

## Introduction of Halqi Letters in Tajweed Science Through Song Media at TPQ Nilasari Gonilan Sukoharjo

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### Abstract

This research was motivated by the results of observations and research experiences that the learning process at Qur'an Education Park Nilasari Gonilan teaching materials used by teachers in the introduction of tajweed still use modules without using additional teaching materials. In addition, in the learning process, teachers still use the sorogan method and do not use learning media. As a result, students are less involved in the learning process so they do not understand the material of tajweed. Based on these facts, researchers conducted a study that aimed to improve children's ability to recognize halqi letters in tajweed using songs. This research method uses a descriptive method. The data collection instrument in this study used observation guidelines and documentation. The subjects in this study were 22 children, consisting of 10 girls and 12 boys. The location used in the study was the Nilasari Gonilan Qur'an Education Park. Research on the recognition of halqi letters with the medium of this song obtained very good results, Evidenced by the development of children in understanding halqi letters.

**Keywords:** *Introduction, Learning Media, Halqi Letters*

### Introduction

The Qur'an is a holy book for Muslims that contains the main teachings about creed, shari'ah, morals, stories and wisdom with its main function as hudan, which is a guide for humans to achieve happiness in life in this world and the hereafter. As a holy book, the Qur'an must be understood in meaning and well understood by every Muslim to be practiced in everyday life [Indonesia. Departemen Agama. & Lentera Abadi, 2010]. So for Muslims if they want to hope for a prosperous, peaceful, and happy life, then they should behave in accordance with all the things stated in the Qur'an [Wahid & Wiwi Alwiyah, 2014]. The Qur'an is revealed by Allah to the Prophet Muhammad to bring people out of the dark towards the light, and guide them to the straight path.[Qaṭṭan Manna Khalil, 2012]. Reciting it is a worship that begins from surah al-Fātiḥah and ends with surah al-Nas [Lilie Channa, 2010].

The Qur'an is composed of several letters where these letters have their own properties[Ahmad Annuri, 2010]. So with that we need to learn this because in reading the Qur'an must be in accordance with what was narrated by the Prophet

Muhammad saw and if in reading the Qur'an misread the letters it will change in terms of meaning. Reciting the Qur'an is the best recitation for the believers, both when it is easy, when it is difficult, when happy and sad [Akbar G]. Even reading the Qur'an is not only a charity and worship but a medicine and antidote for people who are restless in their souls [Zainal Abidin S, 1992]. The best man is the one who learns the Qur'an and teaches it. The Qur'an became the greatest miracle revealed by Allah to His Messenger [Hambali, 2013]. The Qur'an is kalamullah, so in terms of reading it must be in accordance with the rules, in the sense of the word we know the knowledge so that there is no misunderstanding in reading the Qur'an and the reading must be tartil (Ahsin W Alhafidz, 1994). The rules that must be observed are, the science of tajweed, makhārij al-ḥurūf (where letters come out), 3 and gharīb (foreign readings in the Qur'an) [Acep Lim Abdurrohman, 2012]. On this basis, the scholars created a discipline in reading the Qur'an, namely the Science of Tajweed.

The science of tajweed is the basis for reading the Qur'an properly and correctly, and the science of tajweed is a branch of science that studies how to sound or pronounce the letters contained in the holy book of the Qur'an [Ismail Abdul Mujib & Maria Ulfa Nawawi, 1995]. The science of tajweed in it explains the laws of recitation contained in the Qur'an. In the science of tajweed is also discussed about makharijul letters so that in terms of reading there are similarities in all hijaiyah letters, makharijul letters are the place where letters come out or the location of the pronunciation of letters [H. N. Subhan, 2009]. The letter hijaiyah has the property of the letter and it is the property that distinguishes each of the letters hijaiyah [Aiman Rusydi, 2015]. Hijaiyah letters are the capital of basic knowledge for reading the Qur'an, because it is the basis of the formation of verses contained in the Qur'an. Learning and understanding hijaiyyah letters is the first step to reading the Qur'an [Gunawan, 2019]. If a person already knows the hijaiyah letters, he will find it easier to learn to the next stage in learning to read the Qur'an.

