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The Effect of the Use of Flacing Beam Media on the Ability of the Early Recognition of the Hijaiyah Letters in Children in Paud Mutiara Islam

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Keywords	Abstract
children, hijaiyah letters, block media	Learning media is a tool that serves to convey learning messages. The media used in this study were 15 colorful stacked blocks with 3 pillars. The purpose of this research is to determine whether there is an effect of using stacking block learning media, so that it can improve the ability to recognize hijaiyah letters in children aged 3 to 4 years at Mutiara Islami PAUD. The research method used is quantitative experiment with One-group Pre-test Post-test Design. This research is a study with one experimental group given treatment (treatment). The treatment carried out in this study consisted of 4 times which showed the results of the pretest with an average of 25.87 in the Undeveloped (BB) category and the Post-Test with an average of 78, 47 with the category of Developing According to Expectations (BSH). This study also tested normality, homogeneity which states that the data are normally distributed and homogeneous. Testing the t_{count} hypothesis (t-test) with t_{table}, obtained t_{count} = 20 from the table with a significant level of = 0.05 and degrees of freedom dk = 14, then the value of t = 2.145, so that t_{count} > t_{table} is 20 > 2.145. The results obtained are the rejection of Ho and the acceptance of Ha, which means that there is an influence in the use of stacking block media on the ability to recognize children's early hijaiyah letters.

Kata kunci	Abstrak
anak, huruf hijaiyah, media balok	*Media pembelajaran merupakan sebuah alat yang berfungsi untuk menyampaikan pesan pembelajaran. Media yang digunakan dalam penelitian ini adalah balok susun warna warni yang berjumlah 15 buah de-*

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ngan 3 tiang. Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh penggunaan media pembelajaran balok susun, sehingga dapat meningkatkan kemampuan mengenal huruf hijaiyah pada anak usia 3 sampai 4 tahun di PAUD Mutiara Islami. Metode penelitian yang digunakan yaitu kuantitatif eksperimen dengan desain One-group Pre-test Post-test Design. Penelitian ini merupakan penelitian dengan satu kelompok eksperimen dengan diberikan treatment (perlakuan). Perlakuan yang dilakukan dalam penelitian ini terdiri dari 4 kali yang menunjukkan hasil pretest dengan rata-rata 25,87 kategori Belum Berkembang (BB) dan Post-Test dengan rata-rata 78,47 dengan kategori Berkembang Sesuai Harapan (BSH). Penelitian ini juga menguji normalitas, homogenitas yang menyatakan data berdistribusi normal dan homogen. Pengujian hipotesis t_{hitung} (Uji-t) dengan t_{tabel}, diperoleh t_{hitung} = 20 dari tabel dengan taraf signifikan á = 0,05 dan derajat kebebasan dk = 14, maka nilai t = 2,145, sehingga diperoleh $t_{hitung} > t_{tabel}$ yaitu 20 > 2,145. Hasil yang didapat ialah adanya penolakan Ho dan penerimaan Ha yang artinya adanya pengaruh dalam penggunaan media balok susun terhadap kemampuan pengenalan awal huruf hijaiyah anak.

A. Introduction

Early childhood is a child aged 6 years and under and as a very special person. Children are individuals who are undergoing a rapid development process and of course very fundamental for the next life in the future. This period is known as the golden age (Wiyani & Bastawi, 2012). All children have different strengths and abilities, but still need stimulation and stimulation from adults or other people. The existence of the provision of stimulation can help children grow and develop both physically and spiritually until they enter age (Musbikin, 2010). The provision of these stimuli is not only given comprehensively or the brain is intelligent but also intelligent in other aspects.

The characteristics of early childhood are different from children aged 8 years and over. These characteristics such as enjoying observing, exploring the environment, holding everything that has just been seen, having great curiosity, always being spontaneous in expressing thoughts and feelings, egocentric, bored quickly, social creatures, unique personality, often fantasizing, short concentration, and all of that is the most potential time to learn (Yulianti, 2017). Especially children aged 3–4 years, the increase in growth and development has experienced a lot of improvement, such as in motoric development, social, fantasy, ability to overcome frustration, and egocentricity. In addition, in the cognitive aspect, children begin to recognize the concepts of number, size, color, group objects by size and shape, learn to observe and hear instructions and children's attention spans from 5 to 15 minutes (Kartono, 1986). It is very important to provide stimulation to children, especially in several aspects of child development, namely religion and morals, physical and motoric, social and emotional, language, cognitive, and art. Early childhood is very important to be introduced and taught various things. Especially the religious development of children, is needed in exploring their lives with the religion they follow.

