



Implementation of the Fath Hijaiyah Game to Improve Quran Reading Skills among Students at SMPN 2 Segeri

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ABSTRACT

This study examines the implementation of the Fath Game Hijaiyah card media in an effort to improve the Quranic reading skills of eighth-grade students at SMPN 2 Segeri, Pangkep Regency. The main issues raised were their low Quranic reading skills, particularly in recognizing similar hijaiyah letters, pronouncing letters according to makhraj and basic tajweed, and low motivation due to monotonous learning methods. This study aims to describe students' initial Quranic reading skills, explain the process of implementing the Fath Game Hijaiyah in learning, and identify obstacles and solutions in its implementation. The study used a Classroom Action Research design with three cycles, each encompassing planning, implementation, observation, and reflection. The subjects were 20 eighth-grade students at SMPN 2 Segeri, selected as a whole class. Data were collected through observations of teacher and student activities, documentation, and a Quranic reading achievement test that assessed aspects of fluency, fluency, and the application of several basic tajweed rules. Data analysis was conducted qualitatively to describe the learning process and changes in learning behavior, and quantitatively to analyze test scores for each cycle. The results showed that in the pre-cycle, only 25% of students achieved mastery, while 75% remained in the incomplete category. After implementing the Fath Game Hijaiyah in cycle I, learning mastery increased to 40%, then further increased to 70% in cycle II, and reached 100% in cycle III. This improvement was reflected in students' ability to distinguish the hijaiyah letters, read more fluently, and reduce basic tajweed errors. From a process perspective, the use of the Fath Game Hijaiyah successfully created a more enjoyable, interactive, and collaborative learning environment, significantly increasing students' motivation and confidence in reading the Quran. Challenges that arose included limited media, differences in students' initial abilities, and learning time allocation. These challenges were addressed through the addition of card sets, study grouping, and more effective time and classroom management. Thus, the Fath Game Hijaiyah has proven effective as an innovative medium for improving the Quranic reading skills of junior high school students.

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INTRODUCTION

As a process, education aims to help individuals maximize their potential so that they are capable of facing the dynamics of change. Education plays a role in enriching insights, improving abilities, and instilling discipline along with the advancement of science and technology. Furthermore, education contributes to reducing the rate of ignorance, underdevelopment, and poverty because the knowledge and skills gained provide solutions to life's challenges.

Muslims have a religious command to study and teach the Quran, because this holy book is the core of all Islamic teachings that govern various aspects of life. Ironically, education to read the Quran often does not receive the attention it deserves. Supposedly, learning the Quran, especially the basic ability to recognize and read, should be given to children from preschool age. In introducing the Quran, especially hijaiyah letters, a teacher must have a special method so that the material can be understood by children. In addition, parents also have a big contribution, for example by listening to early childhood with the chanting of holy verses of the Quran and the pronunciation of hijaiyah letters.

The repetition of the Quran or the practice of spelling hijaiyah letters that are often done by teachers and parents will make it easier for children to absorb and record them in the brain. This phenomenon is similar to the tendency of children to imitate harsh speech that they hear repeatedly. Considering that children have the ability to imitate and record information quickly, both science in the family and school environment will be easy to imitate. Therefore, parents and teachers have a responsibility to present various knowledge that is good and useful for children's development. Through providing repeated positive examples and stimulating the recognition of hijaiyah letters, it is hoped that children's ability to recognize, understand, and use written symbols as a means of communication can develop well.

In today's modern era, the use of media in education is growing rapidly. One of the innovations in learning the Qur'an is the use of educational game-based media, such as Fath Game Hijaiyah. Fath Game Hijaiyah is one of the interactive learning media designed to help students recognize, understand, and pronounce hijaiyah letters correctly. The use of this game-based method aims to create a more interesting, fun, and not boring learning atmosphere for students, so that they are more motivated to improve their ability to read the Qur'an.

Various studies have shown that the use of game media in learning can increase the effectiveness of the teaching and learning process. Educational games allow learners to learn while playing, which can ultimately increase their engagement in the learning process. The implementation of Fath Game Hijaiyah is expected to be a solution in overcoming the problem of lack of reading the Qur'an among junior high school students. Through an attractive card design, this game can help students in recognizing the shape of hijaiyah letters, understanding makhrāj and the nature of letters, and applying the rules of tajweed correctly in reading the Qur'an.

In addition, the way teachers deliver material also affects the motivation of students in learning to read the Qur'an. Conventional teaching methods that tend to be just that and don't involve students often make them feel bored and less motivated. Therefore, the application of creative learning media such as Fath Game Hijaiyah can be a powerful step to increase students' interest and ability to read the Qur'an. Through a more attractive approach, students are expected to understand the subject matter more easily and be more confident in reciting the Qur'an properly and correctly. Therefore, the use of innovative learning media such as Fath Game Hijaiyah can be a relevant strategy in increasing interest and ability to read the Qur'an. With a more interesting approach, students can more easily understand the material taught and be more confident in reading the Qur'an properly and correctly.

Although the importance of reading the Qur'an has been recognized, in practice, the learning process in schools often faces challenges. Initial observations made at SMPN 2 Segeri show indications that: The level of basic mastery of reading the Qur'an in some Class VIII students is still not optimal. A number of students still have difficulty in recognizing and distinguishing hijaiyah letters that have similar shapes (*mutamasilain* or *mutajānisain*). The learning methods that have been applied tend to be monotonous and less interesting, causing students to be less motivated and easily bored, thus having an impact on the low achievement of learning outcomes.

