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The Efficacy of Magic Card Games on Eaely Hijaiyah Letter Childhood Recognition

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ABSTRACT

This study discusses the problem of inadequate development in recognizing Hijaiyah letters. The purpose of this study is to find out the effectiveness of magic card games for young children in recognizing Hijaiyah letters. The research method used is quantitative, in particular, experimental studies. The subjects consisted of 13 children, 7 boys and 6 girls, from Group B1 of the Samporoa Pembina State Kindergarten. Data collection techniques include observation, documentation, and interviews. Based on the recapitulation of the initial and final observations regarding the ability to recognize the last Hijaiyah before and after the intervention, the category of "Very Well Developed" (BSB), increased from 0% to 30.76%, while the category "Not Developed" (BB), decreased from 46.15% to 0%. In addition, the BSB category increased from 0% to 15.38%, and BB decreased from 53.84% to 0% in the aspect of compiling Hijaiyah letters. In the aspect of pronouncing Hijaiyah letters, the BSB category increased from 7.6% to 38.46%, while BB decreased from 23.7% to 0%. This implies the positive effect of the magic card game on the ability to recognize Hijaiyah letters among early childhood students in Group B1 of the Samporoa Pembina State Kindergarten.

1. Introduction

Education is one of the efforts to help individuals develop their abilities through the learning process that takes place in educational institutions. Early childhood education serves as a means to instill a strong foundation in improving various aspects of child development, which need to be optimally stimulated. In supporting child development through early childhood education, it is very important to pay attention to the characteristics of each child, as each child has different experiences and knowledge throughout his or her life. Education has a crucial role in shaping human resources, enlightening the nation's life, and becoming a moral foundation in preparing individuals who have competence. Early childhood education (PAUD) is the initial means for the learning process that takes place through fun and free play activities. In accordance with Law Number 20 of 2003 Article 28 Paragraph 1

concerning the National Education System, PAUD covers children aged 0 to 6 years. At this stage, children are given space to express themselves while developing their potential, interests, and creativity. On the other hand, they also begin to absorb knowledge, skills, and attitudes in a pleasant environment. By providing the basis of religious and moral education to PAUD children, they can learn to distinguish between good and bad behavior, right and wrong, and get used to applying religious teachings according to their growth and development stages (Ardiansari & Dimiyati, 2021). According to Inawati (2017), early childhood education is an important step in maintaining moral values, which have a profound impact on the life of a nation. Early childhood education can be carried out through formal, non-formal, and informal channels (Nurhayati, 2024). In addition, PAUD also encourages the formation and development of religious values.

One of the aspects of development that is the main focus is cognitive development. To measure cognitive development in early childhood, indicators listed in the Child Development Achievement Level Standards (STPPA) are used, as stipulated in Ministerial Regulation Number 137 of 2014 based on a certain age level. STPPA is a benchmark of abilities that must be achieved by children in various fields of growth and development, including religious and moral values, motor skills, thinking skills (cognitive), language skills, social-emotional development, and abilities in the field of art (Ministry of Education and Culture, 2014). Therefore, it is important that we provide optimal attention and support through a stimulating and loving environment. With a deep understanding of a child's developmental stages, we can help them grow into healthy, intelligent, and socially skilled individuals to face life's challenges.

According to Ki Hajar Dewantara, the educational environment consists of three components, namely the family (parents), the school (teachers), and the community (Setyowahyudi, 2020). Therefore, the role in providing educational stimulus to children does not only lie with parents and families, but also with teachers who contribute to improving the quality of education for students. Teachers function as educators, role models, and role models for students and the surrounding environment. The role of teachers is very important in encouraging children's development, considering that most of the child's time is spent at school. To achieve the goal of Islamic-based education, educators or teachers in educational institutions must provide a basic understanding of religious aspects. For a Muslim, understanding the Qur'an is fundamental, which starts with learning how to read the Qur'an correctly. After getting to know the reading of the Qur'an, students are then directed to understand the meaning of the Qur'an itself, one of the ways is to introduce hijaiyah letters to children (Dini, 2021).