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One of the abilities that must be possessed by Muslim children is the ability to read the Qur'an. Children from an early age are taught and guided to read the Qur'an, because it is a religious book and guidance that was sent down by Allah Ta'ala to the Prophet Muhammad Salallahi Alaihi Wassallam. for all mankind (servants). Especially for early childhood, as a provision in the future, as well as how to deal with the end times which are always unpredictable. Children must often be listened to and taught about the Qur'an, because if the Qur'an is read properly and correctly and fluently it will train brain development, formation of the soul, character and body of the child, which makes the pulse in tune with the recitation of the Qur'an (Hasan, 2011). For early childhood, learning the Qur'an depends on the age and ability of the child. At the age of 0 to 3 years, the child is still being listened to the verses of the Qur'an, continued with the age of 3 to 4 years, the child begins to be introduced to the letters of the Qur'an, while the age of 4 to 6 years, the child begins to learn to read verse by verse.

Learning is a process of communication between learners, teachers and teaching materials. In addition to teaching materials, what is no less important is learning media or teaching tools. Learning media is a tool that serves to convey learning messages, so that communication in learning really needs the help of means of delivering messages or media (Arsyad & Rahman, 2014).

In some PAUD and Koran places, the use of tilawati books and other Koran books is very often used. For children aged 4 to 6 years, the use of tilawati books and other mushab will be very helpful in increasing children's understanding in reading the Qur'an, but it is different for children aged 3 to 4 years. The use of tilawati books is not appropriate if used for children aged 3 to 4 years because it is less attractive. Children at that age need to learn with media or something real and can be played. In addition to children who recite the Koran every day, children will be shown the book continuously without any other technique or method used by the teacher to increase children's enthusiasm for reading the Koran. The boredom shown by the child can be through the movement of the child who cannot stay still, questions that the child will give to the teacher,

The media used is very important, serves as a tool in the child's learning process so that children do not feel bored. Learning media can make the learning process easier

Figure 1 Hijaiyah Stacking Blocks

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so that the results obtained can satisfy teachers and children, so that from the process carried out it is expected to provide feedback from both. Children's world is a world full of colors, children like something unique and colorful, so that children's interest in playing objects or things will increase. The use of stacking blocks is not only used as a medium in learning, but also as a game, so that children learn while playing. The purpose of this research is to find out whether there is an effect of using stacking block learning media.

The introduction of hijaiyah letters in children will determine how the child's process in learning the Qur'an. Before children know tajwid and harokat, first the introduction of the hijaiyah letter is done by the teacher at school. Many cases occur when children read the Qur'an, where children cannot distinguish hijaiyah letters correctly, because many hijaiyah letters are the same from one another. Therefore, the introduction of hijaiyah letters must be fun and interesting for children, so that children do not get bored easily and give up in learning. Early childhood is a period where learning must be fun, because at this age the child's focus point is still low. Likewise, by introducing the Qur'an, especially introducing hijaiyah letters to children,

Children are realistic individuals, always asking questions and full of creativity. Children like and enjoy things that are full of color, so the media used by researchers is very liked by children. Learning media is very helpful in learning activities, children can learn while playing. Through the media of colorful blocks, researchers hope that children can name colors, insert the ordered blocks, and distinguish similar hijaiyah letters.

The media used in this research is hijaiyah stacking block media (colorful). Hijaiyah stacking blocks media are media made of pine wood, so they are light and safe for children (especially 3 to 4 years old). This media has 15 colorful blocks with a length of 21 cm, a width of 6.5 cm and a height of 26 cm. Besides that it has 3 sticks that are used to insert the blocks into the stick as desired or ordered. Block as a tool that is concrete or real in the child's hand (the act of touching and working which is usually done by hand) that can be seen and touched. Beams as one of the visual media that can develop early childhood cognitive (Pradana, 2016), so it is useful for stimulating the imagination and creativity of early childhood (Fadillah, 2017).