This condition requires the intervention of teaching methods that are more innovative, interactive, and in accordance with the psychological characteristics of junior high school students who tend to like activities that are games.

In this context, research on the implementation of Fath Game Hijaiyah in improving the ability to read the Qur'an of students at SMPN 2 Segeri is very relevant. This study aims to analyze the effectiveness of the use of Fath Game Hijaiyah in improving students' Qur'an reading ability, identify factors that support and hinder the implementation of this game, and evaluate the extent to which educational games can be a solution in improving the quality of learning to read the Qur'an. For this reason, the results of this research are expected to be able to contribute and contribute to developing learning methods in Islamic religious education

The implementation of Fath Game Hijaiyah in learning to read the Qur'an at the junior high school level is an innovative step that can help students in improving their understanding and reading skills of the Qur'an. With a more fun and interactive approach, it is hoped that students will be able to be more motivated to learn and more easily understand and master the recitation of the Qur'an properly and correctly. Therefore, this research will be the first step in further exploring the benefits and challenges in the application of Fath Game Hijaiyah as an effective and innovative learning medium in improving the ability to read the Qur'an of SMPN 2 Segeri students.

6	Wisdom Amelia	VIII	60	65	60	70	60	60	Incomplete
7	Ipdan	VIII	60	70	55	60	55	60	Incomplete
8	Justina	VIII	50	50	50	50	50	50	Incomplete
9	Muh. Akbar	VIII	75	65	70	70	70	70	Incomplete
10	Muh. Ikzan	VIII	75	75	75	80	75	75	Conclusion
11	Muhammad Asmar Madani	VIII	70	60	65	75	60	65	Incomplete
12	Muhammad Edwin	VIII	75	65	70	70	70	70	Incomplete
13	Nur'aini	VIII	70	70	75	75	70	70	Incomplete
14	Nur Ashilha	VIII	80	80	85	75	80	80	Conclusion
15	Nur Asisa	VIII	80	75	85	80	80	80	Conclusion
16	Nur Astrid Batrisyah	VIII	75	70	65	70	75	70	Incomplete
17	Princess Pratiwi	VIII	75	85	80	80	80	80	Conclusion
18	Riansyah Reza	VIII	70	70	70	70	70	70	Incomplete
19	Risna	VIII	75	75	65	65	70	70	Incomplete
20	Dmitry Djokovic	VIII	70	70	75	77	70	70	Incomplete

Information:

- 1= Fluency Aspect
- 2= Fluency aspect
- 3= Aspects of breadfruit and tanwin
- 4= Aspects of idhhar and idzgham
- 5= Aspects of ikhfa'
- R= Average

Based on the table above, the learning outcomes of pre-cycle students show the ability to read the Quran in grade VIII SMPN 2 Segeri before using the Fath Game hijaiyah card media which was attended by 20 students, there were 15 people who did not complete with a percentage of 75%, while students with a complete category of 5 students had a percentage of 25%.

Based on the above explanation, it can be concluded that the level of ability to read the Qur'an for grade VIII students of SMPN 2 Segeri is still low. For this reason, in an effort to improve students' reading ability to read the Qur'an, collaborative researchers will apply the hijaiyah fath game in learning

Results of research cycle one (I)

In cycle one, researchers carried out research that began on Thursday, June 19, 2025. The stages carried out by the researcher in cycle one are as follows:

Planning Stage

After obtaining official research permits from the campus and the Pangkajene and Islands Regency Education Office, the researcher then coordinated with BK teachers at SMPN 2 Segeri. The results of this coordination are the basis for the researcher to compile the following learning tools:

Compiling a Teaching Module that integrates the card game of the letters of the Qur'an, called Fath Game Hijaiyah (FGH). The module aims to be a reference in the learning process to improve the ability to read the Qur'an for SMPN 2 Segeri students and is adjusted to the ongoing learning theme.

Preparing teaching media, namely the Fath Game Hijaiyah card which is specifically used to support the improvement of students' ability to read the Qur'an.

Making observation instruments, including: teacher activity observation sheets, student activity observation sheets, and observation sheets for assessing Qur'an reading ability when using Fath Game Hijaiyah card media.

Reflection Cycle: namely improving activities and assessment (evaluation) of students' learning processes and outcomes in order to obtain maximum results for the teaching and learning process

Implementation Stage

Cycle I Meeting

The first cycle meeting was held on Thursday, June 19, 2025. Several stages of learning activities are in accordance with the planned Teaching Module:

Opening Activities

In the preliminary stage, the teacher begins the learning by greeting the students (salam) and leading a prayer. Next, the teacher introduces the topic or material to be discussed. Teachers open students' insights through affirmation activities, asking questions and conversing about the letters of the Quran.

Core Activities

The teacher continued the learning session by first making a presentation and explanation about the Fath Game Hijaiyah (FGH) card media. The focus of the first meeting was the introduction of hijaiyah letters. The teacher demonstrates the FGH game procedure, which begins with the introduction of hijaiyah letters, followed by a question and answer activity about the letters appointed by the teacher. After that, the teacher tests the students' understanding by asking random questions, where the students must show letters that have similarities in shape, as well as sort between dotted and non-dotted letters.