The letter hijaiyah is taken from the Arabic الهجائية which means spelling or spelling. Not only used in the Quran, this hijaiyah letter is also used in everyday writing from Arabic. The letter hijaiyah is a letter word derived from the Arabic harf or huruuf [(Ma'rifatul Munijah, 2009)]. Hijaiyah letters have 29 letters that have various makhraj. Today, Indonesian people who are still illiterate hijaiyah reach percent of the total Muslim population in Indonesia [(Nadjmatul Faizah, 2022)]. Of course, this is a concern in the midst of the development of technology and easy access to find information. Not to mention, many methods have been developed, but apparently have not been able to reach all Indonesian Muslim communities. In childhood, children are introduced to the education of the Qur'an with the basic stage of recognizing hijaiyah letters, because the Qur'an becomes a guide and guide in later life, so that when you grow up you do not lose your grip and guidance. Therefore, to read the Qur'an, we must introduce hijaiyah letters to children as a basis for learning the Qur'an.

The initial stage of learning the Qur'an is the introduction of hijaiyah letters. The scholars divide the hijaiyah letters according to their makhraj (place of exit) which is generally into five. that is, the oral cavity (al-jauf), the throat (al-halqi), the tongue (oral), the two lips (ash-shafaatin), and the bridge of the nose (al-khoisyum) [(Rauf, 2015)]. In this article, we will introduce the learning of the letters of the Quran specifically, namely the letters halqi (throat) using the medium of songs. This is expected to facilitate the learning process and the process of remembering hijaiyah letters for students. Because songs help students understand hijaiyah letters without taking a long time and with fun methods. The letter halqi (throat) we chose because of at least three things. First, the letters other than the letters ʾ (hamzah) and ʰ (Ha) are letters that have no equivalent in the letters of the alphabet. Secondly, it is quite difficult to practice. And the third is because the halqi letters in tajweed learning are divided into one group, namely the izhar letters.

According to [Arsyad, 2011] "The use of media in the learning process can generate new desires and interests, develop motivation and stimulation of learning activities, and even bring psychological influences on children". [Arsyad, 2006] says that the media when understood broadly is a person, material or event that builds conditions that make students able to acquire knowledge, skills or attitudes. Therefore, the purpose of teaching can be used as a reference base for using media. When ignored, the media is no longer a teaching aid but an obstacle to achieving goals effectively and efficiently. According to [(Nasution, 1988)] Teaching media is as a teaching aid, which supports the use of teaching methods used by teachers.

Basically, the main function of learning media is as a learning resource. According to [(Sukiman, 2012)] Learning media can fulfill three main functions if the media is used for individuals, groups or large groups of listeners, namely: (1) motivating interest or action; (2) present information; (3) give instructions. [Munadi, 2013] put forward four functions of learning media, namely: (1) attentional function; (2) affective function; (3) cognitive function; and (4) compensatory functions. In addition, according to [Arief S. Sadiman, 2012] Learning media serves to cause excitement for learning, allow more direct interaction between students with the environment and reality, and allow students to learn independently according to their abilities and interests.

Learning media has many types and kinds, from the simplest and cheapest to sophisticated and expensive. Ada yang dapat dibuat oleh guru sendiri dan ada yang diproduksi pabrik can be made by the teacher himself and some are factory-produced. Some are already available in the environment to be directly utilized and some are deliberately designed. [Arief S. Sadiman, 2012] It also identifies the main characteristics of media into three main elements: sound, visual and motion.

Songs are an excellent tool to help the learning process of children, more specifically songs are believed to be able to motivate children during the learning of hijaiyah letters. Songs can also be used as one of the ways to achieve the desired learning objectives [Maretta Peralola, Nova Yulia, 2019]. It can also be said that songs are an important part of learning because songs make children more sensitive to sound and increase intelligence because rhythmic stimuli can improve the

working function of the brain so as to make the nerves of the brain work and create a sense of comfort (Aizid R, 2011). When children like the songs taught by the teacher, they will be happy and enthusiastic about doing it, and that's when, indirectly, they are learning something. With the use of media, students' attention to learning materials can be further increased (Nurrita, 2018).

The ability of children at TPQ Nilasari in recognizing halqi letters cannot be done briefly, there needs to be a process and learning through interesting and fun media. One of the keys to successful learning halqi letter recognition is using learning media to increase children's learning motivation. Based on the above background, researchers are interested in conducting research on the recognition of halqi letters with song media in children at TPQ Nilasari Gonilan.

