



The Use of Hijaiyah Fun Card Media to Improve Early Childhood's Ability in Reading and Memorizing Hijaiyah Letters

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ABSTRACT

The ability to read and memorize Hijaiyah letters is one of the fundamental skills that need to be developed in early childhood as a foundation for learning the Qur'an. However, based on preliminary observations, children's ability to read and memorize Hijaiyah letters had not developed optimally. This study aimed to improve the ability of early childhood learners to read and memorize Hijaiyah letters through the use of Hijaiyah Fun Card media. The study is expected to provide an innovative learning medium for teachers in enhancing children's religious literacy skills. This research employed Classroom Action Research (CAR) conducted in two cycles, consisting of planning, action, observation, and reflection stages. The participants were seven children aged 5–6 years in Group B. Data were collected through observation, documentation, and field notes. The findings revealed that the use of Hijaiyah Fun Card media improved children's ability to read and memorize Hijaiyah letters. In Cycle I, 57.14% of the children were categorized as Developing as Expected (MB), while 42.86% were categorized as Developing According to Expectations (BSH). After improvements were made in Cycle II, 57.14% of the children achieved the Very Well Developed (BSB) category, while 42.86% remained in the Developing as Expected (MB) category. The use of Hijaiyah Fun Card media was proven to increase children's learning interest, concentration, and ability to read and memorize Hijaiyah letters. Therefore, Hijaiyah Fun Card can be used as an effective alternative learning medium for teaching Hijaiyah letters in early childhood education.

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1. Introduction

The ability of children to read and memorize Hijaiyah letters is a crucial component of early cognitive development. Hijaiyah letters serve as the foundational building blocks for reading and understanding the Qur'an, making their introduction essential from an early age, particularly during the golden age period (5-6 years). Sayidah et al. (2021) emphasize that introducing Hijaiyah letters through educational media such as Hijaiyah Fun Cards makes the learning process more engaging, enjoyable, and effective. Activities using Hijaiyah Fun Cards that involve arranging cards encourage children to recognize and memorize Hijaiyah letters interactively. Children are asked to arrange cards according to the alphabetical order



to be memorized. This activity engages cognitive aspects—children recognize letter shapes and remember their sequences—as well as linguistic aspects through repeated pronunciation to strengthen memory.

According to [Arifin et al. \(2020\)](#), the ability to read Hijaiyah letters encompasses mastery of correct pronunciation (*makhraj*), sound, and letter forms, read with *tartil* (proper rhythmic recitation), enabling children to recognize and pronounce letters according to established rules. Similarly, [Maksuroh & Agustin \(2025\)](#) explain that the ability to read and memorize Hijaiyah letters in early childhood includes recognizing letter shapes, understanding correct pronunciation, and remembering sounds through repetition. Supporting this view, [Ummah & Shodiqoh \(2021\)](#) affirm that this ability also includes distinguishing sounds, naming letters, and reading letter sequences correctly.

Learning media in the form of fun cards or interactive flashcards has proven effective due to their attractive, visual, and interactive appearance, which can increase motivation, activeness, and student engagement in the learning process. Through card manipulation, games, and classification activities, children do not passively receive material but actively explore concepts, while the combination of images, words, and symbols helps strengthen memory ([Dessy et al., 2020](#)). In Hijaiyah letter learning, fun cards are used by showing letter cards one by one while the teacher pronounces them and children imitate, followed by guessing games, arranging cards, and even singing letters, making the learning process enjoyable. Children are also asked to demonstrate pronunciation and write letters as visual and motor reinforcement. The effectiveness of this media aligns with the findings of [Khodijah et al. \(2023\)](#), which showed that Hijaiyah letter flashcards help children aged 5-6 years recognize, name, and arrange letters correctly while increasing motivation and visual memory.