In learning Arabic, especially the Qur'an, we cannot escape the hijaiyah letters. The hijaiyah letter is the main basis for reading and understanding the holy book of Muslims. These letters are not only symbols, but also have their own meaning and specialization in each pronunciation. The Hijaiyah alphabet is a series of 29 Arabic letters used in the writing of the Qur'an and remains relevant in the modern era. According to Nurhayati (2021), the term 'letter' comes from Arabic, namely harf or huruuf. This Arabic letter is also known as the Hijaiyah letter. The word 'Hijaiyah'

itself is rooted in the verb *hajja*, which means to spell, count, or recite letters one by one. In addition, the Hijaiyah letter is also referred to as the Tahjiyah letter. It is referred to as the Arabic alphabet because it has a certain sequence system that starts from the letter 'alif' and ends according to the order of each letter. The hijaiyah letter is a collection of letters in Arabic that is the basis for reading the Qur'an. Each letter has a distinctive shape, *makhraj* (sound place), and pronunciation. Learning hijaiyah letters from an early age is very important in order to be able to read and understand the Qur'an properly and correctly. According to Supeno in Nurhayati (2019) the Hijaiyah alphabet is an alphabet derived from Arabic. The arrangement and pronunciation of Hijaiyah letters is different from the alphabet system in general. These letters were used in the writing of the Qur'an and remain known and used today.

Magic cards are tools or games specifically designed to stimulate imagination, creativity, and early childhood cognitive development. This game can be used to improve children's communication skills using language and understanding other people's emotions and thoughts. Magic Cards are a great play tool to encourage storytelling that allows kids to acquire narrative skills. Chandra, W. E. (2020) The use of magic card games can help improve children's storytelling skills, because learning through this medium presents a more real and easy-to-understand concept. This shows that the ability to recognize hijaiyah letters for children in Samporoa State Kindergarten develops after using the medium of magic card games. Observations made in the B1 group of Samporoa State Kindergarten, found that some problems of Islamic religious values in children have not developed properly. For example, children who do not know hijaiyyah letters, have difficulty in pronouncing hijaiyah letters, both in terms of pronunciation and understanding, still dominant children also show difficulties in recognizing hijaiyah letters, such as distinguishing the shapes and sounds of letters, and reading simple series of letters. There are several factors that affect the increase in religious values in children, including the application of innovative learning models, various learning methods and activities, the use of media or educational facilities, and the availability of adequate facilities and infrastructure. Based on these factors, interesting learning is given, namely games Magic cards which is expected to be a solution to the problem of children's religious values, especially the introduction of hijaiyyah letters for children.

2. Methodology

Data collection techniques in quantitative research are procedures used to obtain data in the form of numbers or data that can be measured statistically. This technique is a method used by researchers to collect data or information needed in research, which can be done through interviews, literature studies, or documentation studies (Muslimin et al., 2023) as follows:

Observations on data collection techniques were carried out to see firsthand how the Magic Card game was applied in storytelling activities with early childhood. The researcher was able to observe children's interaction during the game and the

storytelling process, as well as how the game affected the ability to recognize hijaiyah letters, especially children in the B1 group of Samporoa State Kindergarten. Interview a conversation with a specific intent. Conversations are conducted by researchers and teachers, i.e. the interviewer who asks the question and the interviewee who provides the answer to the question. Documentation used to obtain data relevant to the implementation of early childhood learning. This documentation is in the form of photos in the research. An assessment instrument that will be used to measure the variables to be studied. The tools that will be used are assessment rubrics, game tools, and documentation tools.

Based on the opinions of Ali, Hariyati, Pratiwi, & Afifah (2022), data collection techniques in quantitative research are closely related to statistical processing methods and software used. This technique utilizes statistical methods to obtain conclusions that are objective and can be widely applied. Quantitative data analysis is presented in various forms according to needs, such as descriptive analysis and inferential analysis. This method is applied to conduct research on a specific population or sample, with data collection carried out through research instruments. If it develops beyond the teacher's expectations, it will be given excellent development or 4 stars. If they have achieved development according to expectations or 3 stars, children who are still in the process of development, will be given to start developing with 2 stars, and children who are unable to meet the teacher's expectations, will be given undeveloped with 1 star. As seen in table 1.