## Method

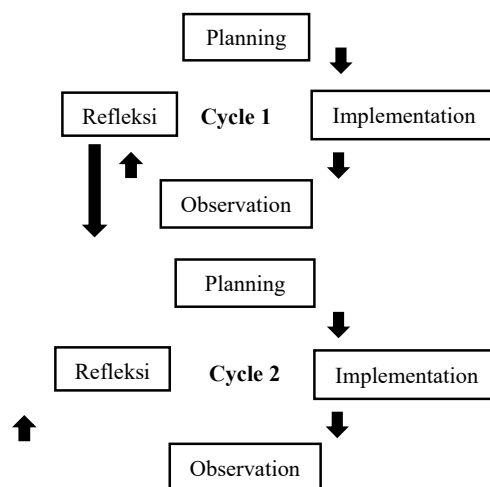
A study, the method is one of the most important things in solving a problem in research. Therefore, the method used must be appropriate and in accordance with the focus of the problem so that the research objectives can be achieved in accordance with what is expected.

According to [(Sugiyono, 2012)] states that "Research methods are scientific ways of obtaining valid data with the aim of being able to find, develop, and prove a particular knowledge so that in turn it can be used to understand, and anticipate problems in education".

The method used in this study is a descriptive method and the form of research used is classroom action research. The descriptive method is a method that describes symptoms as they are based on facts that were in the classroom at the time the study was conducted (Muhammad Ramadhan, 2021). This research is carried out in the learning process and the teacher acts as a researcher. This form of research is classroom action research, which is research conducted in the classroom with the aim of improving learning in the classroom or in English terms often referred to as Classroom Action Research.

The location used as research in introducing halqi letters with song media is TPQ Nilasari Gonilan Kartasura Sukoharjo. In data collection activities before the destination to the place, researchers first hold consultations with supervisors about observation guidelines to be filled, then ask for approval from the institution of the Qur'an Tafsir study program at the University of Muhammadiyah Surakarta, through a research permit, then continued by providing a research certificate to ask permission from the head of the TPQ Institute which is the location of the research. After getting verbal permission from the head of the TPQ Institute where the research took place, the researcher carried out the research. After that, the researcher conveyed the aims and objectives of the research to the head of the TPQ Institute. Furthermore, the researcher approached the teacher who was the object of research. Next the researchers talked to the guide about the data collector tool, approved by the guide then the researcher plunged into the field.

Researchers prepare several tools as data collectors such as observation guidelines for teachers. This study was conducted at TPQ Nilasari Gonilan, with research subjects totaling 22 children. The setting of this study uses song media in improving the ability to recognize halqi letters. The subjects of this study were 1 (one) teacher and 22 children, consisting of 10 girls and 12 boys TPQ Nilasari. This class action research consists of a series of four activities carried out in a repeating cycle. Four main activities exist in each cycle, namely (a) planning, (b) action, (c) observations, and (d) reflections that can be described as follows:



Source: (Suharsimi, 2006)

For the purposes of collecting data about the process and the results achieved, the following data collection techniques are used: 1) Observation, namely observation or observation is a way of collecting data by making direct observations of ongoing activities. In Classroom Action Research, observations are made to monitor learning activities in order to improve

so that they become better; 2) An interview is an oral question and answer between two or more directly". Interviews were conducted with teachers with the intention of obtaining data related to speaking learning activities before and after the action. Interviews were conducted with teachers with the intention of obtaining data related to the application of assignment methods before and after the action; 3) Documentation is a way of collecting data through written fragments, especially in the form of archives and including books on opinions, theories, propositions (laws) and so on related to research problems.

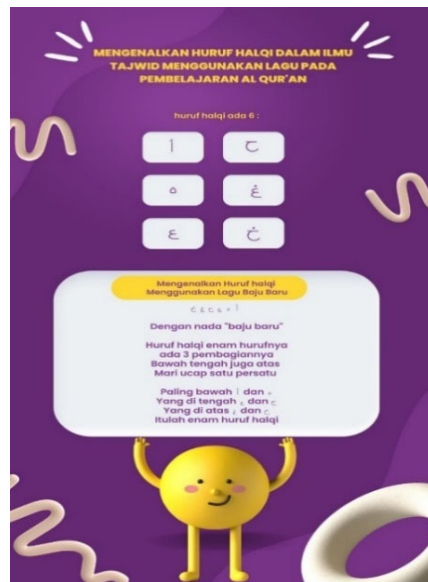
To support this research, an instrument or data collection tool is needed. In this class action research, data collection tools are used in the form of observation guides and documentation for qualitative data. While data analysis According to [Sugiyono, 2014] states that "Analysis has begun since formulating and explaining the problem, before going into the field and continuing until the writing of the research results".

