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Hijaiyah Letter Learning Strategies to Improve Qur'an Reading Skills in Early Childhood at Anak Hebat (AHE) Kupu, Wanasari, Brebes

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Abstract

Introducing Hijaiyah letters is essential as the foundation for Qur'an reading skills, particularly for children aged 5–6 years, which is considered a golden age in their development. This study employs a qualitative approach with a case study design, involving observation, interviews, and documentation to collect data from teachers, parents, and children at the Anak Hebat (AHE) learning center. The findings reveal that AHE applies the AGA (Anak Surga) method, which incorporates titian ingatan (memory bridging) in the learning process. This method consists of six steps: brain gym, remedial, module reading, enrichment, writing, and educational games. Implementing this strategy has proven effective, as the children demonstrated significant improvement in recognizing letters, proper pronunciation, and reading short verses. Moreover, parental involvement in supporting learning at home also contributed to the success of the program. This study is expected to offer new insights into effective teaching strategies for non-formal educational institutions, especially in the context of Hijaiyah letter instruction.

Keywords: Learning Strategies, Hijaiyah Letters, Reading Skills, Early Childhood

Abstrak

Pentingnya pengenalan huruf hijaiyah sebagai dasar kemampuan membaca Al-Qur'an, terutama pada usia 5-6 tahun yang merupakan periode emas perkembangan anak. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan studi kasus, yang melibatkan observasi, wawancara, dan dokumentasi untuk mengumpulkan data dari guru, orang tua, dan anak-anak di AHE. Hasil penelitian menunjukkan bahwa strategi pembelajaran yang diterapkan di AHE menggunakan metode AGA (Anak Surga) yang menggunakan titian ingatan dalam proses belajar. Metode ini terdiri dari enam langkah: senam otak, remidi, pembacaan modul, pengayaan, menulis,

dan permainan edukatif. Implementasi strategi ini terbukti efektif, dengan anak-anak menunjukkan peningkatan signifikan dalam kemampuan mengenali huruf, melafalkan dengan benar, dan membaca ayat pendek. Selain itu, keterlibatan orang tua dalam mendukung proses belajar di rumah juga berkontribusi pada keberhasilan pembelajaran. Penelitian ini diharapkan dapat memberikan wawasan baru mengenai strategi pembelajaran yang efektif bagi lembaga pendidikan nonformal, khususnya dalam konteks pembelajaran huruf hijaiyah.

Kata Kunci: Strategi Pembelajaran, Huruf Hijaiyah, Keterampilan Baca, Anak Usia Dini.

Introduction

Religious education has an important role in the formation of early childhood character. One of the fundamental aspects of Islamic religious education is the introduction of hijayah letters as the basis for the ability to read the Qur'an. Age 5-6 years is a golden period of development, where the child's brain has optimal ability to absorb information and build basic literacy skills.¹ So it is very important to be given an effective learning method to improve the skill of reading hijaiyah letters. Reading is a process that can be further developed by using approaches to strategies, techniques, and methods that are appropriate to the needs and goals of reading. To achieve this, appropriate learning strategies and methods are needed, such as game-based methods that make children more interested in recognizing hijaiyah letters or multisensory approaches that involve the senses of vision, hearing, and movement to help faster understanding.²

Early childhood education is a form of education that focuses on establishing the basics to support children's growth and

development. This education includes physical development, such as fine and gross motor coordination, intelligence which includes thinking skills, creativity, emotional and spiritual intelligence, and social-emotional aspects, such as religious attitudes and behavior. It also supports children's language and communication development, while taking into account the uniqueness and developmental stages appropriate for early childhood.³

Based on initial observations, some early childhood children in Kupu village still have difficulty in recognizing and pronouncing the Hijaiyah letters correctly. This obstacle can be caused by various factors, such as inappropriate learning methods, lack of parental involvement at home, or differences in learning abilities among children. This can be seen from the number of parents who send their children to tutoring institutions, one of which is the AHE institution, this institution has a special program for early childhood that focuses on the introduction of hijaiyah letters in a systematic and enjoyable way.