Based on preliminary observations at RA Al-Ikhlasiyah 2, children aged 5-6 years still experience difficulties in recognizing, reading, and memorizing Hijaiyah letters. Although some children already know several Hijaiyah letters such as alif, ba, and ta, they remain hesitant to mention them due to fear of being wrong or not being accustomed to trying independently. Consequently, children still frequently require teacher assistance when asked to read or point to Hijaiyah letters, and when the teacher asks children to mention specific letters, they often ask their teacher first. The children's ability to memorize Hijaiyah letters has also not developed optimally. This is evident when children are asked to recite Hijaiyah letters in sequence—many stop midway, confuse letters, or wait for teacher guidance. Children also struggle to distinguish letters with similar shapes and sounds, such as ba, ta, and tsa, or jim, ha, and kha. Furthermore, children's concentration ability has not developed optimally, as seen in their easy distractibility and inability to focus for extended periods during reading and memorization activities. One factor affecting children's lack of focus is the quite noisy classroom condition. Some children often talk to themselves or play during learning activities, making the classroom less conducive. This causes other children to become distracted and have difficulty concentrating. Hijaiyah letter learning has thus far been dominated by the use of books and chalkboards, making children less interested and quickly bored. The lack of engaging and play-based media results in children being less active in learning activities. Therefore, the use of Hijaiyah Fun Card media is needed as a more enjoyable and interactive learning medium to help improve the reading and memorization abilities of Hijaiyah letters in children aged 5-6 years at RA Al-Ikhlasiyah 2.

Research by [Nurajijah \(2025\)](#) shows that the use of flashcard media is a key component in improving early Hijaiyah literacy in children aged 4-5 years at TK At-Taujeh Cimerak. This media serves as a visual aid that facilitates children's recognition of letter shapes, supported by teacher demonstration, pronunciation practice, and evaluation reinforced with rewards to increase learning motivation. These findings align with but contrast with

research by [Srimpiani \(2024\)](#), which revealed that children's ability to read Hijaiyah letters at KB Irsyadul Ulum Al Washliyah remains low because the learning media used are still simple and uninteresting, failing to stimulate children's attention and engagement. The lack of media variety is a primary cause of ineffective Hijaiyah letter learning, underscoring the importance of using educational media that is visual, creative, and appropriate for early childhood characteristics.

Despite these contributions, the three previous studies differ from the present research. [Nurajijah \(2025\)](#) focused on improving early Hijaiyah literacy in children aged 4-5 years through flashcard media and only described learning steps without repeated action. [Srimpiani \(2024\)](#) showed low Hijaiyah reading ability due to uninteresting media, without systematic intervention to address the condition. Meanwhile, [Ummah & Shodiqoh \(2021\)](#) used picture cards to improve Hijaiyah reading ability in Group A. The fundamental difference of the present study lies in the synergy between manipulative media and reflective methods. While previous studies only focused on general reading learning outcomes, this research examines in depth how Hijaiyah Fun Card media specifically improves children's retention in memorizing letters sequentially and randomly through adaptive classroom action.

This novelty provides practical solutions for teachers so that cards are not only used as visual aids for seeing letters but also as play media that can stimulate children's thinking abilities holistically. Therefore, through Classroom Action Research (CAR), this media is used directly in the classroom to observe how cards can help children learn more actively, joyfully, and easily understand the material. Hijaiyah Fun Card is applied through structured action cycles to improve both reading and memorization of Hijaiyah letters in children aged 5-6 years. Based on this explanation, the research problem is formulated as: *"How does the use of Hijaiyah Fun Card media improve early childhood's ability to read and memorize Hijaiyah letters?"* This research provides readers with an understanding that Hijaiyah Fun Card can be an easy and enjoyable way to help children learn to read and memorize Hijaiyah letters, as well as serve as an attractive new learning media option for children.

The main indicators of the use of Hijaiyah Fun Card media on the ability to read and memorize Hijaiyah letters in early childhood aged 5-6 years are: the child's ability to pronounce Hijaiyah letters correctly, the ability to distinguish Hijaiyah letters with similar shapes and sounds such as ba, ta, tsa, the ability to remember Hijaiyah letter names without teacher assistance, the ability to recognize Hijaiyah letters when shown cards, and the ability to memorize Hijaiyah letters progressively. Through the application of Hijaiyah Fun Card, these indicators can develop optimally because children are trained to learn while playing, observe images on cards, pronounce letters repeatedly, and interact directly with learning media. This activity makes children more active, interested, and less bored. Additionally, the use of colorful and varied cards helps children focus, improves memory, and facilitates recognition and memorization of Hijaiyah letters in a fun and gradual manner appropriate to early childhood developmental stages.