The source of data in this study is TPQ Nilasari's children. The data analysis that researchers do begins with a plan in data collection. There are 4 stages of analyzing data, namely: data collection, data reduction, data presentation, and conclusion.

## Results and Discussion

### A. Result

The result of this study is teaching materials with song media. Here is a picture that becomes a teaching material in introducing halqi letters by singing:



Picture1: [https://www.canva.com/design/DAFyz4aJpII/L0u6AGWIsNZUUNtwJA8f-g/edit?utm\\_content=DAFyz4aJpII&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFyz4aJpII/L0u6AGWIsNZUUNtwJA8f-g/edit?utm_content=DAFyz4aJpII&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Halqi letter song lyrics with new clothes tones. "The letters halqi are six letters, there are 3 divisions, the bottom middle is also the top, let's say one by one, the bottom ا dan, the middle one ه and ح, the one above ع and ح, those are the six halqi letters".

#### 1. Research Results

This study aims to describe the efforts of teachers to improve the ability to recognize halqi letters with song media in 22 children at TPQ Nilasari. Based on observations about teachers' efforts to improve the ability to recognize halqi letters with song media in children as stated in the following data:

Table1  
Results Meeting I Cycle I

No	Creteria of child development	The Child can say the halqi letters	The child can point out the halqi letters and say the sounds		Childern can distinguish the sounds of letters that are almost the same shape		
		Number of Children	Presented	Number of Childern	Presented	Number of Childern	Presented
	<b>BB</b>	8	36,3%	9	40,9%	7	31,9%

<b>MB</b>	8	36,3%	6	27,2%	6	27,2%
<b>BSH</b>	3	9,2%	5	22,7%	8	36,3%
<b>BSB</b>	3	9,2%	2	9,2%	1	4,7%
<b>Total</b>	22	100%	22	100%	22	100%

Based on Table 1 above, it can be seen the percentage in improving children's ability to recognize halqi letters of the first meeting of Cycle I. In the first aspect, children can mention halqi letters, which have not developed as many as 8 children with a percentage of 36.3%, who began to develop as many as 3 children with a percentage of 9.2%, and children who developed according to expectations as many as 3 children with a percentage of 9.2%, and children who reached the criteria developed very well as many as 3 children with a percentage of 9.2%.

In the second aspect, children can show halqi letters and say the sounds, which have not developed as many as 9 children with a percentage of 40.9%, who begin to develop as many as 6 children with a percentage of 27.2%, and children who develop according to expectations as many as 5 children with a percentage of 22.7%, and children who reach the criteria of developing very well as many as 2 children with a percentage of 9.2%.

In the third aspect, children can distinguish letter sounds that are almost the same shape, which have not developed as many as 7 children with a percentage of 31.9%, who begin to develop as many as 6 children with a percentage of 27.2%, and children who develop according to expectations as many as 8 children with a percentage of 36.3%, and children who reach the criteria of developing very well as many as 1 child with a percentage of 4.7%. Further can be seen in the following chart 1:

Table2  
Results Meeting 2 Cycle I

No	Creteria of child development	The Child can say the halqi letters		The child can point out the halqi letters and say the sounds		Childern can distinguish the sounds of letters that are almost the same shape	
		Number of Children	Presented	Number of Children	Presented	Number of Children	Presented
	<b>BB</b>	6	27,2%	8	36,3%	5	22,7%
	<b>MB</b>	8	36,3%	3	13,6%	6	27,2%
	<b>BSH</b>	5	22,7%	7	31,9%	8	36,3%
	<b>BSB</b>	3	9,2%	4	18,2%	3	13,6%
	<b>Total</b>	22	100%	22	100%	22	100%

Based on Table 2 above, it can be seen the percentage in improving children's ability to recognize halqi letters in the second meeting of Cycle I. In the first aspect, children can mention halqi letters, which have not developed as many as 6 children with a percentage of 27.2%, who begin to develop as many as 8 children with a percentage of 36.3%, and children who develop according to expectations as many as 5 children with a percentage of 22, 7%, and children who achieved the criteria developed very well as 3 children with a percentage of 9.2%.