The great children's tutoring institution (AHE) is a community education institution that focuses on learning to read both reading the alphabet and hijaryah letters. The minimum age limit for children who can enroll in AHE is 4.5 years AHE is an official educational institution that has received permission from KEMENKUMHAMRI No. IDM000330997. AHE Office based in Kartosuro, Sukoharjo, Central Java. AHE tutoring institutions can be opened anywhere, both in villages and cities, as long as the area does not have an AHE unit. In this writing, the location that is the object of writing is the AHE tutoring institution unit 9379, namely AHE barokah smart canter which is located in kupu village.⁴

In Jeria Lamalan's journal writing entitled "Teacher Learning Strategies in Improving the Ability of Early Childhood to Recognize Hijaiyah Letters at RAT A-Ishlah Gorontalo City". The result of this journal writing is that teachers at RAT AI Ishlah use the wafa learning strategy which has links with various learning strategies in introducing hijaiyah letters to early childhood. The strategy is the wafa method, which is a Qur'an learning strategy of the right brain method as a system and method of learning the Qur'an that is comprehensive, easy and fun. The wafa learning method uses the 5P method (opening, reasoning, teaching, assessment

and closing.⁵ Whereas in this writing using the method of the child of heaven (AGA) memory path.

The learning strategies used in various institutions are different, but all of these strategies make learning hijaiyah letters fun, cool and easy for children to understand. In this AHE institution, the method used is AGA (Anak Surga), which is a method of learning to read Arabic letters that emphasizes fun and joy in learning Arabic letters. Learning process. To support the fun and excitement of the AGA method, it is taught by teachers who have been trained to teach it.⁶ From the point of view of Islamic Religious Education, reading in Arabic is one of the language skills that all students must master. The first revelation revealed by God to the Prophet Muhammad SAW and announced to the entire human race, Surah al-Alaq verse 1-5. This verse explains that Allah SWT provides a basic explanation of the value of education related to reading and. One should continuously read books and study to gain knowledge.⁷

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝
 إِقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ
 الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

Meaning: (1) Read in the name of your Lord who created (2) He created man from a clot of blood (3) Read, your Lord is

the Most Glorious (4) who teaches (man) with the pen (5) He taught man what he did not know. (OS. Al-Alaq 1-5)

With this background, this paper aims to study the Hijaiyah letters learning strategy applied at AHE Institution. It also aims to analyze the effectiveness of the strategy in improving early childhood reading skills, as well as identifying the supporting and inhibiting factors in the learning process, and the implications of the Hijaiyah learning strategy. Through this writing, it is hoped that it can provide new insights into learning strategies effective for non-formal education institutions, especially those that focus on.

The theory used in this research are According to McClelland, the author quoted in the journal Wahyu Harapano, Dkk with the title "The Effect of Employee Competence on Employee Performance of PT Senamas Energindo Mineral Maintenance Unit Division of East Barito Regency,"⁸ said that competency (competency) is a fundamental characteristic that a person has. that directly affects, or can describe, excellent performance. In other words, competence is what outstanding performers do more often in more situations with better results, than what average performers do. This theory is relevant to research on the learning strategy of hijaiyah letters in improving early

childhood reading skills at AHE Institution, because it emphasizes the importance of the role of teacher competence in implementing the AGA method effectively Teachers who have high competence in understanding children's characters master AGA learning techniques, and guide consistently Focus Will result in more significant improvement in reading skills.

According to Mulyasa, teacher competence is a set of knowledge, skills, and behaviors that must be owned, lived, and mastered by teachers in carrying out their professional duties. These competencies include four main aspects that are important indicators in the success of teachers in implementing effective learning strategies, especially in improving Qur'an reading skills for children of this age, namely: ⁹

1. Pedagogical competence, namely the teacher's ability to manage the learning of students, which includes understanding the characteristics of children, learning theory, planning and implementation. learning, and evaluation of learning outcomes.
2. Personality Competence is a teacher's personality that is steady, stable, mature, wise, and authoritative. Teachers become role models in behavior, have integrity, and have a commitment to Islamic values in learning the Qur'an.

3. Professional Competence is the mastery of learning materials broadly and deeply, as well as mastery of learning methodologies. In this context, mastery of Hijaiyah letters and the AGA method is an indicator of teacher professional competence.
4. Social Competence is the ability to communicate and interact effectively with students, fellow teachers, parents, and the community. This is important in building collaboration that supports the development of children's Al-Qur'an reading skills.