2. Methods

This research employs a qualitative and quantitative approach with the type of Classroom Action Research (CAR). According to [Arikunto \(2021\)](#), CAR is a reflection on learning activities in the form of actions that are intentionally raised and occur in a classroom setting collectively. The research design follows the cyclical model developed by Kemmis and McTaggart, which includes four main stages: planning, acting, observing, and reflecting ([Suharsimi, 2021](#)), adapted specifically for this Hijaiyah Fun Card media research. This cycle continues until the goal of improving children's abilities is achieved.

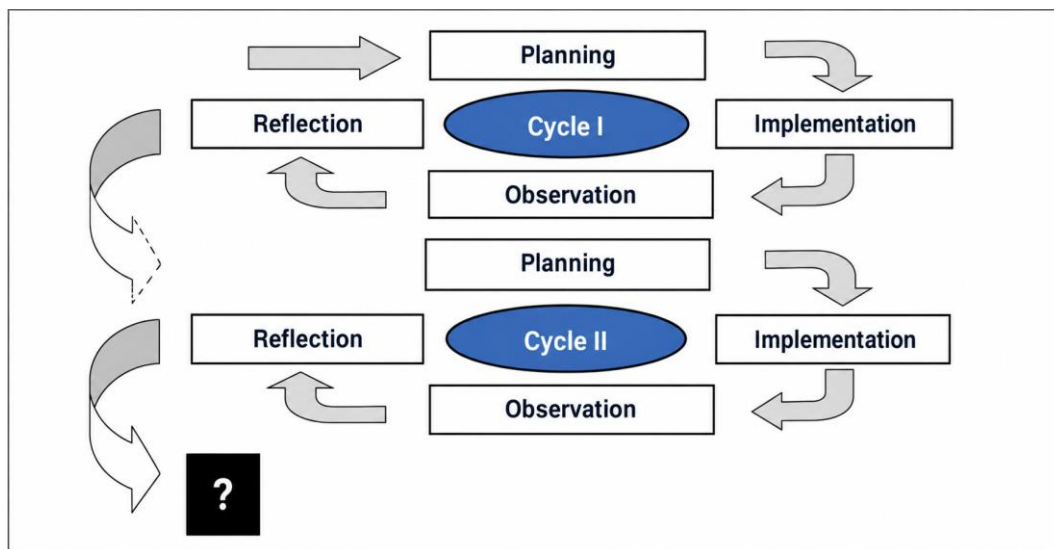


Figure 1. Classroom Action Research Flow

The research subjects of were early childhood children in Group B (aged 5-6 years) at RA Al-Ikhlasiyah 2, located at Jl. Jermal 3 Ujung No. 19, Medan Denai District, Medan City, North Sumatra 20228, with a focus on improving the ability to read and memorize Hijaiyah letters. The research was conducted in two cycles, with each cycle consisting of two to three meetings.

Research data were collected through three main instruments. First, observation was used to observe children's and teachers' activities during the use of Hijaiyah Fun Card media, providing direct insight into the learning process and engagement levels. Second, performance tests were administered to measure children's ability to pronounce (read) and recall (memorize) Hijaiyah letters that had been taught, serving as the primary measure of learning outcomes. Third, documentation in the form of activity photographs and children's work results was collected as authentic supporting data to complement and validate the observational and test findings.

The data analysis technique used was comparative descriptive analysis, where the success of the action was measured based on classical completeness criteria. Following Sugiyono (2019), qualitative data analysis was conducted by reducing data, presenting data, and drawing conclusions for a deeper picture of the learning process. Improvement in children's reading and memorization abilities was analyzed by comparing the percentage of achievement between pre-cycle, Cycle I, and Cycle II (Mulyasa, 2022). The use of Hijaiyah Fun Card media in this method is expected to optimally stimulate children's cognitive and linguistic aspects through learning while playing, as emphasized by Hidayat and Fadillah (2020), ensuring that the learning experience remains enjoyable and developmentally appropriate for early childhood learners.

3. Result and Discussion

This classroom action research was conducted at RA Al-Ikhlasiyah 2 in Group B, comprising children aged 5-6 years, with the primary objective of improving their ability to read and memorize Hijaiyah letters through the implementation of Hijaiyah Fun Card media. The research was carried out in two cycles, each following the systematic stages of planning, action implementation, observation, and reflection. The cyclical nature of the research design allowed for continuous improvement and adaptation of instructional strategies based on the observed outcomes and challenges encountered during each phase of the study.

