



## Difficulty Remembering and Writing Hijaiyyah Letters In Early Childhood

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### ABSTRACT

Literacy begins to be applied from the early childhood level to help children understand the world and express thoughts orally and in writing. Literacy is also applied in extracurricular activities, such as IMTAQ literacy which deals with the Qur'an and Arabic symbols, including Hijaiyyah letters. However, early childhood often has difficulty in remembering and writing Hijaiyyah letters because they are similar to each other. This difficulty is also influenced by the concentration factor, because early childhood is not yet able to focus fully on learning activities. This study aims to describe the difficulties faced by children at TK Negeri Pembina Pemulutan Barat and identify the causes of difficulties in reading and writing Hijaiyyah letters. The method used is descriptive qualitative through interviews and observations. The results showed that 25% of children experienced difficulties, due to the low intensity of habituation, traditional teaching methods, and less attractive learning media. For this reason, innovative approaches, methods and media are needed so that the ability to remember and write Hijaiyyah letters in early childhood can be improved.

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## 1. Introduction

Education plays a crucial role in improving the intelligence of a nation, especially in the midst of the growing era of globalization. Early Childhood Education (ECED) is a coaching effort given to children from birth to 6 years of age, aimed at supporting their growth and development (Vebryanti & Syah, 2021; Maryanti & Syah, 2021; Nurhasanudin & Syah, 2022). Based on article 28 of the law, PAUD is implemented through three channels: formal, non-formal and informal. The success of children's education can be seen from the skills they are able to apply in everyday life, especially the ability to read and write. Reading and writing skills during the preschool period play an important role in children's future development, because children's reading and writing skills during the preschool period will provide benefits in the future when children will continue their schooling to a higher level (Rika Widhi Rahayu & Dwi Wardhani, 2023).

Language development is an important part of a child's overall development as it supports their ability to communicate, understand and convey information. One of the key skills in language development is reading and writing, which plays a significant role in children's development during the preschool years. Not only do these skills support communication, but they also lay the foundation for basic literacy, which plays an important role in children's future lives.

The scope of language development includes three main components, namely expressive language, receptive language, and literacy. Expressive language refers to a child's ability to express thoughts, feelings, and ideas through words, both orally and in writing, such as speaking, telling stories, or writing. Meanwhile, receptive language relates to a child's ability to understand information received, either through listening or reading, such as understanding instructions or stories. The last component, literacy or basic literacy, includes reading and writing skills that involve recognizing letters, words, and understanding the meaning of simple texts. By encouraging early language development, children can develop basic literacy skills that will help them adapt and develop optimally in both social and academic settings.

In the early childhood environment, literacy skills are the foundation for understanding the world, communicating and learning. At 4 to 6 years old, rapid brain development makes this the right period to build a strong literacy foundation. In the learning process, children are introduced to letters and numbers, which requires the integration of visual recognition, phonological, fine motor, attention and concentration skills. Inpaud institutions, developing language skills both letters of the alphabet or Arabic letters hijaiyyah can use a method or method with pictures, according to Suhati et al. (2014), image media proved effective in improving children's ability to recognize letters, with 90% of children giving positive responses after learning using the media. Image media also plays an

important role in helping children recognize hijaiyah letters. In addition, Syahrizal et al. (2021) stated that the use of picture media can help children recognize hijaiyah letters. Picture cards can improve children's ability to name, show and distinguish hijaiyah letters. In Indonesia, early childhood education (ECE) has a strategic role in developing children's language skills. At this stage, children are introduced to the letters of the alphabet as the basis of their literacy skills in Indonesian. Meanwhile, the introduction of hijaiyah letters is the first step in learning Arabic. Islamic-based pre-schools in Indonesia not only focus on general education, but also instill Islamic values and equip children with Arabic language skills. The institution integrates Indonesian and Arabic language acquisition as part of its curriculum.