The learning strategy used in this study is based on Jean Piaget's cognitive learning theory, the cognitive theory developed by Jean Piaget emphasizes that "a person's intellectual development takes place through a series of structured stages". Piaget identified four stages of cognitive development, namely:¹⁰

1. Sensori-motor (0-2 years) Children learn through direct interaction with the environment using senses and movement
2. Preoperational (2-7 years): The child begins to use symbols, such as language and pictures, but still thinks egocentrically.
3. Concrete operational (7-11 years

old) Children begin to think more logically about concepts that can be observed in real life.

4. Formal operational (11 years and above): The child begins to be able to think abstract and use formal logic

In the context of learning to read the Qur'an, Piaget's cognitive theory is relevant because children will go through stages of cognitive development that allow them to recognize hijaiyah letters, understand how to pronounce them, and connect them with meaning gradually. Piaget's cognitive theory emphasizes that children In the context of learning Hijaiyah letters, children will go through stages of cognitive development that allow them to recognize, understand, and remember the shapes and sounds of letters gradually. By applying teacher competency theory and Jean Piaget's cognitive theory, Hijaiyah letter learning strategies can be effectively designed in accordance with children's cognitive development and supported by social interactions that build their understanding optimally.

Method

The research method used in this research is qualitative method The qualitative research approach deals with subjective assessments of attitudes, views,

opinions and actions and behavior. Research in such a context depends on the understanding and impression of the researcher. This research approach provides good results both in non-measurable forms and in forms that cannot be analyzed quantitatively. Generally, this method uses group interview techniques, projective techniques and in-depth interviews.¹¹

Creswell defines qualitative research as follows: “Qualitative research is a type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants, describes and analyzes these words for themes, and conduct the inquiry in a subjective, biased manner.”.¹² The explanation of the quote according to Creswell is that Qualitative research is a type of educational research in which the researcher relies on the views of participants or informants. The researcher asks at length, asks general questions, data collection consists mostly of the words (or texts) of the participants describing and analyzing the texts into themes, and makes requests subjectively and bias (provoking other questions).

While the type of research is a case study, the case study method is a very popular form of qualitative analysis and involves careful and thorough observation

of a social unit, be it an individual unit, family, institution, cultural group, or even an entire society. Case studies emphasize a thorough analysis of a small number of events or conditions and their interrelationships. Case studies discuss the processes that occur and their reciprocal relationships. Thus, a case study is basically an intensive investigation of a particular unit under consideration. The purpose of the case study method is to find factors that explain the patterns of behavior of a particular unit as an integrated totality.¹³

The data sources of this research consist of primary data sources and secondary data sources. The data sources in qualitative research are words, and the rest are additional data such as documents and others. Primary data is a data source that directly provides data to data collectors, or data obtained directly, such as the results of interviews from subjects. Primary data is data from original sources obtained by researchers based on all events that occur in the field. In this research, the primary data used are the results of observations and interviews of several informants, including the results of the observation and interviews of several informants.¹⁴ Secondary data is a data source that does not directly provide data to data collectors, for example through other people or through data documents or information that is indirectly related to certain research problems. The source can

come from experts who know and explore the event, which is discussed in books or archival records related to the event.¹⁵

data collection techniques are observation interviews and documentation. Observation is carried out by making direct observations on the object of research, namely children who take reading lessons. This technique is used to directly observe the objective conditions of the learning process at the AHE institution in kupu village. For data collection, interviews will be conducted with several respondents who are made into research samples and become sources in data processing, namely AHE owners, AHE teachers or tutors, AHE student guardians. and AHE students who take Hijaiyah reading lessons at AHE institutions kupu village. Documentation is also useful for tracing events that have happened before, which can provide further context to the phenomenon being studied. The data analysis technique used in this research is to use the Miles and Huberman model which states that. activities in qualitative data analysis are carried out interactively and take place continuously until completion. Activities in data analysis of the Miles model and Huberman, namely Data Reduction, Data Display, Conclusion.¹⁶

