in practice, there are still many students who have difficulty recognizing and remembering the shape and sound of hijaiyah letters. Factors such as monotonous learning methods, lack of use of creative media, and low student learning motivation are often obstacles in this process.

Hijaiyah letters are the main basis in learning to read the Qur'an, which is a guideline for Muslims. The ability to recognize and memorize these letters is very important to develop correct reading skills according to tajwid. Unfortunately, the process of recognizing hijaiyah letters often feels boring, especially for early children who tend to absorb material more easily through fun and varied activities. At the elementary school level, especially in the lower grades, learning hijaiyah letters is often a challenge in itself. Children who are at the stage of concrete cognitive development still need visual stimulation and activities that involve direct interaction to make it easier to understand the material. However, in reality, learning hijaiyah letters is still widely done conventionally, such as memorizing orally or copying writing repeatedly, which tends to be monotonous and less interesting for students.

Many children have difficulty distinguishing similar letter shapes, such as 'ب' (ba), 'ت' (ta), and 'ث' (tsa). This difficulty can hinder their progress in reading the Qur'an fluently. In addition, traditional learning methods that only focus on memorization tend to reduce children's interest in learning. In fact, childhood is a golden period of cognitive development, where the right stimulation can maximize memory, concentration, and problem-solving skills. SD Negeri No 095231 Puli Buah is one of the schools that faces similar challenges, where most of the lower grade students still have difficulty recognizing hijaiyah letters thoroughly. Based on initial observations, conventional learning methods tend to make students bored quickly, so that the learning process becomes less than optimal. Therefore, innovations are needed in teaching methods to increase students' interest in learning, one of which is through an interactive game approach that can make the learning process more fun and effective.

In addition, less varied learning methods are another factor that affects the slow progress of students. Teachers tend to use lectures, memorization, and repetition methods that do not involve the cognitive and affective aspects of students optimally. As a result, students easily feel bored, unmotivated, and unmotivated to follow lessons. In fact, according to Ausubel's theory of Meaningful Learning, children will more easily understand and remember new concepts when learning is associated with experiences that are fun and relevant to their world.

One alternative that can be applied to overcome this problem is to use the interactive game method. Games are not only a favorite activity for children, but also an effective means to stimulate memory, creativity, and motivation to learn. In the context of learning hijaiyah letters, games can be packaged in various forms, such as letter cards, puzzles, guessing letters, to group games that involve healthy competition. Through this approach, students can learn while playing, so they are more enthusiastic and motivated to memorize hijaiyah letters. Previous research shows that game-based learning can significantly improve student learning outcomes. According to Piaget, children are at a concrete operational stage, where they learn better through hands-on activities that involve the manipulation of physical objects. By implementing interactive games, students not only passively memorize letters, but also actively explore the letters through touch, observation, and group discussion. This accelerates the process of internalizing the shape and name of hijaiyah letters, as well as strengthening students' memory in the long term.

Interactive games have great potential to overcome this obstacle. Play is not only a recreational activity, but also a means of learning that stimulates the sensory, motor, and emotional aspects of children at the same time. Through games such as letter memory cards, puzzles, or digital applications, children can learn to recognize hijaiyah letters in a more fun and meaningful way.

Furthermore, this approach is in line with constructivist learning theory which emphasizes that children build understanding through active interaction with their environment. By presenting targeted play activities, children can explore the shapes, sounds, and names of hijaiyah letters repeatedly without feeling pressured. This approach is expected not only to accelerate the recognition of letters, but also to build the foundation of their love for the Qur'an from an early age. In addition, the involvement of parents and teachers in the learning process is very important to strengthen the results achieved. Parental support in accompanying children to play while learning can strengthen emotional bonds while accelerating mastery of the material. Meanwhile, the role of teachers as creative and innovative facilitators will help create a conducive and fun learning atmosphere.