Initial Condition (Pre-Action)

Prior to the implementation of the intervention, preliminary observations revealed that children's ability to read and memorize Hijaiyah letters remained relatively low, indicating a significant gap between expected developmental outcomes and actual performance. The majority of children were unable to recognize the shapes of Hijaiyah letters with accuracy, experienced considerable difficulty in pronouncing letter sounds correctly, and lacked the capacity to memorize the sequence of Hijaiyah letters independently. Furthermore, the instructional approach that had been predominantly employed relied heavily on lecture-based methods and the use of limited, unvaried media, which contributed to children's disengagement, boredom, and diminished participation during learning activities. This suboptimal condition underscored the necessity for an alternative pedagogical approach that could address the specific learning needs and characteristics of early childhood learners, ultimately serving as the catalyst for the researcher to implement Hijaiyah Fun Card media as a more engaging, interactive, and developmentally appropriate learning resource.

Cycle I Results

During the planning stage of Cycle I, the researcher systematically prepared Daily Learning Implementation Plans (RPPH), organized the Hijaiyah Fun Card media, developed observation sheets, and established the indicators for research success. The implementation of the action involved the introduction of Hijaiyah letters through interactive cards equipped with audio features that produced correct letter pronunciations, providing children with both visual and auditory learning stimuli. Children were guided to observe letter shapes, listen to corresponding sounds, imitate the pronunciations, and actively participate in various games involving matching and arranging Hijaiyah letters in sequence. The observation results from Cycle I indicated that the use of Hijaiyah Fun Card media had successfully captured children's attention, with participants demonstrating increased enthusiasm compared to previous learning sessions. However, despite this positive response, some children continued to require teacher assistance in recognizing and memorizing Hijaiyah letters, suggesting that the intervention had initiated progress but had not yet fully addressed all learning challenges.

Table 1. Results of Reading and Memorizing Hijaiyah Letters Ability in Cycle I

Category	Number of Children	Percentage
Not Yet Developing (BB)	0	0%
Starting to Develop (MB)	4	57.14%
Developing According to Expectations (BSH)	3	42.86%
Very Well Developed (BSB)	0	0%
Total	7	100%

Based on the table above, it can be seen that most children were still in the Starting to Develop (MB) category with a percentage of 57.14%, while the Developing According to Expectations (BSH) category was 42.86%, and no children achieved the Very Well Developed category. The reflection phase of Cycle I identified that although children had developed an interest in using the media, several participants still lacked confidence when asked to read letters independently, and some continued to struggle with distinguishing letters that shared similar shapes. These findings guided the pedagogical improvements implemented in Cycle II, which focused on more intensive practice sessions, increased repetition of material, and enhanced play-based activities using the media to reinforce learning and address identified challenges.

Cycle II Results

Building upon the reflective insights from Cycle I, the planning for Cycle II incorporated strategic enhancements including increased variation in games, expanded opportunities for children to utilize the media independently, and targeted assistance for those who continued to experience difficulties. During the action implementation phase, children were provided with greater autonomy in using the Hijaiyah Fun Card media, engaging in activities that involved guessing letters based on heard sounds, arranging Hijaiyah letters in proper sequence, and memorizing letters both individually and collaboratively in group settings. Observation results from Cycle II demonstrated substantial improvement in the majority of children's ability to read and memorize Hijaiyah letters, with participants exhibiting increased activity, confidence, and sustained focus throughout the learning process.

Table 2. Results of Reading and Memorizing Hijaiyah Letters Ability in Cycle II

Category	Number of Children	Percentage
Not Yet Developing (BB)	0	0%
Starting to Develop (MB)	3	42.86%
Developing According to Expectations (BSH)	0	0%
Very Well Developed (BSB)	4	57.14%
Total	7	100%

The quantitative data from Cycle II indicated a significant positive shift in developmental categories, with 57.14% of children (4 out of 7) achieving the Very Well Developed (BSB) category, while 42.86% (3 out of 7) remained in the Starting to Develop (MB) category, and no children were classified as Not Yet Developing (BB) or Developing According to Expectations (BSH). The comparative analysis between Cycle I and Cycle II revealed a marked improvement in children's learning outcomes, as the percentage of children achieving the Very Well Developed category increased dramatically from 0% to 57.14%, while the Starting to Develop category decreased from 57.14% to 42.86%, and the Developing According to Expectations category declined from 42.86% to 0%.