Results and Discussion

Effective learning strategies for reading and writing the Qur'an include the

application of various structured approaches to help learners master the hijaiyah letters, tajweed rules, and the skills to read and write the holy verses of the Qur'an appropriately. Process the introduction of hijaiyah letters is usually done through visual and auditory methods, such as the use of picture cards (flashcards), interactive posters, and audio media in the form of voice recordings.¹⁷ This approach aims to create a fun and meaningful learning experience, as well as improve Qur'anic literacy skills from an early age. The strategy of learning Hijaiyah letters at AHE institutions has its own strategy, with a learning strategy that is fun, fun and in accordance with child development. As data obtained during interviews with AHE teachers, namely: "modules or level books. There are 8 level books where each level has different material. And each level is accompanied by memory trails of hijaiyah letters to make it easier for children to remember hijaiyah letters. With the first level it recognizes fathah. Level two recognizes kasrah. Level three recognizes dhomah. Level four is connecting letters. Level lina is sukun. Level six is sukun and tasvidid. Level six is jalalah and wagaf. And the eighth level is tajweed"¹⁸

The learning strategy in the AGA in program is systematically designed to improve the skill of reading Hijaiyah letters in early childhood This walkway method makes it easier for children to remember the

shape and sound of letters Furthermore, the learning steps carried out in the learning process consist of six sequential steps that integrate cognitive, affective, and psychomotor approaches holistically so that children not only learn to read but also understand and like the learning process itself. These steps were found by the author through direct interviews with teachers who implemented the AGA method in learning. There are 6 steps in this AGA where the first is brain gymnastics to train children's focus. The second is remidi, which is re-reading the last enrichment. Then the third is reading the level book module. The fourth step is enrichment from reading the module. The fifth is writing with the dictation method, in addition to being able to read the lettershijaiyah so that children can also write the lettershijaiyah. And the last is a game using flash mediacards.¹⁹ These 6 steps are made interesting and fun with the aim that children can focus on learning and not get bored in learning.

There are six steps. The explanation of the 6 steps is:²⁰

1. Brain gymnastics, The brain gymnastics used is by making the number 8 sleep. The teacher makes a number 8 sleep pattern in the notebook. The size of the number 8 sleep is made large and symmetrical. Invite the students to bold using a pencil with the left hand, right hand and both hands four times round each hand The eyes of the students follow the direction of the pencil. The teacher and students hum together. The humming lyrics are "top left circular, dot. Right top circular, dot". When saying dot, it coincides the child's hand touches the midpoint of the number 8 of his sleep.
2. Remidi means that a child is invited to read the enrichment material on the previous meeting and is done so that the child remembers the material learned on the previous meeting.
3. Read the Module, read the main subject matter of dengarn learning using level 1-8 level books. With each level there is a memory walk to make it easier for students to remember letters.
4. Enrichment, where the teacher writes spontaneously in the student's notebook, while chatting with the student, then the student reads it Target and the method is "attached" using the drill method. Effective enrichment is in accordance with the subject matter, not exceeding the subject matter, containing repetition of the previous subject matter.

5. The fifth stage is writing. Some of the activities that children can do are writing down what the teacher says (dictation), copying the writing or thickening the sentences. The teacher can use the writing memory walk.
6. Games. The concept of games in AHE is enjoyable, inherent and popular. The game uses small syllable cards (adjusted to the volume), measuring approximately 4x4 cm for syllable cards, and approximately 10x4 cm for word cards. The types of games are *gawangan* (aimed at maturing each letter), *scramble/buy and sell* (aimed at distinguishing between letters), and *glimpse* (aimed at increasing reading speed).

Overall, the six steps in the AGA method are a systematic and integrated strategy specifically designed to build the skills of reading and writing Hijaiyah letters holistically. Each stage is structured by taking into account the cognitive, motor, and emotional development of early childhood, so that the child is able to read and write the letters holistically. Is able to create a learning process that is not only effective but also fun. With an interactive, gradual approach, and in accordance with children's learning styles, this method is expected to foster interest in learning, increase focus, and

strengthen the learning process. children's understanding of hijaiyah letters in a sustainable manner.