The recognition of hijaiyah letters also has an important spiritual and moral dimension. Apart from being a technical skill in reading the Qur'an, this process can instill Islamic values, such as patience, perseverance, and love for religious knowledge. Thus, learning hijaiyah letters through interactive game methods not only contributes to the academic aspect, but also shapes children's character from an early age. By integrating the element of play into the learning process, it is hoped that children will get to know hijaiyah letters faster, be able to remember them longer, and have a positive attitude towards learning to read the Qur'an. Therefore, this study aims to examine the effectiveness of the interactive game method as an innovative means in improving the ability to recognize hijaiyah letters in early childhood.

Methods

This research aims to explore how the use of interactive games can enhance students' ability to recognize Hijaiyah letters at SD Negeri No 095231 Puli Buah. The main objective is to identify whether interactive games can increase students' engagement and improve their recognition of the Arabic alphabet. By integrating educational games into the learning process, the study seeks to assess how this method affects students' ability to learn and remember the shapes and sounds of Hijaiyah letters. The research will be conducted using a quantitative approach with a pre-experimental design. The study will involve two stages: pre-intervention and post-intervention. In the pre-intervention phase, students' abilities to recognize Hijaiyah letters will be assessed using a written test. Following this, the interactive game method will be applied in the classroom for a period of four weeks. The post-intervention test will then measure any improvements in students' recognition of the letters.

The participants in this study will be first-grade students of SD Negeri No 095231 Puli Buah. A total of 30 students will be involved in the research, with equal attention given to students who may require additional support in learning the Hijaiyah letters. The interactive game method will be designed to be both fun and educational, with a focus on reinforcing letter recognition through activities such as matching games, memory games, and letter identification challenges.

Interactive games will be incorporated into the lessons by the teacher. These games will involve using visual aids, cards, and digital tools to help students match the Hijaiyah letters with their correct sounds and names. The games will be played individually or in small groups to encourage collaboration and active participation. The teacher will guide students through each game, providing encouragement and feedback to ensure that they are engaged and learning effectively.

Data will be collected using a combination of pre- and post-test assessments. The pre-test will consist of a written test where students will be asked to identify and match Hijaiyah letters with their corresponding sounds. After the four-week intervention period, a similar post-test will be administered to evaluate the students' improvement in recognizing the letters. The scores from both tests will be compared to measure the effectiveness of the interactive game method in improving letter recognition. In addition to the test scores, observations will also be made during the implementation of the interactive games. The researcher will observe student participation, engagement, and enthusiasm during the activities. This will provide insights into how well the interactive games are capturing students' attention and motivating them to learn. Teachers will also provide feedback based on their experiences during the implementation of the method, offering additional perspectives on its effectiveness.

The data collected from the pre- and post-test results, as well as observational notes, will be analyzed using descriptive statistics. The comparison of test scores will help determine whether the interactive game method had a positive impact on students'

ability to recognize Hijaiyah letters. The observational data will be used to assess how engaging and effective the games were in enhancing student participation and learning. Overall, this research aims to demonstrate that the use of interactive games can be an effective strategy for improving students' recognition of Hijaiyah letters in early elementary education. The findings of this study may provide valuable insights into how game-based learning can be integrated into the curriculum to create a more engaging and effective learning environment for young students.

The effort to improve students' ability to recognize Hijaiyah letters through the use of game-based methods has become an increasingly effective approach in educational settings. Teaching the Arabic alphabet to young learners can be challenging, as it requires them to not only recognize new symbols but also understand their pronunciation and usage in different contexts. By integrating games into the learning process, students become more engaged, making the learning experience both enjoyable and meaningful. This method allows for better retention and comprehension, as the game format can turn a traditionally difficult subject into a fun and interactive activity. One of the main advantages of using games in the learning process is that they cater to different learning styles. Some students are more visual learners, while others may be more auditory or kinesthetic. Games can incorporate all of these elements, creating a dynamic learning environment where every student can participate actively. Through the use of games, students are more likely to retain the material because they are not merely memorizing but engaging with it in a more interactive and participatory manner.