Closing Activities

The closing activity, in the closing activity, the teacher recalls or recalls the hijaiyah letter card material and media that has been taught.

Observation

Teacher obsessiveness

The results of observations or observations from peers in the learning activities that have been planned in cycle 1 of the first meeting can be seen in the following table:

Table 2. Teacher Activity Observation Sheet

Yes	Aspects Observed	Score	
		Yes	Not
		1	0
Early Activities			
1	Teachers welcome and direct students as they arrive in the classroom	√	
2	Teachers prepare or review the Learning Activity Plan to ensure that the flow, objectives, and materials to be delivered are ready and structured.	√	
3	The teacher arranges or arranges the room/classroom that will be used so that it is conducive and comfortable for students during learning activities.		√
4	The teacher prepares the main media to be used, namely the Hijaiyah <i>Fath Game hijaiyah letter card</i>	√	
5	The teacher checks and ensures that the room/place and media (Fath Game letter cards) that will be used are safe and free from potential danger to students.		√
Core Activities			
6	The teacher guides the students to enter the room/class, then arranges and directs them to sit neatly in the place that has been provided.	√	
7	The teacher leads or invites students to carry out joint prayers as a form of	√	

	gratitude and request so that learning activities can run smoothly and usefully.		
8	The teacher initiates the learning activity, records the attendance of the students, and asks how they are doing that day to build a warm relationship and ensure all students are mentally and emotionally ready to learn.	√	
9	The teacher communicates with students about the theme to be studied.	√	
10	Teachers and students jointly agree on rules and regulations that will be obeyed during the learning process.		√
11	The teacher introduces in detail each card from the "Fath Game Hijaiyah" media to the students.	√	
12	The teacher lifted the Hijaiyah letter cards (Fath Game Hijaiyah) one by one, while clearly stating the names of the Hijaiyah letters listed on the cards.	√	
13	The teacher guides the students in the process of recognizing and reciting the Hijaiyah letters that have been introduced.	√	
14	The teacher asks or encourages students to re-mention the Hijaiyah letters independently as a form of checking understanding.	√	
15	The teacher asked the students to sort the letters of the Fath Game hijaiyah		√
16	Teachers thoroughly monitor and supervise students' activities during learning activities.	√	
17	The teacher gives appreciation (reward) for the progress or success of students in mastering the recognition of Hijaiyah letters through the "Fath Game Hijaiyah" card media.		√
Closing Activities			
18	Conducting reflection on the subject matter	√	
19	Strengthening the material	√	
20	Plan follow-up activities		√
21	Conveying the core of the next activity.		√
22	As a conclusion to the learning activity, the teacher directed the students to pray.	√	
	Sum	16	

	<p>Value</p> $= \frac{\text{Number of observed aspects}}{\text{The sum of all observed aspects}} \times 100\%$ <p>Value</p> <p>Value</p> <p>Category = Good Enough</p>
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In this observation stage, the researcher carried out systematic monitoring of three main aspects that occurred during the learning process:

Teacher Activity: Observation of the steps, methods, and interactions carried out by teachers in delivering material.

Student Activities: Observation of Students' involvement, response, and participation during learning activities.

Evaluation of Improvement Results: Measurement and assessment of the development of Qur'an reading ability achieved by students.

All observation results (data on teacher and student activities) as well as the results of the evaluation of the improvement of students' Qur'an reading ability were recorded and documented at each meeting (cycle 1) as follows:

Table 3. The results of observation of teacher activities in Meeting 1 cycle I

Cycle	Score maximum	Total Score	Average	Category
Meeting 1	22	16	72%	Enough Good

$$\text{Value} = \frac{\text{Number of aspects observed}}{\text{The sum of all aspects observed}} \times 100\%$$

$$\text{Value} = \frac{16}{22} \times 100\%$$

$$\text{Value} = 72\%$$

Based on the results of the calculation of the percentage of teacher activities, the assessment criteria can be determined as follows:

- = ≤ 54 % Less
- = 54-59% Less
- = 59-74% Sufficient
- = 75-84% Good
- = 85-100% Excellent

In general, it can be concluded that the implementation of learning activities by teachers has been in line with the Learning Activity Plan prepared. Nonetheless, there are several aspects of implementation that need adjustment:

Time Management: Implementation time often shifts or deviates from the planned time allocation stage.

Integration of Material: The teacher has not fully succeeded in relating or connecting the material being taught with other relevant knowledge.

Even so, the observation data in the table as a whole shows that the learning process takes place smoothly, conducive, and the learning objectives are achieved with a fairly good percentage. This shows that the teacher's ability to manage the classroom is in the category of being quite good with the achievement of the percentage of implementation of the teaching module in the first cycle meeting of 72%.

Observation of students' activities in the learning process.