These steps are made interesting and fun with the aim that children can focus on learning and not get bored in learning. The regularity and consistency of these steps indicate the existence of a systematic learning design that is in line with the competency *teor* McClelland who emphasized the importance of the teacher's ability to prepare effective learning strategies.²¹ And also this strategy shows continuity with Jean Piaget's theory of cognitive development, which states that preoperational age children learn most effectively through concrete experiences and multisensory stimulus.²²

This strategy is very much in line with Piaget's theoretical approach which emphasizes the importance of the learning process being tailored to each child's unique experience. This shows that the learning strategy applied is not only mechanical, but takes into account aspects of individuality in the child's cognitive process. It is also in line with Jean Piaget's cognitive development theory which emphasizes that preoperational children (2-7 years old) learn most effectively through direct interaction and concrete experiences. Thus, methods such as songs, pictures, and games are very

effective according to the child's development and age.²³

The teacher uses a concrete approach in explaining the Hijaiyah letters through memory trails. This is explained in the interview excerpt as an example of letters with memory trails: the mouth is opened, the upper and lower lips are opened.²⁴ This method makes it easier for children to remember the shape and sound of the huruf. Thus, this method is in line with the principle of sensory-motor-based learning in early childhood. Figure.²⁴ The hijaiyah learning strategy carried out by AHE teachers is not only cognitive, but also spiritual and moral, reflecting the principle of living sharia as that living sharia is sharia that is internalized in the socio-religious practices of the community dynamically and contextually.²⁵

The success of this program is also obtained from a professional teacher. From the results of the interview, the owner of AHE explained that the teacher who delivered the program had attended teacher training and obtained a teacher's license."²⁶ With the professional competence of teachers and a deep understanding of the stages of child development, the strategy of learning Hijaiyah letters through the AGA method is proven to be applicable, relevant, and able to answer the challenges of early childhood education in Qur'anic learning.

Implications of Learning Hijaiyah Letters in Improving Early Childhood Reading Skills

The implications of the application of the hijaiyah letter learning strategy using the AGA method are clearly seen in the improvement of children's cognitive abilities in recognizing and reading hijaiyah letters. The development of children is monitored positively based on the results of evaluations conducted regularly by the teacher. Children's development in recognizing green letters is very good, the teacher conducts a test to find out the extent to which children recognize, read, and write green letters.²⁷ This statement shows that the AGA learning strategy not only creates a fun learning experience, but also produces real and measurable learning progress. From the results of the interview with the teacher, he said that children have been able to read one syllable and even one short verse such as Surah Al-Fatihah and have also been able to write hijaiyah letters by dictation.

The guardians' statements show that the impact of learning is not only felt in the institutional environment, but also carried over to the home. The child shows a higher interest in reading and. This data shows a real success in mastering Qur'anic literacy. Dictation activities also help train fine motor skills and strengthen children's memory.²⁸ This achievement is inseparable

from the cognitive stimulus provided by the teacher appropriately according to the child's developmental level. The teacher here is quite understanding of the learning needs of children to be introduced first with letter shapes, letter sounds, and how to pronounce them. In third practice, the teacher using media such as songs, cards, and games that suit the learning style of early childhood. This strategy is effective because it is in line with the principles of concrete and fun learning. In addition, the teacher's social and personality competence is an important factor in building a comfortable and safe learning atmosphere. Teachers show patience, friendliness and attention, and are open to parents so that the learning atmosphere is comfortable.* Children's emotional comfort is an important factor in shaping their courage to try and continue learning to read hijaiyah.

The results showed that the AGA (Anak Surga) strategy at AHE Kupu Village gave birth to three main implications as in theory Bloom's Taxonomy, namely: ²⁹

1. Cognitive Domain, which includes the ability to restate concepts or principles that have been learned, which relate to thinking skills, competence in acquiring knowledge, recognition, understanding, conceptualization, determination and reasoning. Namely, children are

able to recognize letter shapes, basic harakat, and read simple syllables with the correct makhraj.

2. The Psychomotor domain includes competencies in doing work involving the limbs and competencies related to physical movement (motor) consisting of reflex movements, basic movement skills, perceptual abilities, accuracy, complex skills, and expressive and interpretative. That is, children are able to pronounce letters and write single letters to a series of letters. short verses are increasing rapidly.
3. Affective Domain, which is the domain related to attitudes, values, feelings, emotions and the degree of acceptance or rejection of an object in teaching and learning activities. Such as learning motivation, self-confidence, and love for the activity of reading the Qur'an grow stronger.