B. Methodology

This study used descriptive quantitative. The method used is an experimental method with a quantitative approach to determine the influence of the use of stacking blocks in introducing hijaiyah letters (sugiyono, 2014). The study was conducted in class A of PAUD Mutiara Islami Pagutan Mataram with a sample of 15 children. The research steps are that the teacher chooses one experimental class and one control class as a comparison. The experimental class then carried out several stages, namely pre-test (test without treatment) as the initial test before treatment, then carried out treatment and post-test (after treatment) to determine the final result. The types of instruments used are observation and documentation (Sugiyono, 2017). Observation sheet as a reference in

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observing activities carried out by children, before and after treatment. Observations were made on 15 children with 3 indicators and 12 criteria. These indicators are being able to mention hijaiyah letters, being able to show hijaiyah letters correctly, and being able to distinguish similar hijaiyah letters. Each indicator has 4 criteria and will be scored with 4 scores (Dimyati, 2013). The data analysis used was a T-test using SPSS model 23 (Supardi, 2013).

1. Planning

At the planning stage, researchers make RPPH (Daily Learning Implementation Plan) using Stacking Beam media, learning tools, and then prepare observation sheets as a reference in observing the activities carried out by children, before treatment and after treatment

2. Implementation

This stage is the implementation of the predetermined plan, namely in class A paud Mutiara Islami from the age of 3–4 years. The child's initial activities, doing the rows-lined up in front of the class, entering the class, religious time, reading prayers before starting the meal, eating together, praying after eating, and finally starting the core activity. One of the core activities is studying and children will face the Teacher. The Teacher introduced hijaiyah letters using stacking blocks (hijaiyah letters) one by one. In some treatments, researchers used the help of other media, such as letter cards, plasticine, and audio-visual.

3. Observation

Researchers act as partners who assess children's learning activities at the observation stage. Researchers recorded all activities carried out by children during learning or activities, ranging from before treatment, treatment to activities after treatment. Observation of learning activities is carried out at the time of implementation to determine the course of the learning process.

4. Reflection

At the reflection stage, researchers analyzed the observation results with t-test data analysis techniques using the help of SPSS model 23 by comparing the data of the results before treatment and after receiving treatment. If the data obtained in the first and second treatments have not matched the 3 indictors, then the action will be continued by getting the third to fourth treatment. Researchers also use complementary media in providing treatment, so that the results can be maximized. Measurement of research results can use the category of success, the category is Table 1:

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Table 1 Category of Student Success

Interval	Categories
1-40	Undeveloped (UD)
41-60	Start developing (SD)
61-80	In expected developing (ED)
81-100	Well developed (WD)

C. Result and Discussion

1. Results

As has been discussed in the research method, namely experimental research, it includes 3 things, namely pre-test, treatment, and post-test. The first step is to do pre-test or before treatment, so that they do not use stacking blocks media, with the aim of seeing how much the child's ability to recognize hijaiyah letters is.

1. Pre-test

The child's initial activity before the main activity is of course doing lines in front of the class, going to class, religious time, reading prayers before starting to eat, eating together, praying after eating, and finally starting core activities. The Koran activity is an additional learning activity so that it is carried out alternately by one to two children who enter the class. In this pre-test, the researcher asked the teacher to do reciting activities together for a few minutes and after that they took turns. The first thing the researchers did was sing the hijaiyah letters together, because children are very excited if the activities they do are preceded by singing. The researcher then used the board to write hijaiyah letters and asked all the children to name them while singing. After the children study together, then the children take turns to enter the classroom for activities.

Children face each other with the teacher (face to face) which is limited by a small table where to put books, the Qur'an or other media used. Stage pre-test did not use

Table 2 Pre-Test Scores (Before Treatment)

No.	Name	Total	Score
1	Khalil	4	33
2	Daffa	3	25
3	Adam	3	25
4	Faqih	4	33
5	Farah	3	25
6	Naya	3	25
7	System	3	25
8	Varo	2	16
9	Sabiq	3	25
10	Dea	2	33
11	Afan	4	33
12	Mutia	2	16
13	Hani	2	16
14	Kinan	4	33
15	Nasya	3	25

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block media, so the researchers used the Koran book which is often used in Mutiara Islami PAUD. The researcher invites the children to read the sentence of Allah Albasmalah "Bismillahirrahmanirrahim". The child begins to mention the letters pointed to by the researcher one by one in the Koran book.

2. Treatment or Treatment

At stage treatment, researchers who take over the class and prepare all learning tools such as RPPH (Daily Learning Implementation Plan) and other media (tools and materials). The RPPH made there are 4 meetings or for 4 times the treatment, but in the RPPH there are several additional activities that vary, so that children are more enthusiastic about learning. In accordance with the RPPH, the researcher first invites the children to do initial activities, such as marching in front of the class, entering class, religious time, praying before eating, starting to eat, praying after eating, starting the core activity by doing ice breaking, then singing hijaiyah letters. Which is already memorized by the children. The researcher introduced the hijaiyah letters on the blocks and the children seemed enthusiastic to learn using blocks.