Table 1 Frequency and Percentage Distribution

☆☆☆☆	Very Well Developed (BSB)
☆☆☆	Grow With Hope (BSH)
☆☆	Start Growing (MB)
☆	Undeveloped (BB)

Once the field data has been successfully collected, the next step is to manage the data that has been successfully collected and then conduct data analysis. Data analysis can be done through three stages, namely reducing data, describing the data, and drawing conclusions. Reducing data is the activity of selecting data according to the focus of the problem. At this stage, the researcher gathers all the instruments used to collect the data to group according to the problem. It also allows researchers to discard unnecessary data.

Describe the data so that the data that has been compiled becomes meaningful. The form of description can be in the form of a narrative, a graph or in the form of a table. The last stage is to draw conclusions from the data that has been described. The stage of analyzing and interpreting data is the most important stage because it gives meaning to the data that has been collected. The results of data analysis and interpretation are the answers to the formulation of the predetermined problem. To find out the percentage or average of the aspects that have been observed, the data is processed qualitatively using calculations based on percentages (%) in accordance with the formula proposed by Arikunto (2021), as follows:

$$P = \times 100\% \frac{f}{N}$$

Information:

P = Percentage number

F = Frequency of observations

N = Total Frequency

100Fixed/rounded numbers

Inferential Analysis

This hypothesis test was carried out by inferential statistical analysis (t-test) with the help of spss 26.0 to determine the average ability to recognize hijaiyah letters in children before treatment and after treatment. To test whether the hypothesis proposed by the researcher, namely "The Effectiveness of Magic Card Game on the Ability to Recognize Hijaiyah Letters for Early Childhood" is accepted or rejected, this classification helps the researcher determine the type of hypothesis that is in accordance with the objectives and formulation of the problem in the study. Based on the operation of the formulation, there are two types of hypotheses (Amelia et al., 2023), so they are consulted on table t with a significance level of 95% ($\alpha = 0.05\%$), tni tomaka H_0 is rejected and H_1 is accepted. Then when compared to the significant level of $\text{sig } \alpha < 0.005$, H_1 is accepted and H_0 is rejected.

3. Results and Discussion

The purpose of this study is to evaluate the effectiveness of Magic Card Game on the ability of early childhood to recognize hijaiyah letters in Group B1 of Samporoa Pembina State Kindergarten. There are three aspects that will be considered, namely: 1) The aspect of pointing to hijaiyah letters, 2) The randomization aspect, and 3) The aspect of letter pronunciation. Furthermore, the results of observations made by researchers from March 7 to March 20, 2025 will be presented to determine the effectiveness of the game. The results of the preliminary observations and the final observations will be presented as described below.

According to Mutmainnah (2020), Magic-Card learning media is an educational card designed in an interesting and creative way, containing a summary of certain subject matter that aims to help students absorb learning content more easily. This fun learning approach is able to increase students' enthusiasm and confidence in recognizing Hijaiyah letters, while reducing boredom that often appears in traditional learning methods (Prasetyorini, 2020). A simple game that is able to develop children's fine motor skills, such as children can hold and shuffle and rematch hijaiyah letters. This Magic Card learning media is certainly expected to help students in memorizing learning, this media is also expected to be effective, and practical for teachers and students and can be used as a substitute for textbooks. Magic cards are learning media in the form of cards that contain a summary of the material with an attractive appearance and a unique design (Mutmainnah, Jamilah & Syahrani (2020).

The hijaiyah letter recognition method applied through the medium of hijaiyah letter games by pronouncing the letters correctly helps children understand the sounds produced by each letter, which is the basis for reading and writing. According to Candra (2020), reading the Qur'an is a very noble act in Islamic teachings. The use of learning media in the form of magic card games has been proven to be effective in improving children's ability to recognize Hijaiyah letters, especially in terms of pronunciation and reading. The results of a study conducted by Alucyana et al. (2020) also show that the use of Hijaiyah letter cards is able to encourage the improvement of reading skills in children in the B1 group of Kindergarten Negeri Pembina Samporoa.