This improvement shows direct relevance to the theory reading from Gough & Tunmer which states that the ability of reading involves aspects of decoding (symbol recognition) and comprehension (understanding meaning). The teacher said that after a few weeks of learning, they are starting to be able to name letters one by one and can read short sequences of letters and write.³⁰ This statement shows that the

improvement is not only in the ability to recognize letters, but also in the skills of writing and reading Arabic letters. This data is reinforced by the testimony of parents who said that their children were very happy and very enthusiastic after being able to read the hijaiyah letters and short verses. Through the concept of teaching with praise, enthusiasm, without blaming and using negative sentences. The AHE method is very appropriate to be practiced for students who have difficulty reading. This finding is in line with the results of Ramadhaniar et al ³¹ who showed that the play and sing strategy significantly improved Iqra reading skills. However, the AGA strategy extends these results with a more structured and leveled approach, allowing for continuous and progressive learning. Therefore, it can be concluded that the AGA strategy not only improves technical reading skills, but also builds children's motivation and love for the Qur'an.

Supporting and Obstacle Factors in Learning Hijaiyah Letters in Improving Early Childhood Reading Skills

In the process of implementing the AGA strategy, several supporting factors were found that strengthen the success of learning hijaiyah letters, including adequate infrastructure, active involvement of parents, teacher competence, and high enthusiasm for learning. These factors are in

line with McClelland's competency theory which emphasizes that successful performance in *guni* is strongly influenced by a combination of knowledge, skills, and attitudes.³²

The teacher said that the supporting factors in learning are adequate facilities and infrastructure, parental support, and children's enthusiasm. This is reinforced by the findings of activity documentation which shows the involvement of parents in accompanying children to study at home. However, on the other hand, there are also some inhibiting factors, such as children's lack of focus while learning, incorrect pronunciation of letters, and low interest due to competition with formal institutions.

The teacher mentioned that the obstacles are usually from the children such as not focusing on learning, the pronunciation of letters is not clear, and the lack of interest because there are many students. formal schools such as TPQ. As explained below:

1. Lack of Child Focus: Early childhood has a limited attention span, so it needs a varied approach and interesting.
2. Inaccurate Pronunciation: Some children still have difficulty in letter pronunciation which requires repeated reinforcement.

3. Less interest because there are many formal schools such as TPQ.

The researcher's observations also noted that in children who are new to the hijaiyah letters, concentration is still a major challenge. Mega Puji Lestari's research also notes that the lack of guru training and a supportive learning environment are significant barriers to hijaiyah learning. Therefore, systemic improvements are needed that include improving the quality of teachers, optimizing the learning environment, intensive collaboration between institutions and parents so that the learning of hijaiyah letters can take place optimally.³³

Conclusion

The Hijaiyah learning strategy applied at the AHE Institute in Kupu Village uses the AGA (Anak Surga) method which emphasizes a fun, individualized, and gradual learning approach. This strategy consists of six learning steps: brain gymnastics, reading level books, memorization, kitabah (writing), memory walk, and educational games. This approach is relevant to Piaget's theory of cognitive development, which emphasizes the importance of concrete stimulation for preoperational children, as well as the theory of competence. McClelland highlighted the importance of teacher quality and readiness in managing the learning process. With a

systematic and adaptive approach, the AGA method allows teachers to adjust materials and methods to each child's ability, so that the learning process becomes more effective and participatory.

Implications of Learning Strategies on al-reading Skills. The implementation of the AGA strategy in AHE Kupu Village has a positive impact on improving the reading skills of early childhood. Children show progress in the ability to recognize letters, mention machraj correctly, read short syllables, and start writing hijaiyah letters independently. This implication shows a direct link to Gough & Tunmer's reading theory which describes the reading process as a combination of decoding and comprehension. In addition to improving technical aspects, this strategy also fosters children's learning motivation and confidence in recognizing the Qur'an. It can be concluded that the AGA strategy not only provides effective results cognitively, but also touches the affective aspects of children through fun and sustainable.

Supporting and Hindering Factors in Letter Learning Strategy HijaiyahThe success of the Hijaiyah letter learning strategy at AHE Kupu Village is inseparable from various supporting factors such as the availability of complete infrastructure, active involvement of parents, children's enthusiasm for learning, and continuous

teacher training. However, there are also inhibiting factors that interfere with the learning process. In Vygotsky's theoretical framework, social environment factors and interactions between children and adults determine the success of early childhood learning. In Vygotsky's theoretical framework, social environmental factors and interactions between children and adults determine the success of early childhood learning. Therefore, to optimize the results of learning Hijaiyah letters, a synergy between teachers, parents and the surrounding environment is needed to support the child's learning process.

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