The first indicator is that the child is able to mention the hijaiyah letters, so the researcher invites the children to mention the color of the blocks according to the letters mentioned, the children are also asked to count the total number of hijaiyah letters on the blocks in order, then the researcher also uses the help of media (cards) letters for children to count all the hijaiyah letters on the block as additional media for children. The second indicator is that the child is able to show the hijaiyah letters correctly. The researcher asked the children to insert the letter blocks into the sticks as instructed, the children also matched the hijaiyah letter blocks with the letter cards, the enthusiastic children competed to enter the letters called by the teacher into the sticks, then the children could also make hijaiyah letter shapes with plasticine according to the letter blocks, which is on the stick.

In the first and second treatments, children still need to be guided and still look confused with the block media, even so the children are still enthusiastic about playing with blocks. In the third and fourth treatments, children are increasingly understanding and able to distinguish each hijaiyah letter. In some treatments, researchers used other media, such as letter cards, plasticine, and audio-visual without eliminating the role of the media block in learning activities. The treatment was carried out without forcing the children to want or not to use blocks as a medium in introducing hijaiyah letters, so that when the children did not want to learn, the researchers used other methods or inducements to invite children to stay focused in learning. The process of giving the treatment the researchers did while playing, so it did not give a burden even to the child.

3. Post-Test

In the final stage, namely the post-test, the researcher again carried out activities as was done in the treatment stage, with reference to 3 indicators, namely being able to

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mention hijaiyah letters, being able to show hijaiyah letters correctly and being able to distinguish similar hijaiyah letters. These indicators are packed with activities that increase children's enthusiasm for using blocks to introduce hijaiyah letters to children. The child is able to name, point and distinguish similar hijaiyah letters, because previously the researcher had done the treatment for 4 times.

Table 3 Post-Test Scores (After Treatment)

No.	Name	Total	Score
1	Khalil	11	91
2	Daffa	11	91
3	Adam	9	75
4	Faqih	11	91
5	Farah	10	83
6	Naya	9	75
7	System	11	91
8	Varo	9	75
9	Sabiq	8	66
10	Dea	8	66
11	Afan	11	91
12	Mutia	9	75
13	Hani	8	66
14	Kinan	9	75
15	Nasya	8	66

a. **Normality test**

Table 4 Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
value_pretest	.245	15	.016	.815	15	.006
value_protest	.232	15	.029	.821	15	.007

Based on the table above, the df value is known from the pre-test and post-test, which are both 15. It is known that the sig value in the initial test value or pre-test is 0.06 > 0.05 which states that the pre-test value is normally distributed and the sig value in the post-test was 0.07 > 0.05 which indicated that the post-test value was also normally distributed.

b. **Homogeneity test**

Table 5 Homogeneity Test

Levene Statistics	df1	df2	Sig.
.369	2	11	.700

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In the homogeneity test, it can be seen in the table above that the sig value is 0.70, so it can be concluded that 0.70 > 0.05, namely both the data or the initial test and the final test are the same or homogeneous.

Table 6 Anova

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	124.183	3	41,394	1.065	.403
Within groups	427.550	11	38,868		
Total	551,733	14			

From the Anova Table above, it can be seen that the sig value is 0.403, so 0.403 > 0.05 is declared linear and the data managed in the pre-test and post-test are correct.

c. T-test

The purpose of this study is to see the effect of independent variables, namely using stacked block media in recognizing hijaiyah letters, researchers using the t-test formula with the help of SPSS which is described below:

Table 7 t-test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 before after	-52,600	9,797	2,529	-58.025	-47.175	-20,795	14	.000

Table 8 Sample t-Test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	before	25.87	15	6.278	1,621
	after	78.47	15	10,309	2,662

Based on the two t-test tables above, it can be seen that the value of sig (2-tailed) is 0.000, which means 0.00 < 0.005, there is an influence from the research conducted. Then it was seen that there was a significant increase in the child's test results at the beginning with the final test. In the pre-test, the highest score was 33 and the lowest score was 16 and the average score was 25.87 in the undeveloped category. Meanwhile, in the post-test, the highest score was 91 and the lowest score was 66 and the average score was 78.47 with the category developing as expected.

Hypothesis testing is carried out after conducting a t-test, with the aim of knowing whether the proposed hypothesis formulation is accepted or rejected. The formulation of the hypothesis in this study are:

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Ho: The use of stacking block media has no effect on the early recognition of hijaiyah letters in children at Mutiara Islami PAUD.