Table 3. Comparison of Developmental Categories Between Cycle I and Cycle II

Category	Cycle I	Cycle II	Change
Not Yet Developing (BB)	0%	0%	0%
Starting to Develop (MB)	57.14%	42.86%	-14.28%
Developing According to Expectations (BSH)	42.86%	0%	-42.86%
Very Well Developed (BSB)	0%	57.14%	+57.14%

The table clearly demonstrate that the number of children achieving the Very Well Developed (BSB) category increased from 0% in Cycle I to 57.14% in Cycle II. Meanwhile, the number of children in the Starting to Develop (MB) category decreased from 57.14% to 42.86%, and those in the Developing According to Expectations (BSH) category decreased from 42.86% to 0%. These findings clearly demonstrate the effectiveness of the pedagogical refinements implemented in the second cycle.

The Cycle II reflection confirmed that children's ability to read and memorize Hijaiyah letters had significantly improved, with participants demonstrating enhanced ability to recognize letters, greater confidence in independent reading and memorization, and overall improved engagement with the learning activities. The key improvements from Cycle I to Cycle II are summarized in Table 4, which highlights the substantial gains in developmental

categories, letter recognition, memorization ability, confidence levels, and learning engagement. Consequently, the research action was discontinued after Cycle II, as the predetermined research objectives had been successfully achieved, indicating that Hijaiyah Fun Card media constitutes an effective instructional resource for enhancing early childhood literacy in the context of Hijaiyah letter learning.

Discussion

The results of this study indicate that the use of Hijaiyah Fun Card media can improve the ability to read and memorize Hijaiyah letters in early childhood. This improvement is evident from the changes in children's developmental categories in each cycle. After the application of Hijaiyah Fun Card media, children became more active, enthusiastic, and focused during learning activities. The significant increase in the Very Well Developed (BSB) category from 0% in Cycle I to 57.14% in Cycle II demonstrates the effectiveness of the intervention in addressing the initial learning challenges identified during the pre-action phase.

The success of using Hijaiyah Fun Card media is inseparable from the media's characteristics that combine visual and auditory elements. Children not only see the shapes of Hijaiyah letters on the cards but also hear the pronunciation of letters directly through the card reader device. This combination provides a more concrete learning experience, making it easier for children to understand and remember Hijaiyah letters. This aligns with research by [Alhamdan et al. \(2025\)](#), which found that multisensory experiences during childhood significantly enhance memory retention and cognitive development. The integration of visual and auditory stimuli in Hijaiyah Fun Card media creates a rich learning environment that supports the development of both recognition and recall abilities. The multisensory nature of the media ensures that children with different learning preferences—whether visual, auditory, or kinesthetic—can all benefit from the learning experience.

The study results align with research conducted by [Aisyah et al. \(2022\)](#), which concluded that flashcard media is effective in improving the ability to recognize Hijaiyah letters in early childhood. The use of attractive visual media can increase attention, motivation, and children's engagement in the learning process. The findings of that study showed that children more easily recognize letters when learning is conducted through media that can be seen and played with directly. This is consistent with research by [Dessy et al. \(2020\)](#), which emphasized that flashcards facilitate information literacy development in children through visual stimulation and interactive engagement. The present study extends these findings by demonstrating that the addition of auditory elements to flashcards further enhances their effectiveness in early childhood literacy development.

Furthermore, the results of this study also support the research of [Aulia & Sari \(2023\)](#), which found that the design of interactive Hijaiyah letter learning tools has a positive effect on early childhood reading ability. Interactive media provides opportunities for children to be actively involved during the learning process so that reading ability develops more optimally. In this study, Hijaiyah Fun Card media provided opportunities for children to learn through activities of seeing, hearing, touching, and playing with letter cards directly. The effectiveness of multisensory approaches is further supported by research on digital multisensory flashcards, which found that the integration of visual, auditory, and kinesthetic elements effectively enhances letter recognition, phonemic awareness, and vocabulary acquisition (Kajian Literatur Pengembangan Flashcard Digital Multisensori, 2025). This finding reinforces the argument that multisensory learning experiences are particularly beneficial for young children who are in the early stages of literacy development.