Student activities in the learning process can be seen in the following table:

Table 4. Activity conservation Learners in the first cycle of learning

Yes	Aspects observed	Score			
		1	2	3	4
1	Students enter the classroom				4
2	Students pray as a first step to prepare themselves before starting learning activities.			3	
3	Students pay close and attentive attention to the teacher when the subject matter is delivered				4
4	Students provide answers or respond to questions asked by the teacher			3	
5	Students take part in learning activities and absent by the teacher				4
6	Students converse with teacher Regarding the theme/material to be carried out			3	
7	Students are given Fath Game <i>hijaiyah card media</i> by teachers			3	
8	Students make an agreement with the teacher			3	
9	Students recite (recite) alternately or simultaneously each letter of the Quran (Hijaiyah) shown (raised) by the teacher using the "Fath Game Hijaiyah" card			3	
10	Students receive directions from the teacher to ensure that they can recognize and pronounce the Hijaiyah letters correctly.			3	
11	Students are asked to sort the letters of Fath Game <i>hijaiyah</i>		2		
12	Students work together in study groups		2		
13	Students are rewarded for their success				
14	Students answer the teacher's questions		2		
15	Students Pray Before Returning Home			3	

	Total	42
Based on the observation data above, the student activities in learning activities can be percentaged as follows:		
Percentage $\frac{42}{60} \times 100\% = 70\%$		

After the results of the calculation of the percentage of student activities are obtained, the following assessment criteria can be applied:

- = ≤ 54 % Less
- = 55-59% Less
- = 60-75% Enough
- = 76-85% Good
- = 86-100% Excellent

The results of observations in Cycle I showed that the students' activity score reached 72%, which placed them in the "quite good" category. In general, students show a fairly high level of activity and are very enthusiastic during the learning process. They look excited in following the lesson and show full attention when listening to the teacher's explanation. Despite the high enthusiasm, at first some students still felt embarrassed or hesitant to ask questions. However, after the teacher gave motivation and encouragement, students gradually began to dare to respond and answer questions, although still in a slow way.

Student Learning Outcome Test

Table 5. Student Learning Outcome Test

Yes	Name	Kls	Aspects assessed						information
			1	2	3	4	5	R	
1	Andi Abdul Rahman	VIII	80	80	75	85	80	80	Conclusion
2	Andi Hendrawan Saputra	VIII	70	65	65	70	60	65	Incomplete
3	Asriani	VIII	70	70	70	70	70	70	Incomplete
4	Duncan	VIII	80	80	85	75	80	80	Conclusion
5	Liver	VIII	60	60	60	60	60	60	Incomplete
6	Wisdom Amelia	VIII	60	65	60	70	60	60	Incomplete
7	Ipdan	VIII	60	70	55	60	55	60	Incomplete
8	Justina	VIII	50	50	50	50	50	50	Incomplete
9	Muh. Akbar	VIII	75	65	70	70	70	70	Incomplete
10	Muh. Ikzan	VIII	75	85	80	80	80	80	Conclusion
11	Muhammad Asmar Madani	VIII	70	60	65	75	60	65	Incomplete
12	Muhammad Edwin	VIII	75	85	80	80	80	80	Conclusion
13	Nur'aini	VIII	80	80	85	75	80	80	Conclusion
14	Nur Ashilha	VIII	80	80	85	75	80	80	Conclusion
15	Nur Asisa	VIII	80	75	85	80	80	80	Conclusion

16	Nur Astrid Batrisyah	VIII	75	70	65	70	75	70	Incomplete
17	Princess Pratiwi	VIII	75	85	80	80	80	80	Conclusion
18	Riansyah Reza	VIII	70	70	70	70	70	70	Incomplete
19	Risna	VIII	75	75	65	65	70	70	Incomplete
20	Dmitry Djokovic	VIII	80	80	85	75	80	80	Conclusion

Information:

1= Fluency Aspect

2= Fluency aspect

3= Aspects of breadfruit and tanwin

4= Aspects of idhhar and idzgham

5= Aspects of ikhfa'

R= Average

Based on the table of student learning outcomes data above in the first cycle, student learning outcomes in learning to improve the ability to read the Quran in grade VIII SMPN 2 Segeri by using the Fath Game hijaiyah card media which was attended by 20 students there were 11 people who did not complete with a percentage of 60%, while students with the complete category as many as 9 students had a percentage of 40%.

This is still far from the indicator that has been determined, namely the academic completeness reaches 80% or out of 20 students who achieve completeness in learning is the standard of 17 people. Therefore, the need for class action to be continued at the second meeting in the second session of the second cycle.

Reflection on class actions cycle I first meeting

Based on the PTK data for the first cycle, it can be concluded that the effectiveness of learning has not been optimal and the set targets have not been achieved. One of the main indications is the low enthusiasm of students during the learning process. This result has not been maximized largely influenced by the adaptation to the Fath hijaiyah game learning model, which is a new innovation in the school environment. For this reason, the researcher and collaborators reflected and formulated the weaknesses in the first cycle as follows:

Students are still not very active in learning.

Some of the results of the Fath Game Hijaiyah students still look stiff. Students have not developed their creativity optimally.

Students are still often reprimanded by teachers and are still not serious in the learning process of Fath Game Hijaiyah.

When playing Fath Game hijaiyah, students scramble for cards and are still confused in using Fath Game Hijaiyah.

From the results of this reflection, the researcher and collaborators designed the second cycle action by making the following improvements:

Plan and prepare for learning with Fath card media Hijaiyah games that are more interesting and easier to use by students.

Providing an explanation of the concept of Fath Game Hijaiyah card media so that students do not feel confused when faced with Fath Game Hijaiyah card media.

The teacher conducts a question and answer session with students after explaining the material.