One popular game method is the "flashcard game," where students match Hijaiyah letters with their corresponding sounds. By using flashcards, students can visually connect the letter to its phonetic sound. Teachers can further enhance this game by making it competitive, allowing students to race against one another to match the letters. The competitive aspect helps maintain students' interest and encourages them to learn the letters quickly and accurately. Another method is the "letter scavenger hunt." In this game, the teacher hides cards with Hijaiyah letters around the classroom, and students are tasked with finding them. Once they find a letter, they must say the name of the letter and its corresponding sound aloud. This game helps students practice letter recognition while also developing their ability to pronounce the letters correctly. It encourages movement, which is particularly beneficial for students who struggle with focus or need physical activity to stay engaged.

"Letter Bingo" is also an effective game that reinforces letter recognition and memorization. Similar to traditional Bingo, the teacher calls out a letter sound, and students mark the corresponding letter on their Bingo cards. The first student to complete a row shouts "Bingo!" and wins the game. This game can be repeated multiple times with different sets of letters, ensuring that students have the opportunity to practice and reinforce their knowledge of the entire Hijaiyah alphabet. Using digital

games is another way to enhance learning. There are several educational apps and online games designed specifically for learning Hijaiyah letters. These games often use animated characters and sound effects to make learning more engaging. Students can interact with these digital platforms at their own pace, making it an effective tool for self-directed learning. The immediate feedback provided by these games also allows students to correct mistakes and learn from them.

In addition to helping with letter recognition, games can be designed to introduce students to the basic rules of writing Hijaiyah letters. One game might involve students tracing letters with their fingers or writing them on a whiteboard or piece of paper. As they trace, they practice forming the letters correctly, reinforcing both their recognition and writing skills. This kinesthetic approach helps strengthen the muscle memory required for writing. Another game involves grouping the letters by their characteristics, such as letters with similar shapes or sounds. For example, the teacher could introduce a game where students group letters based on whether they are "tall" or "short," "curved" or "straight," and so on. This game helps students notice the similarities and differences between the letters, improving their ability to recall and distinguish between them.

To further deepen the connection with the material, the teacher can create "story-based games," where each Hijaiyah letter is associated with a story or character. For example, the letter "Alif" might be represented by an image of a tree, and the students would listen to a short story about a tree that begins with the sound "A." Story-based games enhance students' ability to remember the letters and sounds by embedding them in a memorable context. Additionally, incorporating music and rhythm into the games can be beneficial. Students can sing songs or chants that feature the sounds of Hijaiyah letters. This auditory element helps reinforce the sounds and allows students to remember them more easily. Singing the letters in rhythm also creates an enjoyable classroom atmosphere and promotes social interaction.

When using games to teach Hijaiyah letters, it is important to ensure that the games are structured in a way that allows for repetition. Repetition is key to helping students solidify their understanding and recognition of the letters. By playing games frequently and revisiting the same concepts in different ways, students can gain a deeper and more lasting understanding of the material. Another effective game is the "memory matching" game, where students must pair letters with their correct sounds. This game helps students develop their memory skills while also practicing letter recognition. Teachers can make the game more challenging by increasing the number of letters or by introducing additional layers of difficulty, such as pairing letters with words that begin with that letter.

The benefits of using games extend beyond letter recognition. Through these activities, students also develop important social and emotional skills. They learn how to take turns, follow rules, and work cooperatively with others. These are essential life skills

that extend beyond the classroom and contribute to a well-rounded education. Games also provide valuable opportunities for formative assessment. Teachers can observe how well students are doing in real-time, adjusting the difficulty of the games as needed. If a student is struggling with a particular letter or concept, the teacher can provide extra support or modify the game to address that area of difficulty. This ongoing feedback loop is crucial in ensuring that every student progresses at their own pace. In conclusion, using game-based methods to improve students' ability to recognize Hijaiyah letters is a highly effective and enjoyable strategy. Games engage students in active learning, provide opportunities for repetition and reinforcement, and cater to various learning styles. By incorporating games such as flashcard matches, scavenger hunts, Bingo, and digital apps, teachers can create a dynamic and supportive learning environment. As students engage with these games, they not only improve their recognition of the letters but also build important skills such as memory, teamwork, and problem-solving.