Magic Card Games for early childhood are educational games designed to develop children's cognitive, motor, and social-emotional abilities. With the aim of developing memory and concentration skills, improving critical and analytical thinking skills, developing social-emotional skills (cooperation, patience), Improving knowledge of Islamic religious values (if religious themes). Magic Card games are a form of game that combines elements of entertainment with learning, where each card has certain information or themes that can spark discussion or stories. The introduction of hijaiyah letters in early childhood is the first step in building the foundation of reading the Qur'an. However, conventional learning methods are often less appealing to children, so a more interactive and fun approach is needed. One method that can be applied is an educational game such as Magic Card, which is designed to increase children's interest and understanding in recognizing hijaiyah letters. Seen in figure 1.



Figure 1 Magic Card Game Media

Magic Card game media is one of the most effective learning innovations in helping early children get to know hijaiyah letters in a more in-depth and fun way. Magic Cards are designed with attractive visual appearances, such as bright colors and letters that are relevant to hijaiyah letters, so that they are able to attract the attention of children who are still in the sensory and cognitive development stages. Through this game, children not only see letters, but are also invited to actively interact, for example by matching letter cards with appropriate pictures. This active interaction is very important because early childhood learns most effectively through hands-on experiences and play, which can improve their memory and understanding of the shapes and sounds of hijaiyah letters. In addition, Magic Cards can also be used to train children's fine motor skills, such as when they hold, shuffle, and arrange cards, so that learning becomes more thorough.

Teachers or parents can develop various variations of games, such as memory games, letter guessing, or simple word arranging using these cards. This variety of games not only makes the learning process more interesting, but also helps children develop various skills at once, such as the ability to recognize patterns, concentration, and social skills when playing in groups. In addition, the use of Magic Cards allows for an easier and more direct evaluation of children's ability to recognize hijaiyah letters, because teachers or parents can observe children's responses and participation during play. With this interactive, multisensory, and fun learning approach, Magic Card is a very effective medium in improving the ability to recognize hijaiyah letters in early childhood, as well as fostering a positive interest in learning from an early age.

According to Dzurriyat (2023), the use of picture card media is an initial cognitive debriefing process to know every word written in front of it. Using picture cards makes it easier for children to recognize letters and form words with pictures to make them more fun. The symbols on the cards serve to strengthen the child's memory of each object they encounter by mentioning the words that the child has said in class. So that children are more interested in moving actively and sounding the existing letter symbols until they say complete sentences related to the symbols they see. Name the steps that the magic cards play Among them is to take pictures one by one in turn. Observe the pictorial symbols on the cards you hold, and then mention the pictorial symbols on the card. Observe the image and the writing on the picture card, then mention the image of the object and the first letter of the image of the object on the picture card. Based on this opinion, this study then developed the following letter card game steps: 1) Children are conditioned to sit in a circle on the carpet. 2) Children are given an explanation of the game to be played, namely the magic card game. 3) Children are given an example of how to play picture cards which will be explained as follows: a) The teacher takes a picture card, then shows it to the children. b) The teacher pronounces the symbol on the card, then the children are given the opportunity to imitate the symbol. c) The teacher flipped the picture card, then mentioned the picture on the picture card and then also mentioned the first letter, and the children were also given the opportunity to imitate, pronounce. 4) Children are invited to practice playing drawing cards together, with the child still sitting in a circle. 5) After the children play together, the teacher gives each child the opportunity to play picture cards one by one.

Before giving treatment to children, researchers first test children's pretests using alphabet posters as a learning medium before giving treatment to children has important benefits. This can grab children's attention and help them more easily recognize and remember letter shapes. As a first step, this poster provides a solid basic introduction for children to understand letters before moving on to more interactive learning methods. It can be seen in figure 2.



Figure 2. Introducing Hijaiyah Letters Through Magic Card Game

Summarizing that of the 13 children of the B1 group of Kindergarten Negeri Pembina Samporoa who were the subjects of the study, observations were made to assess the development of kinesthetic intelligence in early childhood before using the Magic Card game media. The results showed that 2.5% of children were in the Very Good Development (BSB) category, 20.50% in the Developing As Expected (BSH) category, 35.89% in the Early Development (MB) category, and 41.02% in the Not Developed (BB) category. Therefore, further observation is needed. Based on the results of observations before the implementation of the Magic Card game, children's ability to recognize the initial letters in the three aspects observed still needs to be improved. Thus, the researcher plans to conduct research using the Magic Card game to observe the development of children's early literacy skills to be better and in accordance with the expectations of teachers and researchers.