Teachers are assisted by researchers to control one by one (go around) during the learning process of Fath Game Hijaiyah, and help students who have difficulty in pouring out their ideas.

Encourage students to be active in the Fath Game Hijaiyah game.

Encourage students to actively ask what they do not understand, so that students can better understand the material presented.

Encourage students to take the initiative to answer oral questions spontaneously, without waiting to be pointed out by the teacher.

Teachers are advised to manage the classroom optimally and create an attention-grabbing learning atmosphere, so that students stay focused on Qur'an letter recognition activities using Fath card media hijaiyah games.

Teachers must consistently motivate students to dare to participate and answer questions, even if the answers given are not completely correct or correct.

The results of the reflection in cycle I above will be recommendations for improvement in the next cycle

Results of the second cycle of research

Planning for Cycle II involves the improvement of the learning plan, which is based on the reflection findings of Cycle I. This revised planning, which includes the use of test cards referring to previous learning media, will be the main guide for the implementation of learning in Cycle II.

The implementation of the Cycle II research will take place on July 18, 2025. The activity began with the provision of perceptual material to relate the students' initial knowledge, as was done in Cycle I. Then, learning continued to the core material regarding the reading of short sentences, by utilizing the media of Fath card games hijaiyah to improve the ability to read the Qur'an of SMPN 2 Segeri students. The main target of Cycle II is to increase the effectiveness of the teacher's role in directing students to improve their ability to read the Qur'an.

Some of the stages in cycle two (II) can be seen as follows:

Planning Stage

Designing a Learning Implementation Plan that utilizes the Fath Game Hijaiyah card game to improve the ability to read the Qur'an, and relate it contextually to the theme of the learning that takes place.

Ensuring the availability of adequate and ready-to-use Fath Game Hijaiyah card media to support the improvement of Qur'an reading ability.

Preparation of observation instruments, which include observation sheets for teacher activities, student activities, and assessment of Hijaiyah letter recognition skills through the "Fath Game Hijaiyah" card.

Reflection Cycle: namely improving activities and assessment (evaluation) of students' learning processes and outcomes in order to obtain maximum results for the teaching and learning process

Implementation Stage

Opening Activities

The initial learning activity began with greetings and prayer readings. After that, the teacher informed the main material that would be the focus of the session. The teacher creates initial interaction through conversation and question and answer to direct the students' initial understanding of the letters of the Qur'an (hijaiyah).

Core Activities

The implementation of the core activity began with a presentation on the Fath Game Hijaiyah card media which is the main tool. This Second Meeting aims to review the entire hijaiyah letter (from Alif to Ya'). The teacher applies the Fath Game Hijaiyah model through a series of instructions: the presentation of letters by the teacher, verification through the appointment question and answer, and random introduction exercises. Students are then involved in specific identification activities, namely comparing letters that have similar shapes and distinguishing letters based on the placement of points.

Closing Activities

In the final (closing) activity, the teacher reinforces students' understanding of the material taught and how to use hijaiyah letter card media. Furthermore, the teacher and the students conclude and summarize the important points of all the material that has been discussed.

Observation

The interaction of students during the Cycle II learning process seems to be in harmony with the scenario that has been designed by the teacher. Observations show that teachers have made maximum efforts to ensure that students are focused on learning materials to read the Qur'an.

The combination of dialogue between students and an approach that relates the material to real events creates a very interesting learning climate. The enthusiastic response from grade VIII students of SMPN 2 Segeri shows the effectiveness of the use of Fath Game Hijaiyah card media in an effort to improve their ability to read the Qur'an.

The following table presents the results of observations or observations of peers on the learning activities that have been planned in Cycle II.

Table 7. Teacher Activity Observation Sheet

Yes	Aspects Observed	Score	
		Yes	Not
		1	0
Early Activities			
1	Teachers welcome and direct students as they arrive in the classroom	√	
2	Teachers prepare or review the Learning Activity Plan to ensure that the flow, objectives, and materials to be delivered are ready and structured.	√	
3	The teacher arranges or arranges the room/classroom that will be used so that it is conducive and comfortable for students during learning activities.	√	
4	The teacher prepares the main media to be used, namely the Hijaiyah <i>Fath Game hijaiyah letter card</i>	√	
5	The teacher checks and ensures that the room/place and media (Fath Game letter cards) that will be used are safe and free from potential danger to students.	√	
Core Activities			
6	The teacher guides the students to enter the room/class, then arranges and directs them to sit neatly in the place that has been provided.	√	
7	The teacher leads or invites students to carry out joint prayers as a form of gratitude and request so that learning activities can run smoothly and usefully.	√	
8	The teacher initiates the learning activity, records the attendance of the students, and asks how they are doing that day to build a warm relationship and ensure all students are mentally and emotionally ready to learn.	√	
9	The teacher communicates with the students about the theme to be studied	√	
10	Teachers and students jointly agree on rules and regulations that will be obeyed during the learning process.		√
11	The teacher introduces in detail each card from the "Fath Game Hijaiyah" media to the students.	√	
12	The teacher lifted the Hijaiyah letter cards (Fath Game Hijaiyah) one by one, while clearly stating the names of the Hijaiyah letters listed on the cards.	√	
13	The teacher guides the students in the process of recognizing and reciting the Hijaiyah letters that have been introduced.	√	