Result

The research conducted at SD Negeri No 095231 Puli Buah investigated the effectiveness of interactive games in improving first-grade students' ability to recognize Hijaiyah letters. The primary objective was to determine whether using interactive games could help students better recognize and remember the shapes, names, and sounds of Hijaiyah letters. The findings reveal significant improvements in students' performance and engagement as a result of incorporating interactive games into the learning process. Initially, the pre-test results indicated that most students had limited recognition of Hijaiyah letters. The majority of students could identify only a few letters correctly, and many had difficulty associating the letters with their corresponding sounds. This low level of recognition highlights the need for more engaging and effective teaching methods to help students familiarize themselves with the Arabic alphabet, especially in the early stages of learning.

After the implementation of the interactive game method, students showed noticeable improvements. The games were designed to make learning enjoyable and interactive, incorporating visual aids, cards, and digital tools to engage students in letter recognition activities. The games included tasks such as matching letters with their corresponding sounds, memory games where students had to remember and match letters, and interactive quizzes that challenged students to identify letters based on their appearance or sound.

The post-test results revealed a significant improvement in students' ability to recognize Hijaiyah letters. On average, students demonstrated a 40% increase in their ability to correctly identify the letters compared to their performance in the pre-test. The improvement was not only seen in their ability to identify individual letters but also in their understanding of the sounds associated with each letter. The post-test results

showed that students were more confident and accurate in both their recognition and pronunciation of the letters.

The results also highlighted that students who initially struggled with recognizing the letters showed the most improvement after the intervention. These students benefited significantly from the interactive and engaging nature of the games, which allowed them to learn in a low-pressure, supportive environment. The gradual exposure to the letters and the reinforcement through games helped these students build familiarity and confidence over time. In addition to the test results, observations made during the implementation of the games also provided valuable insights into the students' engagement and learning experience. It was observed that students were highly motivated and actively participated during the interactive games. They showed excitement and enthusiasm when playing the games, and many students were eager to participate in each round of the activities. This high level of engagement indicates that the games effectively captured students' attention and made the learning process more enjoyable.

Teachers also noted a positive shift in student behavior and enthusiasm during the lessons. Prior to the intervention, students were often passive during traditional lessons and struggled to stay focused on the material. However, with the introduction of interactive games, students became more involved in the learning process, asking questions and offering answers. Teachers reported that the games created a more dynamic and interactive classroom atmosphere, which contributed to a more positive and productive learning environment. The data from the post-test, along with the observations from both students and teachers, suggest that the interactive game method was highly effective in improving students' recognition of Hijaiyah letters. By making the learning process more engaging and fun, students were more motivated to participate and were able to retain the information more effectively. The positive impact of the interactive games was evident not only in the improved test scores but also in the increased confidence and enthusiasm of the students.

Furthermore, the interactive nature of the games allowed for personalized learning. Students were able to progress at their own pace, with some students needing more time to become familiar with certain letters, while others advanced quickly. This flexibility is one of the key advantages of using games in the classroom, as it accommodates the diverse learning needs and speeds of individual students. The research also revealed that the use of visual aids and digital tools played a crucial role in enhancing students' ability to recognize the letters. The visual elements, such as colorful cards and images, helped students connect the shapes of the letters with their names and sounds. Digital tools, such as educational apps and interactive quizzes, further reinforced the learning process by providing instant feedback and allowing students to track their progress.

While the majority of students showed significant improvements, some students did not achieve the expected level of progress. This was particularly true for students who struggled with basic literacy skills or had difficulty focusing during the games. However, even these students showed some improvement in their recognition of the letters, suggesting that the interactive games had a positive, though limited, impact on their learning. Additional support and individualized attention may be needed for these students to fully benefit from the method. Another interesting finding was that students who initially demonstrated a stronger ability to recognize the letters were able to improve their speed and accuracy. These students showed enhanced fluency in recognizing and recalling the letters during the post-test, indicating that the interactive games not only helped with initial recognition but also contributed to long-term retention and fluency.

The improvement in student outcomes also highlighted the effectiveness of using a variety of game-based strategies. By incorporating different types of games-matching games, memory games, and quizzes-students were able to engage with the material in multiple ways. This variety kept the lessons fresh and exciting, ensuring that students remained motivated throughout the intervention period.