Based on the observations, after being treated using a magic card game, there was an improvement in which no child developed. The changes that occurred and after using the magic card game are supported by opinions (Purnama M, 2023) There are still many children who do not know the Hijaiyah letters. This is due to the lack of initiative from teachers in introducing Hijaiyah letters to children, as well as the lack of creativity in the teaching methods used, so that learning feels less interesting and tends to be boring for them. In table 2.

Summarizing that of the 13 children of the B1 group of Kindergarten Negeri Pembina Samporoa who were the subjects of the study, observations were made to assess the effectiveness of the Magic Card Game on the ability to recognize hijaiyah letters after the application of the game. The results showed that 28.2% of children

were in the Very Good Development (BSB) category, 38.46% in the Expected Developing (BSH) category, 33.32% in the Early Development (MB) category, and no children (0%) were included in the Undeveloped (BB) category for the ability to point, randomize, and pronounce hijaiyah letters. Seen in table 3.

Table 2. The Results of the recapitulation before being given treatment using the media of the magic card game

Golongan	Aspects observed						Installments (%)
	Aspects of Letter Pointing Ability		Aspects of Letter Shuffling Ability		Aspects of Letter Reciprocity		
	F	%	F	%	F	%	
Highly developed (BSB)	0	0%	0	0%	1	7,6%	2,5%
Grow as expected (BSH)	2	15,38%	2	15,38%	4	30,76%	20,50%
Starts to grow (MB)	5	38,46%	4	30,76%	5	38,46%	35,89%
Not yet developed (BB)	6	46,15%	7	53,84%	3	23,07%	41,02%
Sum	13	100%	13	100%	13	100%	100%

Table 3. The Results of the Recapitulation After Using the Magic Card Game Media

Golongan	Aspects observed						Installments (%)
	Aspects of Letter Pronunciation Ability		Aspects of Letter Recognition		Aspects of the Ability to Group Images by Letters		
	F	%	F	%	F	%	
Highly developed (BSB)	4	30,76%	2	15,38%	5	38,46%	28,2%
Grow as expected (BSH)	5	38,46%	5	38,46%	5	38,46%	38,46%
Starts to grow (MB)	4	30,76%	6	46,15%	3	23,07%	33,32%
Not yet developed (BB)	0	0%	0	0%	0	0%	0%
Sum	13	100%	13	100%	13	100%	100%

This shows that of the 13 children who were the subjects of the study, before using the Magic Card, there were 2.5% of the children in the Very Good Developing category for all aspects observed, 20.50% in the Developing as expected category, 35.89% in the Starting Developing category, and 41.02% in the Not Developing category. After the implementation of the Magic Card, the percentage of children in the Highly Developed category increased to 28.2%, 38.46% in the Developing As Expected category, 33.32% in the Starting to Develop category, and no children (0%) were included in the Not Developing category. Table 4

Looking at the development of the Ability to Recognize Hijaiyah Letters for Children, so that it is seen from the results before and after using poster media and hijaiyah letter cards, there has been an increase in these three aspects and from the category of not yet developed to starting to develop. According to Cania et al. (2020), in introducing letters in early childhood, it is best to start with easier letters and avoid difficult ones. More complex letters can be taught after the child is able to string words. The same thing is also expressed by Hidayat (2019), who states that letter recognition is usually not done directly by showing letters, but through certain images, such as pictures of animals or objects that children already know. In addition, Hidayat also emphasized that letter recognition through personal names and the names of objects around children can help them recognize letters, words, and sounds. This approach also supports children to start learning to read and write by connecting the shape of the letters to the sound produced. Seen in table 4.

Table 4. Recap of the Differences Before and After Using the Magic Card Game

Golongan	Before Using a Letter Card Percentage (%)	After Using the Letter Card Percentage (%)
Very well developed	2,5%	28,2%
Growing With Hope	20,50%	38,46%
Start Growing	35,89%	33,32%
Not yet developed	41,02%	0%
Sum	100%	100%

Externally, there has been an increase in learning to recognize hijaiyah letters using the media of the Magic Card game. This shows that the use of Magic Card game media can create a fun learning atmosphere for children. After the learning and treatment process is completed, the researcher conducts a posttest and pretest which is then analyzed using statistical tests.