In the second aspect, namely, children can show halqi letters and say the sound, which has not developed as many as 8 children with a percentage of 36.3%, who began to develop as many as 3 children with a percentage of 13.6%, and children who developed according to expectations as many as 7 children with a percentage of 31.9%, and children who achieved the criteria of developing very well as many as 4 children with a percentage of 18.2%.

In the third aspect, children can distinguish letter sounds that are almost the same shape, which have not developed as many as 5 children with a percentage of 22.7%, who begin to develop as many as 6 children with a percentage of 27.2%, and children who develop according to expectations as many as 8 children with a percentage of 36.3%, and children who reach the criteria of developing very well as many as 3 children with a percentage of 13.7%. Further can be seen in the following chart 2:

Table3  
Results Meeting 3 Cycle I

No	Creteria of child development	The Child can say the halqi letters		The child can point out the halqi letters and say the sounds		Childern can distinguish the sounds of letters that are almost the same shape	
		Number of Children	Presented	Number of Children	Presented	Number of Children	Presented
	<b>BB</b>	4	18,2%	3	13,2%	3	13,6%
	<b>MB</b>	7	31,9%	2	9,2%	8	36,3%

<b>BSH</b>	6	27,2%	9	40,9%	5	22,7%
<b>BSB</b>	5	22,7%	8	36,3%	6	27,2%
<b>Total</b>	22	100%	22	100%	22	100%

Based on Table 3 above, it can be seen the percentage in improving children's ability to recognize halqi letters meeting the third meeting of Cycle I. In the first aspect, children can mention halqi letters, which have not developed as many as 4 children with a percentage of 18.2%, who began to develop as many as 7 children with a percentage of 31.9%, and children who developed according to expectations as many as 6 children with a percentage of 27.2%, and children who achieved the criteria of developing very well as many as 5 children with a percentage of 22.7%.

In the second aspect, children can show halqi letters and say the sound, which has not developed as many as 3 children with a percentage of 13.6%, who began to develop as many as 2 children with a percentage of 9.2%, and children who developed according to expectations as many as 9 children with a percentage of 40.9%, and children who reached the criteria of developing very well as many as 8 children with a percentage of 36.3%.

In the third aspect, children can distinguish letter sounds that are almost the same shape, which have not developed as many as 3 children with a percentage of 13.6%, who began to develop as many as 8 children with a percentage of 36.3%, and children who developed according to expectations as many as 5 children with a percentage of 22.7%, and children who achieved the criteria of developing very well as many as 6 children with a percentage of 27.2%. Further can be seen in the following chart 3:

Table4  
Results Meeting 4 Cycle II

No	Creteria of child development	The Child can say the halqi letters		The child can point out the halqi letters and say the sounds		Childern can distinguish the sounds of letters that are almost the same shape	
		Number of Children	Presented	Number of Children	Presented	Number of Children	Presented
	<b>BB</b>	2	9,2%	0	0%	3	13,6%
	<b>MB</b>	3	13,6%	2	9,2%	2	9,2%
	<b>BSH</b>	6	27,2%	6	27,2%	7	31,9%
	<b>BSB</b>	11	50%	14	63,5%	10	45,5%
	<b>Total</b>	22	100%	22	100%	22	100%

Based on Table 4 above, it can be seen the percentage in improving children's ability to recognize halqi letters meeting 1 Cycle II. In the first aspect, children can mention halqi letters, which have not developed as many as 2 children with a percentage of 9.2%, who began to develop as many as 3 children with a percentage of 13.6%, and children who developed according to expectations as many as 6 children with a percentage of 27.2%, and children who reached the criteria of developing very well as many as 11 children with a percentage of 50%.

In the second aspect, children can show halqi letters and say the sound, which has not developed yet, which began to develop as many as 2 children with a percentage of 9.2%, and children who developed according to expectations as many as 6 children with a percentage of 27.2%, and children who reached the criteria of developing very well as many as 14 children with a percentage of 63.5%.