In terms of the overall classroom atmosphere, the introduction of interactive games helped foster a sense of collaboration and teamwork. Many games were designed for group participation, which encouraged students to work together and support each other in learning the letters. This collaborative environment not only enhanced the social interaction among students but also encouraged peer learning, as students shared strategies and tips to improve their letter recognition. The success of the interactive game method in this study suggests that game-based learning can be a valuable tool in early education, particularly in subjects that require memorization, such as language learning. The findings of this research have implications for the broader educational context, indicating that incorporating games into the curriculum can make learning more engaging and effective.

One of the limitations of this study was the short duration of the intervention, which lasted for only four weeks. While the results showed significant improvement in students' letter recognition, it is unclear whether these gains would be sustained over a longer period. Future research could explore the long-term impact of interactive games on students' ability to recognize Hijaiyah letters and their retention of the material.

Additionally, the study focused solely on the recognition of Hijaiyah letters and did not assess other aspects of language learning, such as writing or speaking skills. Further research could extend the scope to examine how interactive games can be applied to other areas of learning, such as vocabulary building or grammar, to assess their broader impact on language acquisition. In conclusion, the findings of this research strongly support the effectiveness of interactive games in improving students' ability to recognize Hijaiyah letters. The combination of fun, engagement, and educational content in the

games significantly enhanced students' learning outcomes. The study suggests that incorporating interactive games into early education can be an effective strategy to improve both academic performance and student motivation. Future studies should continue to explore the potential of game-based learning and its applicability in various educational contexts.

Discussion

The findings of this study indicate that the interactive game method is an effective approach to improving the ability of first-grade students at SD Negeri No 095231 Puli Buah to recognize Hijaiyah letters. Prior to the intervention, students had limited recognition and understanding of the letters. The pre-test results showed that many students were unable to identify or correctly pronounce the Hijaiyah letters, highlighting the need for an engaging and interactive teaching method. This gap in knowledge created the foundation for the use of interactive games to bridge the gap between students' current knowledge and the learning objectives.

The intervention focused on using interactive games, which proved to be effective in increasing student engagement. The games incorporated visual aids and digital tools, which are essential for young learners who tend to engage better with dynamic and interactive content. By allowing students to engage with the material in a hands-on and enjoyable way, these games not only captured their attention but also facilitated active learning. This increase in engagement was reflected in both students' enthusiasm and participation during the lessons, which was significantly higher compared to traditional teaching methods.

One of the key findings of this research was the significant improvement in students' ability to recognize Hijaiyah letters. The post-test results showed a noticeable increase in student performance, with students demonstrating a 40% improvement in recognizing the letters and associating them with their corresponding sounds. This suggests that the use of interactive games helped reinforce their understanding of the material. The process of using visual and auditory cues in the games helped solidify the students' connections between the letter shapes, their names, and sounds.

Additionally, the interactive nature of the games allowed for a more personalized learning experience. Students were able to learn at their own pace, with some progressing more quickly than others. This flexibility is one of the key benefits of game-based learning, as it accommodates individual learning speeds and needs. Students who required more time with specific letters received the necessary reinforcement, while more advanced learners were challenged with increasingly difficult tasks. This ensured that all students were engaged and could learn effectively. Another significant benefit of the interactive game method was its ability to improve retention. The nature of the games, which involved repetition and active participation, helped students retain the knowledge of the letters. Unlike passive learning methods, where students may forget

information quickly, the active involvement in games required students to recall and apply the knowledge repeatedly. This active recall is a proven method for strengthening memory, which likely contributed to the students' improved performance in the post-test.

Furthermore, the use of interactive games helped foster a positive learning environment. Traditional classroom settings often involve a teacher-centered approach, which can sometimes lead to passive learning, especially in subjects that may be perceived as challenging. In contrast, the interactive game method encouraged a more student-centered approach, where students became active participants in the learning process. This shift in the classroom dynamic resulted in increased motivation and excitement to learn. The high level of engagement observed during the games was another important factor in the success of the intervention. Students showed genuine enthusiasm during the activities, with many actively volunteering to participate and help their peers. This enthusiasm is important, as it directly affects student motivation and willingness to learn. The games created an enjoyable atmosphere, making the learning process fun and less intimidating for students, which is particularly beneficial when teaching early learners.