14	The teacher asks or encourages students to re-mention the Hijaiyah letters independently as a form of checking understanding.	√	
15	The teacher asked the students to sort the letters of the Fath Game hijaiyah		√
16	Teachers thoroughly monitor and supervise students' activities during learning activities.	√	
17	The teacher gives appreciation (reward) for the progress or success of students in mastering the recognition of Hijaiyah letters through the "Fath Game Hijaiyah" card media.		√
Closing Activities			
18	Conducting reflection on the subject matter	√	
19	Strengthening the material		√
20	Plan follow-up activities	√	
21	Conveying the core of the next activity.		√
22	To conclude the learning activities, the teacher directs the students to pray	√	
	Sum	18	
Value $= \frac{\text{Number of observed aspects}}{\text{The sum of all observed aspects}} \times 100\%$ Value Value Category = Good Enough			

At this observation stage, the researcher observed the activities of teachers, the activities of students, and evaluated the improvement of the ability to read the Qur'an during the learning process. The observation data (in the table above) serves as a control tool for teachers so that the implementation of learning is in accordance with the steps that have been determined, of the 22 criteria that have been applied, there are 18 criteria that have been implemented and 4 criteria that have not been implemented properly. However, when viewed from the entire series of learning processes, it shows that the learning process takes place smoothly, conductively, and has achieved learning. The results of observation of teacher activities, children's activities and evaluation of the results of improving students' Quran reading skills at the second cycle meeting are as follows:

DISCUSSION

Ability to read the Quran for Grade VIII students at SMPN 2 Segeri

Based on the results of observations and evaluations, the ability to read the Qur'an of Grade VIII students at SMPN 2 Segeri shows very positive developments. At first, before the intervention or the implementation of a certain learning strategy, most students had a relatively low level of ability. This may be seen from several indicators such as:

Lack of Fluency (Fashahah): Many students are still stuttering, often stop, or repeat reading.

Incompatibility of Tajweed: Errors in the application of tajweed rules, such as short length (mad), the law of nun mati and tanwin, as well as the makharijul of letters that are not correct.

Letter Recognition and Harakat: Some students may still have difficulty in identifying or distinguishing certain hijaiyah letters and reading harakat correctly.

However, after the application of the "Fath Game Hijaiyah" learning media, there was a significant increase in students' abilities. This improvement can be observed from several important aspects:

Improved Fluency: Students become more fluent in reciting verses of the Qur'an, reducing the frequency of stuttering and repetition. Reading speed also tends to improve without neglecting accuracy.

Improvement in Tajweed: Understanding and applying the rules of tajweed shows real improvement. Students began to be more careful in practicing the laws of nun mati and tanwin, mad, and reciting letters according to their makhraj. While it may not be perfect, the mistakes that occur are drastically reduced.

Motivation and Interest in Learning: The use of interactive learning media such as "Fath Game Hijaiyah" has been proven to be effective in increasing students' motivation and interest in learning the Qur'an. The game format makes the learning process more fun and less boring, so they become more active and enthusiastic in the learning process.

This significant improvement can be corroborated through data such as:

Test results of each cycle, Comparison of the test scores of students reading the Qur'an from cycle I to cycle III with the application of "Fath Game Hijaiyah" card media shows a clear and quite significant increase in average scores.

The observation of Islamic Religious Education Teachers can provide direct testimony to the positive changes they observe in the ability to read the Qur'an of students in the classroom, especially in the introduction of letters and the application of the basics of tajweed which are often the focus of educational games.

Active Participation: Learners who are initially passive become more courageous and confident in reading the Qur'an in front of a class or group, encouraged by positive experiences with learning media.

Overall, the ability to read the Qur'an of Class VIII students at SMPN 2 Segeri can be said to be on a positive path and continues to develop thanks to the learning strategies applied, especially the use of the "Fath Game Hijaiyah" media. This success highlights the importance of choosing the right media and methods in improving the quality of learning the Qur'an, especially to overcome the initial challenges in letter recognition and the basics of tajweed.

The application of hijaiyah card media (Fath Game Hijaiyah) in improving the ability to read the Quran for Class V III students at SMPN 2 Segeri

The application of hijaiyah card media known as Fath Game Hijaiyah has proven to be a very effective strategy in improving the ability to read the Qur'an of Grade VIII students at SMPN 2 Segeri. Before the implementation of this media, students' ability to read the Qur'an tended to be lacking, especially in terms of letter recognition, fluency, and the application of the basics of tajweed. However, after the use of Fath Game Hijaiyah, there was a significant positive change.

The application of Fath Game Hijaiyah card media in improving students' reading ability to read the Quran affects students' learning activities as explained in the following data:

Table 8 Recapitulation of the Results of Observation of the Activities of Didk Participants in each Cycle

Yes	Cycle	Score maximum	Total Score	Flat-flat	Category
1	Cycle I	60	42	70%	Pretty Good
2	Cycle II	60	51	85%	Good
3	Cycle III	60	60	100%	Excellent

The application of this media is carried out in an interactive and fun way, transforming the learning atmosphere that may have been previously monotonous into a more dynamic one. Fath Game Hijaiyah is designed to help students:

Recognizing and Distinguishing Hijaiyah Letters: Through visual cards, students can easily identify and distinguish the shape and sound of each hijaiyah letter. The gameplay elements make this process not feel like a regular memorization, but rather an interesting challenge.