According to Nasikhah (2019), introducing the Qur'an from an early age is an important step that includes the introduction of hijaiyah letters, how to pronounce them, and how to write them. This effort not only helps children understand Arabic technically, but also introduces religious values which are an important part of Islamic-based education. In Indonesia, various Islamic educational institutions such as pesantren, surau, meunasah and madrasah play a role in supporting this goal. Pesantren, for example, is an Islamic educational institution that combines traditional and modern approaches to teach Islamic teachings and apply them in daily life with an emphasis on morals and ethics. Meunasah, which is derived from the word "madrasa," is an additional educational institution that serves as a place for religious activities such as religious ceremonies, receiving zakat, and other religious activities. According to Muhammad Abdul Qodir Ahmad (cited in Widyarningsih et al., 2024), the purpose of introducing reading and writing the Qur'an from an early age includes several important aspects. First, this learning aims to strengthen children's ability to read the Qur'an according to the rules of tajweed and help them memorize short chapters. Second, this learning is expected to increase children's understanding of the books of Allah, thus providing intellectual satisfaction and inner peace. Thirdly, children are taught to apply Islamic teachings in their daily lives, thus balancing their emotions in the face of various challenges. Fourth, effective teaching methods can improve children's behavior, and finally, this learning aims to instill a sense of love and respect for the Qur'an. Concentration is an important factor in the success of children's learning, both in Indonesian and Arabic, including in the introduction of Hijaiyah letters. Fatchuroji (2023) states that concentration is a child's ability to focus attention on the task being performed. This greatly affects learning outcomes, especially in the development of early literacy skills such as recognizing and writing hijaiyah letters. According to Hita et al. (2021), good concentration supports children's academic success, while low concentration can make learning outcomes less optimal. Falina et al. (2024) added that interesting learning methods and appropriate stimulation play an important role in supporting the mastery of these skills, although the process is not always easy for all children.

The phenomenon that often arises is children's difficulty in remembering letters and writing, which is often triggered by limitations in concentration. These obstacles include problems with language use, both oral and written, and if left untreated, can have an impact on children's learning achievements (Umri & Syah, 2021). The Difficulty of concentration in children can be caused by a disturbance in the child. Kania in (Cecep, 2022) states that this is related to stimulation, namely stimuli that come from the environment around the child. Children who get directed and consistent stimulation will develop faster than children who receive less or no stimulation. Fikriyah (2022) explains that stimulation can be provided by people around the child, ranging from teachers, caregivers, family, to parents who are the closest parties to the child. This environmental factor is one of the basic needs for children's development in recognizing hijaiyah letters. The surrounding environment has an important role in increasing motivation and support for children who have learning difficulties. Parents can pay significant attention to children's development by supervising when children study at home, which has a positive impact on their success (Mardika, 2019).

Research at TK Negeri Pembina Pemulutan Barat showed that out of six children, three had difficulty in writing, which is a major concern for educators to find effective solutions. Writing difficulties can also occur when children are delayed in fine motor development, so that the delay causes children to be unable to organize the movements that will be carried out by their hands and finger muscles freely. This delay in fine motor development is also related to the stimulation and stimulation provided, which is why the role of parents in providing stimulation and stimulation to children is very necessary so that there is no delay or deviation in child development (Nopiyanti, 2021). When these muscles are underdeveloped, writing becomes difficult. One of the causes that can also occur is when children experience dysgraphia. Dysgraphia itself is a learning difficulty characterized by difficulty in expressing thoughts in writing (K. Y. F. Dewi, 2022). Based on the above problems, we made this research to describe the difficulties faced by children at TK Negeri Pembina Pemulutan Barat and identify the factors that cause reading and writing difficulties in children. By giving proper attention to these issues, children can overcome their difficulties and be ready to face future academic challenges. Based on observations, it was found that the problem that children often face is a lack of awareness about the importance of learning the Hijaiyah letters.

Of those observed, about 25% could not distinguish and pronounce the Hijaiyah letters, and some didn't even recognize the letters. In addition, through observations and interviews, the author found several other unresolved obstacles, namely: 1) the limited number of educators which makes it difficult for children to learn Hijaiyah letters, 2) the method of introducing Hijaiyah letters which is still traditional and less interesting for children, and 3) the low understanding of children about the importance of learning Hijaiyah letters. Previous research by Nurhayati also emphasized the importance of introducing Hijaiyah letters in a more interesting way for children. Before this

educational media was developed, the learning process at TK Negeri Pembina Pemulutan Barat still used Iqro books as the main media. (Makrufatul Hidayah, Ahmad Majidun. 2022).