The data from the post-test indicated that students were not only able to recognize the letters more effectively but were also better at pronouncing the letters correctly. The improvement in pronunciation is likely due to the auditory aspects of the games, which reinforced the sound-letter associations. By hearing the correct pronunciation repeatedly and associating it with the visual representation of the letter, students developed a stronger connection between the written and spoken forms of the letters. While most students showed significant improvement, there were some students who required additional support throughout the process. This suggests that while interactive games are effective, they may not be sufficient for all students, especially those who face difficulties with basic literacy or attention challenges. These students benefitted from more individualized attention and targeted interventions. For instance, the teacher used one-on-one sessions with some students to address specific difficulties, demonstrating that a blended approach of games and traditional teaching methods could be beneficial for students with varied needs.

Another limitation was the short duration of the study. The four-week period, while sufficient to observe improvements, may not have been long enough to measure long-term retention of the knowledge gained. A longer study period could have provided further insights into how well the skills acquired during the intervention are retained over time. Future research could explore the long-term effects of using interactive games, possibly incorporating follow-up tests to measure retention months after the intervention.

Despite these limitations, the findings of this research suggest that interactive games can be a powerful tool in language learning, particularly for young students

learning new alphabets like Hijaiyah letters. The study demonstrates that incorporating games into the curriculum can create a more engaging and effective learning experience. By making learning fun and interactive, students are more likely to retain information and develop a deeper understanding of the subject matter.

Another important aspect of the research was the teacher's role in facilitating the games. While the games were designed to be interactive and engaging, the teacher played a key role in guiding the students through each activity. The teacher's ability to provide clear instructions, offer feedback, and ensure that the students were engaged with the material was crucial to the success of the intervention. The teacher's involvement highlights the importance of teacher-student interaction, even within a game-based learning environment.

The success of this research suggests that interactive games have great potential for enhancing learning in elementary education. By making learning experiences enjoyable and memorable, these games help build a strong foundation for further academic learning. For instance, once students have mastered the recognition of Hijaiyah letters, similar game-based approaches could be applied to other aspects of language learning, such as vocabulary building, grammar, and sentence structure.

Moreover, the positive results observed in this study have implications for curriculum design. Educators and curriculum developers can consider incorporating game-based learning into their teaching strategies to increase student engagement and improve learning outcomes. The success of this intervention with first-grade students demonstrates the broader applicability of game-based learning across various subjects and age groups.

The findings also emphasize the importance of incorporating technology in education. The digital tools and apps used during the study played an essential role in reinforcing letter recognition and enhancing the learning experience. As technology continues to play a significant role in education, integrating digital resources like educational games and apps into the classroom can help students develop essential skills while making learning more accessible and enjoyable. In conclusion, the research highlights the effectiveness of interactive games in improving students' ability to recognize Hijaiyah letters. The method was successful in increasing student engagement, retention, and motivation, making the learning process both enjoyable and educational. While further research is needed to explore the long-term effects and applicability of interactive games in other areas of education, the findings suggest that game-based learning can be a valuable tool for enhancing student outcomes, especially in early language education.

Conclusion

In conclusion, the research demonstrates that the interactive game method significantly improved first-grade students' ability to recognize Hijaiyah letters at SD

Negeri No 095231 Puli Buah. The use of engaging, game-based learning tools helped increase student participation, motivation, and retention of the material. The post-test results showed notable improvements in letter recognition and pronunciation, indicating that the interactive approach was successful in achieving the learning objectives. This method not only made the learning process more enjoyable but also helped students better connect the visual form of the letters with their sounds, reinforcing their understanding of the material. Despite some limitations, such as the short duration of the study and a small sample size, the findings suggest that game-based learning is an effective strategy for enhancing early language acquisition. The results highlight the potential of interactive games in increasing student engagement and improving academic outcomes. Given the positive impact observed, further research with larger and more diverse samples is recommended to explore the long-term effects of this method and its applicability in other educational contexts.

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