The improvement in the ability to memorize Hijaiyah letters found in this study also aligns with research by [Khodijah et al. \(2023\)](#), which showed that the use of Hijaiyah letter

flashcards can improve the ability to recognize and remember Hijaiyah letters in children aged 5-6 years. Repetition activities conducted through card games help children store information in long-term memory, making memorization ability better. Research by [Hasan et al. \(2025\)](#) on audio-visual media and memory retention in early childhood further supports these findings, demonstrating that media combining visual and auditory elements significantly enhances children's ability to retain and recall information. The repetitive nature of the card-based activities in the present study, combined with the engaging game formats, created optimal conditions for memory consolidation and retrieval practice.

From the perspective of child development, the results of this study align with the views of [Khadijah & Amelia \(2020\)](#), who explain that early childhood cognitive development requires stimulation that is concrete, interesting, and appropriate to children's learning characteristics. Young children tend to learn more effectively through play activities and direct experiences compared to abstract learning. Therefore, the use of Hijaiyah Fun Card media is one form of appropriate stimulation in improving the ability to read and memorize Hijaiyah letters. This is consistent with research by [Winnuly et al. \(2025\)](#), which developed multisensory Hijaiyah letter games for early childhood, finding that multisensory approaches significantly enhance letter recognition and memorization. The playful nature of the media ensures that learning remains enjoyable and developmentally appropriate, which is crucial for sustaining children's motivation and engagement.

In addition to improving reading and memorization abilities, the use of Hijaiyah Fun Card media also positively impacts children's learning participation. During the implementation of the action, children appeared more active in asking questions, answering the teacher's questions, and participating in various games provided. This condition shows that interesting learning media can create a pleasant learning atmosphere so that children are more motivated to follow learning activities to completion. Research by [Cantika et al. \(2022\)](#) on the impact of learning methods on early childhood development found that engaging and interactive media significantly improves children's participation and learning outcomes. The increased participation observed in this study contributed not only to improved literacy outcomes but also to the development of positive attitudes toward learning.

The findings of this study are also supported by research on the implementation of flashcards in Hijaiyah letter learning for early childhood ([Rahimah, 2024](#)), which identified that flashcards are effective in helping children recognize and memorize letters through visual repetition and interactive games. Similarly, research on improving the ability to recognize Hijaiyah letters through flashcard media in children aged 5-6 years found that flashcard media significantly improves letter recognition abilities through structured and repetitive learning activities. The consistency of these findings across multiple studies and contexts provides strong evidence for the effectiveness of flashcard-based approaches in early literacy development.

The effectiveness of flashcards in early childhood education is further supported by research on the impact of using flashcards on letter comprehension among kindergarten students ([Rahimah, 2024](#)), which demonstrated that flashcards are effective in teaching Arabic letters to kindergarten students, contributing to achieving the best educational outcomes. Research by [Tamaji & Sari \(2022\)](#) on the implementation of Iqra' block media in reading Hijaiyah letters in Group A children also found that manipulative and interactive media significantly improve children's reading abilities. These findings collectively suggest that hands-on, interactive media are essential for effective early childhood literacy instruction.

Research on the effectiveness of flashcard media in improving early reading skills (Setiani & Santoso, 2026) consistently demonstrates that flashcards are effective in

enhancing early reading skills, particularly letter recognition, decoding, fluency, and reading motivation. This aligns with research on the development of flashcard media for improving early reading skills in kindergarten (The Development of Flashcard Media for Improving Early Reading Skills in Kindergarten, 2025), which found that flashcards equipped with audio-reading devices significantly improve early reading skills. The audio component of the Hijaiyah Fun Card media in the present study provided an additional layer of support that further enhanced its effectiveness.

The use of Hijaiyah Fun Card media also addresses the challenges identified in previous research. [Srimpianti \(2024\)](#) found that low Hijaiyah reading ability was caused by uninteresting and simple media. The present study addresses this gap by providing media that is visually attractive, interactive, and appropriate to children's developmental characteristics. Similarly, research on interactive media for introducing Hijaiyah letters based on flashcards ([Muliaty et al., 2025](#)) found that flashcards are an interesting and helpful learning medium for children in recognizing Hijaiyah letters easily. By addressing the limitations of previous approaches, Hijaiyah Fun Card media offers a viable solution for improving early literacy outcomes in Islamic education contexts.