Based on the description of the problem and research, which will be carried out to analyze the difficulties in teaching children to read hijaiyah letters generally through the recitation method. Teaching directly by parents is the best choice because children feel more comfortable learning with their parents. Therefore, it is very important for parents to be able to read the Qur'an in order to be able to teach children at home. Another Alternative is to enroll the child in a school that is given lessons in reading and writing the Qur'an. At school, the process of learning to recite the Qur'an often takes a long time due to the complexity of the hijaiyah letters that children are not familiar with as they are full of symbols. In addition, Arabic as a foreign language is heard by children, so the learning time will be longer, making children easily bored or lose interest in learning. One of the challenges in this process is that teachers sometimes teach in a short time with a fast tempo, children will have difficulty remembering the shape and pronunciation of the hijaiyah letters. (Syindi Novelia, Nur Hazizah. 2020)

Observations made at TK Negeri Pembina Pemulutan Barat, many children have difficulty in writing Hijaiyah letters due to lack of concentration. Children are often distracted by external stimuli, making it difficult to focus on instructions and experience repeated errors when writing. This concentration disorder can slow down children's literacy development, and those who do not master reading and writing well tend to fall behind in class and feel less confident. Handling difficulties reading and writing due to concentration disorders should be addressed as early as possible. Early childhood is a crucial period in the formation of a child's basic skills, and failure to identify these problems can hinder future academic development. Early intervention allows teachers and parents to provide appropriate support through engaging learning approaches, reinforcement of a conducive learning environment, and teaching techniques tailored to the child's needs.

According to Ferit, the causes of dyslexia are: 1) biological factors, namely a family history of dyslexia, problematic pregnancies, and health problems, 2) psychological factors, namely language patterns and lack of phonological awareness in sufferers. Other causes include problems in social relationships, stress due to learning difficulties and mobility problems (Haifa, **Molyadiprana** and Raspati, 2020). For example, the use of loose parts media and ICT can help overcome learning difficulties among students (Novitasari et al., 2021; Wahyuniet al., 2023). Through interactive letter games, visual aids, and multisensory teaching techniques, children can improve their focus in the learning process. Then according to research (Yunitasari et al., 2023) sensorimotor games such as puzzles can improve children's concentration. Identifying factors that affect concentration, such as emotional state and duration of learning time, is also important in addressing this issue. In addition to the above factors, the role of the teacher is also involved in making children concentrate. According to (Iswandi, 2019) innovative teacher teaching skills can help children concentrate better. Preschool is an important period in the development of children's reading and writing skills. However, not all children can master these skills easily.

## **2. Method**

This research uses qualitative methods, which according to Kirk & Miller is an approach in social science that relies heavily on human observation, both in the original environment and in a specific context. Data collection techniques were carried out through observation and interviews. Observation aims to identify the factors that cause children's difficulties in remembering and writing hijaiyah letters, carried out directly at TK Negeri Pembina Pemulutan Barat. In addition, open interviews were conducted to allow informants to provide answers freely, so that researchers could gain a more personalized and in-depth understanding. The purpose of this research is to obtain a detailed and natural description of a condition based on the situation observed in the field (Yunitasari et al., 2023).

The qualitative approach in this study involved three main techniques: observation, interviews, and documentation. The data analysis process begins with data reduction, where all field data is written down, summarized, important parts are selected, and analyzed to find themes and patterns. The reduced data was then organized systematically to make it easier to understand. Data presentation is designed to provide an overall or detailed picture of the research, in the form of information relevant to the research focus. The data generated in the form of words or sentences that support the focus of the research and are presented systematically to facilitate drawing conclusions (Suhendra, 2022). The flow of this research can be seen in Figure 1:

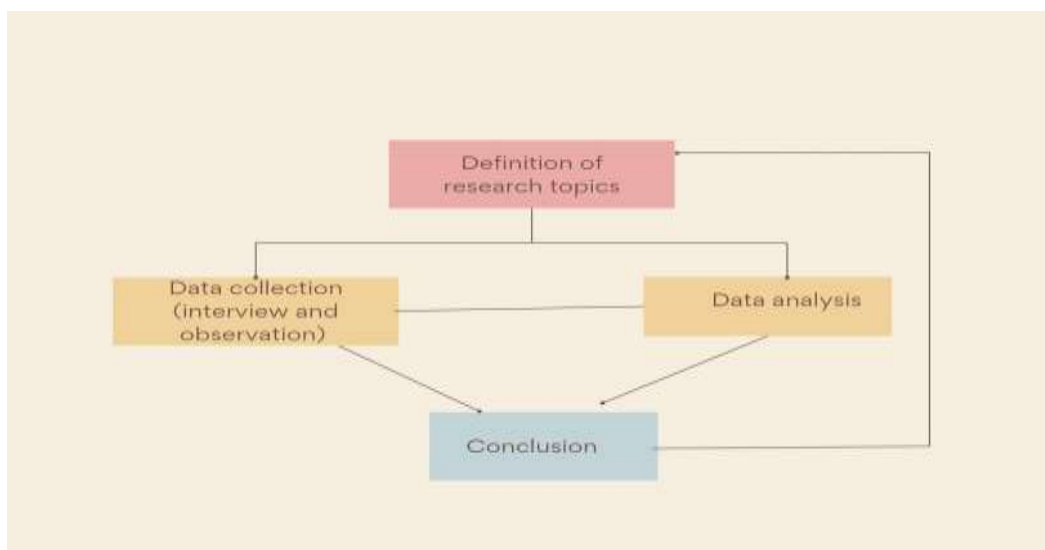


Figure 1 : Research Flow

### 3. Result And Discussion

#### 3.1 Results

Based on the research conducted by the researchers, it was found that children had difficulty learning the letters. These difficulties are in terms of remembering and also writing. The details will be described as follows:

##### 3.1.1 Difficulty Remembering Hijaiyah Letters

The results of observations obtained by researchers, children show less concentration resulting in low child memory. So that children find it difficult to remember the hijaiyah letters. After further observation, children have difficulty remembering because the hijaiyah letters tend to be similar so that children are often mistaken in shooting or mentioning the intended hijaiyah letters. Children are often mistaken in the letters ت (ta'), ث (tsa), children here often mention the huru tsa men sa alone even though there must be emphasis at the beginning of the "ts". then د (dal), ذ (dzal), the same as the previous problem, children tend to equate the mention of zal instead without emphasizing the "dz". Then س (sin'), ش (shin), similarly with this letter children often equate these two letters by saying "sa-sa". Next is هـ (haa), ح (ha'), these letters have different forms but the same pronunciation. These letters have similar sounds and shapes. So that children sometimes make mistakes in pronouncing them. Moreover, the letters هـ (haa), ح (ha') have the same sound but the difference is the sound suppression.

In addition, unfavorable classroom conditions are also a factor in the difficulties faced by children. Concentration that is not yet fully formed makes early childhood often distracted, so that children do not really listen and see the letters being taught. Then, the method also has an effect on this difficulty. Monotonous methods make children bored and uninterested in learning. As encountered by researchers, teachers tend to lecture in teaching hijaiyah letters. Learning is also teacher-centered, so children only listen to what the teacher explains. Then, the child will copy the letters written on the blackboard in his book. Then parents also do not repeat learning at school related to these hijaiyah letters so that children are not familiar with hijiyah letters.

##### 3.1.2 Difficulty in Writing Hijaiyah Letters

With regard to memory difficulties, it has an impact on children's writing skills. Children can write with meaning based on what they know or the memories in their brain memory. This relates to recognizing the symbols of the hijaiyah letters. Hijaiyah letters have a complicated shape and have similarities in some letters compared to alphabetic letters. In addition to the shape of the number of hijaiyah letters is more than the alphabet. Then the writing technique is also different, namely from right to left. This shows the child's lack of experience in writing Arabic symbols. Difficulties also come from the immaturity of children's fine motor skills. This results in the child not being proportional in holding a pencil and the child gets tired easily. Then there is no habituation done by parents as a follow-up after school learning. So that children are not accustomed to writing Arabic letters considering that Arabic writing techniques are different from Indonesian writing. The researcher found that children were difficult to write the letters س (sin'), ش (shin), ص (shad), ض (dhad), ط (tha') and ظ (zha'). These letters have curves that are difficult to imitate. Children often write the letter ط (tha') like hur "b". The letter س (sin') looks like the letter "w".