Ha: The use of stacking block media affects the ability to recognize hijaiyah letters early in children at Mutiara Islami PAUD

Precisely that, a test was conducted to test or prove the hypothesis by comparing t_{count} with t_{table} and looking at the scores on the pre-test and post-test. Therefore, it is found that Ho will be accepted if t_{count} is less than t_{table} and Ho is rejected if t_{count} is more than t_{table}, so that t_{count} is 20 with sig 0.05, degrees of freedom are n-1 or 15-1= 14, obtained t value is 2.145 then 20 > 2.145. From these results it can be concluded that Ho is rejected and Ha is accepted, so that there is an influence from the use of stacking block media on the ability to recognize children's hijaiyah letters early.

2. Discussion

The use of media during learning is very influential on children's concentration, so that it can improve children's learning outcomes. Especially for young children who are very difficult to focus. Learning media is a tool in the process of teaching and learning activities that can stimulate students in learning, and can stimulate various child developments (Zaini & Dewi, 2017). Media is intended in accordance with the paradigm of ECCE and the nature of children, namely playing sambal belajar. Some are used also as recognition, such as numbers and letters (Firmansah, 2019). The use of block media, can encourage the activeness, independence and creativity of children. Beams as a constructive medium that can be arranged according to the will and creativity of the child (Kartini & Sujarwo, 2014).

The results of research conducted by Bahran Taib entitled "Application of Block Media to Improve Learning Ability Hijaiyah Letters in Group B Sandhy Putra Kindergarten Telkom Ternate" with classroom action research which concludes that using block media can improve children's ability to understand hijaiyah letters in group B children, totaling 28 children (Taib, 2017). The research was carried out through two cycles, the first cycle was said to be incomplete and the second cycle was said to be complete. The difference with the results of this study is that the research methods used are different, while the similarity is that they both use blocks to improve the ability to learn hijaiyah letters.

The results of another study also explained the use of block media, namely from Ade Hasendra entitled "The Use of Number Blocks as a Learning Medium to Improve Children's Cognitive Abilities in Pertiwi Kindergarten, Jambi City" (Hasendra, 2019). The research method used in this study is class Action research with 3 cycles. The result is that the cognitive development of children in TK Pertiwi Jambi City can be improved through the medium of playing number blocks.

Media, especially for early childhood, must be concrete, that is, it can be seen by children, heard and read and can be manipulated at will. Media can also be used to send messages from teachers or senders to children or recipients with the aim of stimulating

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various things such as thoughts, concerns, feelings, interests and abilities and potential of children in carrying out activities or the learning process (Mujib & Rahmawati, 2011). Many studies and statements reveal that learning media, especially block media, can help children improve learning outcomes, making it useful and easier for teachers and children in the learning process.

D. Conclusion and Recommendation

Based on research data conducted at Mutiara Islami PAUD about the effect of stacking block media on the initial introduction of hijaiyah letters, children aged 3 to 4 years have increased. Seen in the initial observations before the treatment (pre-test) that the researchers did until the final results or after the treatment (post-test). The results can increase after being given 4 treatments (treatment). In the initial test (Pre-Test) an average of 25.87 was obtained with the achievement of Undeveloped (BB) and in the final test (Post-Test) an average of 78.47 was obtained in the Developing According to Expectations (BSH) category.

Data normality test declared normal distribution with sig on the initial test or pre-test score of $0.06 > 0.05$ and the sig value on the final test or post-test $0.07 > 0.05$. Then the homogeneity test was carried out, with sig 0.70 which stated $0.70 > 0.05$, namely both the data or the initial test and the final test were the same or homogeneous. This is proven again by testing the hypothesis that compares t_{count} (t-test) with t_{table}, it is obtained $t_{count} = 20$ from the table with a significant level of $= 0.05$ and degrees of freedom dk $= 14$, then the value of t is obtained $t = 2.145$. So that we get $t_{count} > t_{table}$ which is $20 > 2.145$. Thus Ho is rejected and Ha is accepted, which means that there is an influence in the use of stacking block media on children's ability to recognize hijaiyah letters early. This research can be considered for ECCE and ECCE teachers to provide stacking block media in the process of recognizing hijaiyah letters in children aged 3-4 years. This research is expected to be an input to maximize children's interest in every learning. Further research related to the recognition of hijaiayh letters using block media will be further studied.

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F. Author's Biography

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