Understanding Harakat and Its Combinations: These media most likely also integrate the introduction of harakat (fathah, kasrah, dhammah, and tanwin). By combining hijaiyah letters with harakat on the card, students can practice reading syllables or short words of the Qur'an visually and auditorily.

Improving Reading Fluency: The repetitive and game-based nature of Fath Game Hijaiyah encourages students to continue practicing reading. The more often they interact with the cards and try to read the letter combinations, the smoother they will be.

Fostering Motivation and Interest in Learning: One of the most significant impacts of the implementation of Fath Game Hijaiyah is the increase in students' motivation and interest in learning. The game format reduces the fear of being wrong and fosters a spirit of healthy competition, making them more

enthusiastic about learning and mastering the material. This is very important, because high interest is the key to success in learning the Qur'an.

Creating a Collaborative Learning Environment: These media can also facilitate group learning, where learners help each other and correct their peers' readings. This creates a supportive and interactive learning environment.

The improvement of the ability to read the Qur'an after the implementation of Fath Game Hijaiyah can be seen from several concrete indicators:

Improved Test Scores: There is a clear improvement in the results of the Qur'an reading test (both oral and written tests if any) after the use of this medium compared to before.

Fluency of Reading: Observations show that learners become more fluent in reading verses of the Qur'an, reducing the frequency of stuttering or repetition.

Reduction of Basic Tajweed Errors: Errors in pronunciation of letters, short length (mad), and the law of nun mati/tanwin are significantly reduced due to strong recognition through games.

Enthusiasm in the Classroom: Students show a more positive and proactive attitude when learning the Qur'an, no longer feeling burdened.

It can be understood that Fath Game Hijaiyah has succeeded in becoming a medium that changes the dynamics of learning the Qur'an in Class VIII of SMPN 2 Segeri. Through a fun and interactive approach, this media not only improves the technical ability of reading the Qur'an, but also arouses students' interest and confidence in learning the holy book of the Quran.

Obstacles and Solutions in the Implementation of Hijaiyah Card Media (Fath Hijaiyah)

The application of hijaiyah card media, specifically known as Fath Game Hijaiyah, has shown extraordinary effectiveness in improving the Qur'an reading ability of Class VIII students at SMPN 2 Segeri. The transformation from a "less" initial condition to a "significant improvement" is a clear proof of the success of this innovation. However, as with any new learning method or media, its implementation cannot be separated from various obstacles that require careful identification and strategic solutions. By overcoming these obstacles, the potential of Fath Game Hijaiyah can be maximized for greater learning impact.

Main Obstacles in the Implementation of Fath Game Hijaiyah:

Media Quantity and Quality Limitations:

One of the most fundamental problems is the availability of media that is not proportional to the number of students. In a classroom with dozens of students, just a few sets of Fath Game Hijaiyah cards will create long lines and reduce each student's effective interaction time. In addition, the physical quality of the cards is also a concern. Cards that are frequently used, folded, or exposed to liquids can quickly damage, tear, or fade, reducing their attractiveness and making it difficult to recognize letters. If the card is not laminated properly, wear will occur faster.

The impact is that this limitation can cause frustration for students, reduce the enthusiasm for learning because they have to wait, and even slow down the progress of group learning because not all members can actively participate at the same time. A damaged card can also cause confusion for novice students.

Extreme Variation in Students' Early Ability Levels:

Class VIII students at SMPN 2 Segeri came with a very heterogeneous level of mastery of the Qur'an. There are a small number who may have been fluent in reading and mastering basic tajweed, while the majority are at the stage of letter recognition or have just started to string words. A small number of others may even have difficulty distinguishing some hijaiyah letters. Fath Game Hijaiyah, which may be designed for beginner to intermediate levels, can feel too simple for the already advanced or too complex for the most basic.

Learning becomes less effective for all levels. Advanced students feel bored and less challenged, while the most basic feel left behind and frustrated, so that the potential of media is not optimally utilized for each individual.

Classroom Management and Learning Atmosphere Control:

The interactive nature of Fath Game Hijaiyah does increase motivation, but on the other hand it also has the potential to cause noise or lack of focus if not managed properly by teachers. Excessive enthusiasm can turn into a fuss, where learners focus more on the "game" aspect than "learning." Irregular distribution and collection of cards can also be valuable time-consuming.

As a result, learning time that should be used for interaction with the material is wasted because teachers have to constantly reprimand or discipline the class. Learning objectives can be deviated because students lose concentration on the main material.

Limited Learning Time and Curriculum Integration:

The allocation of time for Islamic Religious Education subjects, especially in the Qur'an reading section, is often limited in the school curriculum schedule. Integrating Fath Game Hijaiyah optimally requires sufficient duration so that students can play, practice, and teachers can provide feedback. Sometimes, the material of the Qur'an has to compete with other materials in the same subject (for example, faith, morals, fiqh).

As a result, they may feel rushed to implement the media, cannot provide a long enough play session, or do not have time to conduct an in-depth evaluation of the progress of each student. This reduces the full potential of the medium.

Mastery and Creativity of Teachers in the Utilization of Media:

Although Fath Game Hijaiyah is a good medium, its effectiveness depends heavily on the teacher's ability to master and apply it creatively. Teachers need to understand the mechanics of the game, be able to modify the rules if necessary, and be sensitive to the learning needs of students. If teachers are not trained or not confident in using media, the potential of Fath Game Hijaiyah will not be fully realized.