### 3. Discussion

Based on research at TK Negeri Pembina Pemulutan Barat, it is known that 3 out of 15 children from classes B1, B2, and B3 have difficulty writing hijaiyyah letters. According to Permendikbud No. 37 of 2014 concerning National Standards for Early Childhood Education, the indicators of the achievement level of language development for children aged 4-5 years are: 1) Understanding language, such as: Listening to the words of others, understanding two commands given simultaneously, and understanding the story that is read. 2) Expressing language, such as: repeating simple sentences, enriching vocabulary, and mentioning familiar words. 3) Literacy, such as: Recognizing symbols, making meaningful scribbles, and imitating (writing and saying). Hijaiyyah learning methods are usually taught by traditional, or conventional, teachers. These teachers teach children how to read the hijaiyyah letters orally, in writing, and in body language. This teaching method tends to make children passive in absorbing the Quranic material.

Based on observations, it is known that children have difficulty concentrating during learning. This is in accordance with the findings of Sari et al. (2021), who revealed that factors such as uninteresting learning methods can affect children's concentration levels. This study used observation, interview, and field study methods involving teachers, principals, and 15 children. From the observation, it was found that some children were more focused on the objects around them, thus disrupting their concentration and understanding of the material being taught. These children also showed less than optimal response to the teacher's instructions, which resulted in a decrease in their understanding of the hijaiyyah letters compared to their classmates. Hijaiyyah letters, which consist of 30 letters with various punctuation marks, are the alphabet used in the Qur'an (Zara et al., 2024). According to Syahrizal et al. (2021), the ability to recognize letters is the child's ability to recognize the signs or characteristics of the characters that are part of the writing system and symbolize the sounds of the language. Mastering the hijaiyyah letters is an important first step in the process of reading the Qur'an, especially for early childhood. Therefore, teaching the skill of reading hijaiyyah letters requires effective strategies, including the selection of appropriate learning methods or media, to improve children's abilities (Noor & Lutviani, 2016). Through learning the basics of the Qur'an, such as reading and writing hijaiyyah letters, children are not only introduced to the technical aspects, but also stimulated to understand the good values contained in the Qur'an. Ansori (2022) emphasizes that the formation of religious character in children can begin with the introduction of hijaiyyah letters from an early age. Religious characters and Qur'anic personalities are very important in forming a civilized generation, so learning the Qur'an has a central role in supporting these goals.

Irmayani (2018) states that students with learning difficulties need constant motivation from those around them. Masitoh (2019) adds that language delays in early childhood are often caused by children's lack of motivation to communicate and limited opportunities to practice speaking, especially due to strict rules that limit their opportunities to speak at home. Therefore, parents are expected to monitor and supervise children's activities, both at home and outside, so that children understand their main responsibility as students, namely learning (Ayu et al., 2021). Cania et al. (2020) suggest that the introduction of letters to early childhood should start with easier letters, while more difficult letters are introduced later. Each child has different development in physical, social, personal, and cognitive aspects. At the age of 4-5 years, children's cognitive development begins to appear and can be measured. Muslim children at this age generally start learning the Hijaiyyah letters, either from parents or teachers. However, some children face challenges in recognizing, naming, or connecting sounds with the symbols of the Hijaiyyah letters. These difficulties, such as remembering the shape of the letters and their order, can slow down their reading skills and impact other language skills, such as writing, reading, listening, and speaking (Windrawati et al., 2020). This study aims to analyze the factors that influence children's development in learning hijaiyyah letters (Bastian & Suharni, 2021). Some of the factors found to influence children's focus include low interest, ineffective learning methods, cognitive aspects, and the environment. Children who are not interested in learning hijaiyyah letters tend to have difficulty reading and writing them. Teaching methods also play an important role. At TK Negeri Pembina Pemulutan Barat, for example, the method used is limited to writing on the blackboard, which often makes children bored quickly. Interesting learning media, such as pictures, videos or animations, can be a solution to increase children's interest and ability. Hasballah & Fitriani (2021) explain that learning media functions as an interactive tool to introduce hijaiyyah letters, thus helping to improve reading skills in early childhood. This media can also cover shortcomings in the delivery of material by educators, so that learning becomes more effective and easy for children to understand (Hasanuddin, 2017).