The success of Hijaiyah Fun Card media can also be understood through the lens of cognitive development theory. According to Piaget's theory of cognitive development, children aged 5-6 years are in the preoperational stage, where they learn best through concrete experiences and hands-on activities. Hijaiyah Fun Card media provides exactly this type of concrete, manipulative experience, allowing children to physically interact with letter cards while simultaneously hearing pronunciation. This multisensory approach supports the development of what Vygotsky referred to as the zone of proximal development, where children learn with guidance and gradually become independent. The structured support provided by the teacher during the learning activities in this study facilitated children's progression from dependent to independent learning.

Furthermore, the repetitive nature of card-based learning activities supports the development of automaticity in letter recognition, which is a crucial precursor to fluent reading. Research on early literacy interventions has shown that systematic, explicit instruction using flashcards can significantly improve letter-sound recognition, phonemic awareness, and word identification (Systematic Literature Review on Early Reading Interventions, 2023). The present study extends these findings to the context of Hijaiyah letter learning, demonstrating that similar principles apply to Arabic script literacy. The development of automaticity in letter recognition enables children to focus their cognitive resources on higher-level comprehension processes as they progress in their literacy development.

The social and emotional benefits of using Hijaiyah Fun Card media should also be noted. Children who participated in this study showed increased confidence in their abilities, as evidenced by their willingness to read letters independently and participate in group activities. This aligns with research on the role of play-based learning in early childhood development, which emphasizes that enjoyable learning experiences foster positive attitudes toward learning and support the development of self-efficacy. The use of games, group activities, and positive reinforcement in the form of rewards created a supportive learning environment that encouraged children to take risks and persist in their learning efforts. The positive emotional experiences associated with learning can have lasting effects on children's motivation and engagement with future learning opportunities.

The findings of this study also have practical implications for early childhood educators. The success of Hijaiyah Fun Card media suggests that teachers should consider incorporating similar interactive, multisensory approaches into their teaching practice. The use of colorful, engaging cards that combine visual and auditory elements can significantly

enhance children's engagement and learning outcomes. Additionally, the structured, cyclical approach of classroom action research provides a model for teachers to systematically improve their teaching practice through reflection and adaptation. Teachers can adapt the principles underlying Hijaiyah Fun Card media to other areas of early childhood education, creating similarly effective learning experiences across the curriculum.

Based on the results of this study and various relevant previous studies, it can be concluded that the use of Hijaiyah Fun Card media is an effective learning strategy for improving the ability to read and memorize Hijaiyah letters in early childhood. This media optimizes the learning process through a combination of visual, auditory, and play activity elements, making learning more meaningful, enjoyable, and appropriate to the developmental characteristics of early childhood. The significant improvements observed from Cycle I to Cycle II, particularly the increase in children achieving the Very Well Developed category from 0% to 57.14%, provide strong evidence for the effectiveness of this approach. Future research should explore the application of similar multisensory approaches to other areas of early childhood Islamic education and investigate the long-term effects of such interventions on children's literacy development and academic achievement.

4. Conclusion

Based on the classroom action research conducted in two cycles, it can be concluded that the use of Hijaiyah Fun Card media can improve the ability to read and memorize Hijaiyah letters in early childhood Group B at RA Al-Ikhlasiyah 2. In Cycle I, the ability to read and memorize Hijaiyah letters was still in a suboptimal category. Of the 7 children who were research subjects, 4 children (57.14%) were in the Starting to Develop (MB) category and 3 children (42.86%) were in the Developing According to Expectations (BSH) category. These results indicate that most children still experienced difficulties in recognizing, reading, and memorizing Hijaiyah letters independently.

After improvements were made in Cycle II through more intensive and interactive use of Hijaiyah Fun Card media, children's abilities improved. Observation results showed that 4 children (57.14%) achieved the Very Well Developed (BSB) category and 3 children (42.86%) remained in the Starting to Develop (MB) category. Children appeared more active, enthusiastic, focused, and confident in recognizing, reading, and memorizing Hijaiyah letters. This improvement occurred because Hijaiyah Fun Card media provides an engaging learning experience through a combination of visual and auditory elements. Children not only see the shapes of Hijaiyah letters but also hear direct pronunciation, making the learning process more concrete, enjoyable, and easy to understand. Thus, the use of Hijaiyah Fun Card media can be used as an effective alternative learning medium in improving the ability to read and memorize Hijaiyah letters in early childhood. This media also creates an active, enjoyable learning atmosphere that is appropriate to the developmental characteristics of early childhood.

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