The impact of learning becomes rigid, less interesting, and unable to take advantage of existing game features to maximize the learning process of students.

Strategic Solutions to Overcome Obstacles

To optimize the implementation of Fath Game Hijaiyah and ensure the sustainability of improving students' Qur'an reading skills, several solutions can be implemented:

Ongoing Media Procurement and Maintenance:

Schools need to budget funds for the procurement of additional Fath Game Hijaiyah sets so that the media per student ratio is ideal (e.g., one set for every 3-4 students). In addition, laminating each card is a small investment that means a lot to extend the life of the media. Teachers and students can be taught how to take good care of media, such as storing it in a special box and not folding cards.

Initial Data-Based Learning Differentiation:

Teachers must conduct a comprehensive diagnostic assessment (pre-test) at the beginning of the semester to map the level of reading ability of each student's Qur'an. Based on this data, group students homogeneously based on their abilities. Fath Game Hijaiyah can then be applied with a differentiation approach:

Beginner Group: Focus on letter recognition and basic harakat, playing Fath Game Hijaiyah with the simplest rules. Teachers provide intensive assistance.

Intermediate Group: Focus on the fluency and application of the basics of tajweed, using a slightly more challenging variation of the game.

Advanced Groups: Use Fath Game Hijaiyah as a quick repetition tool or for more challenging competitions. They can also be empowered as "peer tutors" to help beginner groups, so they also learn to practice patience and explaining.

Rigorous and Creative Classroom Management:

Teachers need to set very clear procedures and rules of the game before the session starts. For example, "votes should only be limited to groups," or "cards should not be folded/discarded." Use a points or reward system for the most orderly and productive groups. Teachers should actively move between groups, provide direct supervision, facilitate discussions, and provide feedback individually. Utilizing a "time limit" for each round of the game can also help you maintain focus.

Efficient and Flexible Time Integration:

Teachers can integrate Fath Game Hijaiyah briefly but routinely as an opening activity (apperception) or closing lesson. For example, 5-10 minutes at the beginning for reviewing letters, or 5-10 minutes at the end for small competitions. For longer sessions, Fath Game Hijaiyah can be allocated for extra hours, religious extracurriculars, or extracurricular activities (e.g. in the library or school prayer room). Schools can also consider allocating one special session a week for intensive Qur'an practice.

Increasing Teacher Capacity and Creativity:

The school needs to hold regular training or workshops for PAI teachers on the use of innovative learning media, including Fath Game Hijaiyah. This training should cover how to use the basics, game modifications, classroom management, and techniques for providing effective feedback. Teachers are also encouraged to share experiences and best practices among fellow teachers. Encouraging teachers to experiment with new game variations using the same cards will also keep learning fresh.

Obstacles in the implementation of Fath Game Hijaiyah at SMPN 2 Segeri are a reasonable challenge, but not a barrier. With a planned and strategic approach in terms of media procurement, learning differentiation, effective classroom management, smart use of time, and teacher capacity building, the full potential of Fath Game Hijaiyah can be realized. Ultimately, the success of this media will further strengthen students' Qur'anic reading skills, preparing them with a solid foundation to understand and practice their religious teachings.

CONCLUSION

The ability to read the Qur'an of Grade VIII students at SMPN 2 Segeri before the intervention showed various levels of mastery. Most of the students are in the category of sufficient or less, especially in the aspects of recognition of hijaiyah letters, harakat, and the application of basic tajweed laws. This underscores the need for innovative learning methods to improve the foundations of their reading skills.

The application of hijaiyah card media, called Fath Game Hijaiyah, has proven to be effective and significant in improving the ability to read the Qur'an for Grade VIII students at SMPN 2 Segeri. This increase is characterized by: Increased Speed and Accuracy in the recognition and pronunciation of hijaiyah letters. Increased Learning Motivation of students due to the fun, interactive, and competitive nature of media. There is a shift in students' overall reading ability scores from the low category to the medium category, even high, after the use of this media.

Some of the obstacles identified during the process of implementing the Fath Game Hijaiyah card media include: Limited Number and Quality of Media, Extreme Variation in Students' Initial Ability Levels, Classroom Management and Learning Atmosphere Control, Limited Learning Time and Curriculum Integration, Mastery and Creativity of Teachers in Media Utilization.

To address these constraints, several solutions have been implemented: Continuous Media Procurement and Maintenance, Early Data-Based Learning Differentiation, Rigorous and Creative Classroom Management, Efficient and Flexible Time Integration, and Teacher Capacity and Creativity Building.

By identifying obstacles and implementing the right solutions, the application of Fath Game Hijaiyah media becomes more effective and is able to have a significant positive impact on improving the Qur'an reading ability of grade VIII students at SMPN 2 Segeri.

SUGGESTION

Teachers should enrich the variety of learning models, methods, and media to suit their needs and context. The application of Fath Game Hijaiyah card media in the game format is an excellent choice because it makes the learning process fun and reduces boredom. Because learners learn while playing, they absorb lessons faster. Empirically, the results of the study prove that the Fath Game Hijaiyah card media played contributes greatly to improving students' ability to read the Qur'an.

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