Cognitively, a child's ability to remember and process information, especially the shapes and sounds of the hijaiyyah letters, plays an important role. Children with attention or information processing disorders face difficulties in learning letters. Environmental factors such as noise, lack of attention from parents or teachers, and lack of social support can hinder a child's focus. In addition, fine motor skills, such as the ability to control hands and fingers, are also important in the process of writing letters. Children who have fine motor limitations may have difficulty holding a pencil correctly or writing with precision. F. Thomas Edison in his book "52 Teaching Methods" explains that humans naturally tend to get bored easily. This boredom generally arises when a person is too long in a monotonous situation, facing something familiar and repeated, or when the delivery of material is done in a less interesting way.

At TK Negeri Pembina Pemulutan Barat, the children's low concentration in recognizing and memorizing the hijaiyyah letters is thought to be caused by learning methods that are not in accordance with their learning style.

From observations, it can be seen that when the reading learning process only uses a blackboard containing hijaiyyah letters written by the teacher, children tend to be uninterested. This results in their lack of focus and attention to learning. As a solution, the teacher implemented a variety of more fun learning methods, such as singing while learning, to increase children's engagement. In addition, letter recognition through singing with memorable lyrics can help children associate each letter with a pleasant melody, making the learning process of remembering the Hijaiyyah letters more interesting. Writing practice is also an important aspect in strengthening their memory; by inviting children to write hijaiyyah letters on paper or draw them with colored stationery, they can strengthen their motor memory as well as improve their writing skills. In addition, teachers also pay more attention to children who seem bored, tired, or tantrum during learning, with the aim of helping them improve their focus and ability to write hijaiyyah letters.

Based on observations, several factors affect their learning process including When reading Hijaiyyah letters together, children's concentration and attention are still lacking, so children who are easily distracted can find it difficult to focus on learning Hijaiyyah letters. A non-conducive learning environment, such as noise or lack of support from parents and teachers, can hinder the learning process. Lack of interesting and varied teaching materials such as videos and powerpoints, so learning becomes monotonous and this can certainly reduce children's interest in learning.

In education, the implementation of creative and interesting learning strategies is expected to encourage students to participate more actively in the learning process. Some examples of proven effective strategies, such as project-based learning, utilization of information and communication technology (ICT), as well as the use of educational games, can increase student engagement. By using these approaches, learning becomes more interesting and helps students connect the subject matter with real-life experiences, which makes it easier for them to understand and remember the information. In addition, good collaboration between teachers, students and parents plays an important role in increasing interest in learning. Teachers who are able to establish positive relationships with students and create a conducive learning atmosphere will be more successful in motivating students. Meanwhile, parents' support for their children's education at home greatly affects their motivation and interest in learning.

The results revealed that children's concentration is directly related to their ability to remember and write hijaiyyah letters. Children who are more active and excited about learning tend to remember letters faster and write them better and neater. Therefore, it is important to create a comfortable and supportive learning environment, as this helps children feel safe and free from distractions, which in turn can maintain their focus. Providing emotional support and positive encouragement, as well as establishing a consistent study routine, will increase the child's motivation to continue learning and remembering the hijaiyyah letters. These approaches, if applied thoroughly, can help children not only in memorizing the hijaiyyah letters, but also in developing an interest and love for further learning. The implementation of active learning strategies, such as project-based learning, provides opportunities for students to be directly involved in the learning process through real experiences. Thus, students not only learn theory, but also see how the subject matter is applied in everyday life. Students involved in projects often show higher interest because they can work together, develop creativity, and solve problems in a real context. This is in line with constructivism theory which emphasizes the importance of experience and social interaction in constructing knowledge. The use of technology also plays an important role in attracting student interest. Digital tools such as learning apps, educational videos and interactive games can make materials more interesting and accessible. Students are more enthusiastic when using technology they are already familiar with. Previous research shows that technology can increase student engagement and facilitate more interactive learning. Therefore, the integration of technology in learning not only adds variety to teaching methods, but also strengthens students' interest in learning.

#### 4. Conclusion

The results of research at TK Negeri Pembina Pemulutan Barat show that some children have difficulty with the focus on learning, which results in a lack of response to the material taught by the teacher. Some of the factors that influence this include lack of interest, monotonous learning methods, unsupportive environment, and limitations in cognitive and fine motor skills. To overcome this problem, teachers as educators need to create innovative learning approaches, such as using pictures, videos or animations, so that children do not feel bored while learning. In addition, the role of parents is crucial in supporting children's learning process. Parents are expected to continue to monitor and supervise children's activities, both at home and outside the home, so that children understand the importance of their responsibilities as students, namely by studying.

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