In the third aspect, children can distinguish letter sounds that are almost the same shape, which have not developed as many as 3 children with a percentage of 13.6%, who begin to develop as many as 2 children with a percentage of 9.2%, and children who develop according to expectations as many as 7 children with a percentage of 31.9%, and children who reach the criteria of developing very well as many as 10 children with a percentage of 45.5%. Further can be seen in the following chart 4:

Table5  
Results Meeting 5 Cycle II

No	Creteria of child development	The Child can say the halqi letters		The child can point out the halqi letters and say the sounds		Childern can distinguish the sounds of letters that are almost the same shape	
		Number of Children	Presented	Number of Children	Presented	Number of Children	Presented
	<b>BB</b>	0	0%	0	0%	0	0%
	<b>MB</b>	5	22,7%	2	9,2%	3	13,7%
	<b>BSH</b>	2	9,2%	2	9,2%	8	36,3%

<b>BSB</b>	15	68,1%	18	81,6%	11	50%
<b>Total</b>	22	100%	22	100%	22	100%

Based on Table 5 above, it can be seen the percentage in improving children's ability to recognize halqi letters meeting the second Cycle II. In the first aspect, children can say halqi letters, there are no more children who get the undeveloped category, who begin to develop as many as 5 children with a percentage of 22.7%, and children who develop according to expectations as many as 2 children with a percentage of 9.2%, and children who reach the criteria of developing very well as many as 15 children with a percentage of 68.1%.

In the first aspect, children can say halqi letters, there are no more children who get the undeveloped category, who begin to develop as many as 5 children with a percentage of 22.7%, and children who develop according to expectations as many as 2 children with a percentage of 9.2%, and children who reach the criteria of developing very well as many as 15 children with a percentage of 68.1%.

In the third aspect, children can distinguish letter sounds that are almost the same shape, there are also no children who get the undeveloped category, which began to develop as many as 3 children with a percentage of 13.7%, and children who developed according to expectations as many as 8 children with a percentage of 36.3%, and children who reached the criteria of developing very well as many as 11 children with a percentage of 50%. Further can be seen in the following chart 5:

Table6  
Results Meeting 6 Cycle II

No	Creteria of child development	The Child can say the halqi letters		The child can point out the halqi letters and say the sounds		Childern can distinguish the sounds of letters that are almost the same shape	
		Number of Children	Presented	Number of Children	Presented	Number of Children	Presented
	<b>BB</b>	0	0%	0	0%	0	0%
	<b>MB</b>	0	0%	0	0%	0	0%
	<b>BSH</b>	6	27,2%	3	13,2%	5	22,7%
	<b>BSB</b>	16	72,8%	19	86,6%	17	77,3%
	<b>Total</b>	22	100%	22	100%	22	100%

Based on Table 6 above, it can be seen the percentage in improving children's ability to recognize halqi letters meeting the third meeting of Cycle II. In the first aspect, children can say hijaiyah letters, there are no children who get the category of undeveloped and begin to develop, children who develop according to expectations as many as 6 children with a percentage of 27.2%, and children who reach the criteria of developing very well as many as 16 children with a percentage of 72.8%.

In the second aspect, namely, children can show hijaiyah letters and say the sound, also no children who get the category of undeveloped and begin to develop, children who develop according to expectations as many as 3 children with a percentage of 13.6%, and children who reach the criteria of developing very well as many as 19 children with a percentage of 86.4%.

In the third aspect, children can distinguish letter sounds that are almost the same shape, there are also no children who get the category of undeveloped and begin to develop, children who develop according to expectations as many as 5 children with a percentage of 22.7%, and children who reach the criteria of developing very well as many as 17 children with a percentage of 77.3%.

## B. Discussion

After conducting 2 cycles of research on improving the ability to recognize halqi letters with song media carried out on children at TPQ Nilasari conducted by researchers as teachers showed that learning improvement planning activities to improve the ability to recognize halqi letters with song media were carried out very well because researchers had done: 1) Prepare a good Daily Activity Plan (RKH) which includes: a) Activities before entering class: welcome, free play, marching and toilet training. b) Opening activities: greetings, praying, singing, conditioning children, explaining themes, activities to be carried out and making rules of play with children. c) Core activity: carry out learning by using image media well. d) Rest and closing activities: lunch together, evaluation, recoling, singing together, praying, greeting and going home. Implement the steps to implement learning improvement properly: a) The teacher lays out the table well; b) The teacher checks the child's attendance; c) The teacher explains the theme and rules of the game well and uses language that is easy for the child to understand. d) The teacher is good at using image media; e) In the learning process, the teacher has shown mastery of the material and associated the material with relevant knowledge; f) Teachers have also carried out learning in sequence and carried out learning with the time allocated. 12 From the observations made from cycle I and cycle II, a

recapitulation of the results of observations of children's ability to recognize hijaiyah letters with image media is obtained as follows:

Table 7  
Average Observations with Undeveloped Categories

Indicator	Cycle I				Cycle II			
	To be 1	To be 2	To be 3	War-war	To be 1	To be 2	To be 3	War-war
The child can say the halqi letters	36,3%	27,2%	18,2%	27,3%	9,2%	0%	0%	3,1%
The child can point out the halqi letters an say the sounds	40,3%	36,3%	13,6%	30,3%	0%	0%	0%	0%
Children can distinguish the sounds of letters that are almost the same shape	31,9%	22,7%	13,6%	22,7%	13,6%	0%	0%	4,5%

Table 8  
The Average Oservation Result by category began to Develop

Indicator	Cycle I				Cycle II			
	To be 1	To be 2	To be 3	War-war	To be 1	To be 2	To be 3	War-war
The child can say the halqi letters	36,3%	36,3%	18,2%	30,3%	13,6%	22,7%	0%	12,1%
The child can point out the halqi letters an say the sounds	27,2%	13,6%	9,2%	16,7%	9,2%	9,2%	0%	6,1%
Children can distinguish the sounds of letters that are almost the same shape	27,2%	27,2%	36,3%	30,2%	9,2%	13,7%	0%	7,6%

Table 9  
Average Observation Result with Caregories develop as expected

Indicator	Cycle I				Cycle II			
	To be 1	To be 2	To be 3	War-war	To be 1	To be 2	To be 3	War-war
The child can say the halqi letters	19,2%	22,7%	27,2%	23%	27,2%	9,2%	27,2%	21,2%
The child can point out the halqi letters an say the sounds	22,7%	31,9%	40,9%	31,8%	27,3%	9,2%	13,6%	16,7%
Children can distinguish the sounds of letters that are almost the same shape	36,3%	36,3%	13,6%	28,7%	31,9%	36,3%	22,7%	30,3%

Table 10  
Average Obsevation Result with very Good Development category

Indicator	Cycle I				Cycle II			
	To be 1	To be 2	To be 3	War-war	To be 1	To be 2	To be 3	War-war



<b>The child can say the halqi letters</b>	9,2%	9,2%	22,7%	13,7%	50%	68,1%	72,8%	63,7%
<b>The child can point out the halqi letters an say the sounds</b>	9,2%	18,2%	36,3%	21,2%	63,5%	81,7%	86,4%	77,2%
<b>Children can distinguish the sounds of letters that are almost the same shape</b>	4,7%	13,7%	27,2%	15,2%	45,5%	50%	77,3%	57,6%

## Conclusion and Recommendation

### A. Conclusion

Based on the results of research and discussion that have been described in the previous section, in general it can be concluded that teachers' efforts to improve the ability to recognize halqi letters with song media in children at TPQ Nilasari Gonilan have increased, this can be seen from the learning improvement plan carried out and the implementation of learning carried out in 2 cycles and children's responses where the ability to recognize halqi letters has developed as expected. The conclusions of the study can be described in detail as follows: 1) Learning planning to improve the ability to recognize halqi letters with song media in children at TPQ Nilasari Gonilan in cycle I obtained a good category, and at the end of cycle II obtained a very good category. This means that teachers can properly plan learning improvements so that the learning improvement process runs well and smoothly. 2) The implementation of learning to improve the ability to recognize halqi letters with song media for children at TPQ Nilasari Gonilan is to optimize the use of halqi letter song media so that children can easily understand and be interested, in cycle I a good category was obtained and at the end of cycle II obtained a very good category. This means that teachers can properly plan learning improvements so that the process of 14 learning improvements runs well and smoothly. 3) The increase in the ability to recognize halqi letters with song media in children at TPQ Nilasari Gonilan has increased significantly, this increase is shown by the ability to recognize halqi letters, among others, the average ability of children to develop very well. This states that the ability to recognize halqi letters with song media is very good.

### B. Saran

The suggestions that can be conveyed from the results of this study are as follows: (1) Teachers should be able to use song media as one of the props that can be used to improve the ability to recognize halqi letters to children (2) We recommend that when teachers want to carry out learning using song media, first prepare the right and interesting songs so that children are interested and easy to remember.

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