- **Statistics Descriptive**
- **Normality Test**

It can be explained that the average development of the ability to recognize hijaiyah letters in early childhood before treatment was 5.31, while after treatment the average increased to 8.85. The highest score before treatment is 9, and after treatment, the highest score increases to 12. Meanwhile, the lowest value before treatment was 3, which then increased to 6 after treatment. Seen in table 5.

Tabel 5. Descriptive Statistics

	N	Minimum	Maximum	Mean	Hours of deviation
Before the treatment	13	3	9	5.31	2.097
After the treatment	13	6	12	8.85	2.230
Valid N (listwise)	13				

It can be seen that the df (degree of freedom) value for before and after treatment is 13, which indicates that the data sample is less than 50. The Shapiro-Wilk test was used to detect normality in this study. In addition, this table also shows that the Significance value for pre-treatment activities is 0.91, while the Sig value for post-treatment activities is 0.188. Because the Sig values for both treatments were greater than 0.05, it can be concluded that the before and after treatment data were normally distributed based on decision-making in the Shapiro-Wilk normality test. Seen in table 6.

Tabel 6 Test of Normality

		Tests of Normality					
		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Itself.	Statistic	df	Itself.
Before the treatment		.195	13	.188	.888	13	.091
After the treatment		.141	13	.200*	.911	13	.187

Based on the Descriptive Statistics analysis and normality tests contained in tables 5 and 6, a hypothesis test was then carried out using the T test in paired samples. The goal is to identify whether there is a significant influence of the Magic Card game media on the recognition of hijaiyah letters for early childhood in the B1 group of Kindergarten Negeri Pembina Samporoa. It is known that the t-value calculated is 14.546. In the t test, plus and minus signs are not observed, so t is calculated 14.546 which is greater than the t table 1.782288. Thus, it can be concluded that the hypothesis is accepted, H_0 is rejected, and H_a is accepted, which shows the influence of the Magic Card game on the ability to recognize hijaiyah letters for children. Based on the comparison, the significant value obtained is 0.00, which is smaller than 0.05. In accordance with the basis of decision-making in the paired sample test, it can be concluded that the Magic Card game has a significant influence on its effectiveness in improving the ability to recognize hijaiyah letters for children in the B1 group of Kindergarten Negeri Pembina Samporoa. Seen in table 7.

Tabel 7. Paired Sample Test

Paired Samples Test

Paired Differences		Std. Error of Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
Mean	Hours of deviation		Lower	Upper			

Pair 1	Before the Treatment - After the Treatment	-3.538	.877	.243	-4.068	-3.008	-14.546	12	.000
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4. Conclusion

Research on the effectiveness of magic card games on the ability to recognize hijaiyah letters for early childhood has proven to be successful because it is able to present learning strategies that are innovative, fun, and in accordance with the child's world. Through this media, the learning process no longer feels rigid, but is packaged in the form of interactive educational games. The children were directly involved in the activity of pointing, mentioning, and reciting the hijaiyah letters with enthusiasm. The results of the study showed that there was a significant increase in children's ability to recognize hijaiyah letters after participating in activities with magic cards. This is due to the display of cards that are colorful, illustrative, and easy to understand, thus helping children remember the shapes and sounds of letters faster. In addition, this game also fosters children's confidence because they learn while playing without feeling stressed.

In this study, it can not only be seen from the improvement of children's cognitive abilities, but also from an affective and social aspect. Children are more motivated, excited, and actively participate in groups, so that interactions between friends are more established. For teachers and parents, the results of this research make a real contribution in presenting an alternative, effective, practical, and fun learning media for Islamic Religious Education. The success of the research also emphasizes that the play-while learning method is an approach that is in accordance with the characteristics of early childhood, where cognitive, linguistic, social, and emotional development aspects can grow in balance. Thus, this study succeeded in proving that magic card games are not only a learning medium, but also a means of developing children's potential that supports religious learning from an early age in a more meaningful way. This is also supported by Nurhayati (2022) in her research entitled "Recognition of Hijaiyyah Letters through Picture Card Media in Children" and Wendy (2020) entitled "The Influence of Magic Card Games on Early Childhood Storytelling Skills"

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