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ORIGINAL RESEARCH ARTICLE

The Role of Islamic Education Teachers in Enhancing Children's Hijāiyah Letter Reading Ability Through Animated Videos: A Case Study at SDN 1 Rawajitu Utara

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ABSTRACT

This study examines the role of Islamic Education (PAI) teachers in improving elementary students' ability to read Hijāiyah letters through animated video media at SDN 1 Rawajitu Utara. Mastery of Hijāiyah letters is foundational to Qur'anic learning, yet many students struggle with letter recognition, accurate pronunciation, and connecting letters with meaning. This qualitative case study employed observation, semi-structured interviews with the principal, PAI teacher, and students, and documentation analysis. Data were analyzed through reduction, presentation, and verification, with triangulation ensuring validity. Findings reveal that PAI teachers play multifaceted roles as facilitators, motivators, and guides—encompassing digital-based lesson planning, interactive instruction via animated videos, individualized scaffolding, and continuous formative evaluation. Animated videos significantly enhanced student motivation, accelerated letter recognition, improved makhraj pronunciation accuracy, and increased reading fluency. The study contributes to the growing literature on technology integration in Islamic education and offers a replicable pedagogical model for resource-constrained settings.

Keywords: Role of Islamic Religious Education (PAI) Teachers, Ability to Read Hijaiyah Letters, Animated Videos

ABSTRAK

Penelitian ini mengkaji peran guru Pendidikan Agama Islam (PAI) dalam meningkatkan kemampuan siswa sekolah dasar membaca huruf Hijaiyah melalui media video animasi di SDN 1 Rawajitu Utara. Penguasaan huruf Hijaiyah merupakan fondasi dalam pembelajaran Al-Qur'an, namun banyak siswa mengalami kesulitan dalam mengenali huruf, melafalkannya secara akurat, serta mengaitkan huruf dengan maknanya. Studi kasus kualitatif ini menggunakan metode observasi, wawancara semi-terstruktur dengan kepala sekolah, guru PAI, dan siswa, serta analisis dokumentasi. Data dianalisis melalui tahapan reduksi, penyajian, dan verifikasi, dengan triangulasi untuk menjamin validitasnya. Hasil penelitian menunjukkan bahwa guru PAI menjalankan peran beragam sebagai fasilitator, motivator, dan pembimbing—yang mencakup perencanaan pembelajaran berbasis digital, pengajaran interaktif melalui video animasi, pemberian bantuan belajar (scaffolding) yang disesuaikan dengan kebutuhan individu, serta evaluasi formatif yang berkelanjutan. Video animasi terbukti secara signifikan meningkatkan motivasi siswa, mempercepat pengenalan huruf, memperbaiki akurasi pelafalan *makhraj*, dan meningkatkan kelancaran membaca. Penelitian ini memberikan kontribusi terhadap literatur mengenai integrasi teknologi dalam pendidikan Islam dan menawarkan model pedagogis yang dapat direplikasi untuk lingkungan dengan keterbatasan sumber daya.

Kata Kunci: Peran Guru PAI, Kemampuan Membaca Huruf Hijaiyah, Video Animasi

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1. INTRODUCTION

Education constitutes a fundamental human need, serving to prepare younger generations for independent and productive adulthood (Abdul Sakur, Jaenullah, & Siti Roudhotul Jannah, 2022). Early childhood education requires environmental support and instructional media capable of delivering content effectively to achieve planned educational objectives (Fatmi Ramlah, Amirul Mukminin, & Siti Raudhatul Jannah, 2023). The Qur'ān, as the primary source of Islamic teachings, contains divine revelations conveyed to Prophet Muhammad gradually, serving as guidance for Muslims to attain well-being in this world and the hereafter (Salim Said Daulay et al., 2023). Reading the Qur'ān is an obligation, as decreed in Q.S. Al-Ankabut: 45. According to Muslihah, as cited in Lukya, Subandi, and Jannah (2023), correct Qur'ānic reading is closely tied to the science of tajwid, the study of which is Fardhu kifayah (communal obligation) while its practice is Fardhu 'ain (individual obligation) for every Muslim.

The foundation of Qur'ānic reading lies in recognizing Hijaiyah letters—both their forms and pronunciations. Mastery of Hijaiyah letters plays a critical role in developing Arabic language skills (Alucyana, Raihana, & Dian Tri Utami, 2020). Children frequently exposed to Qur'ānic recitations find it easier to remember and pronounce letters fluently. However, potential must be developed through continuous and consistent training; without stimulation, abilities gradually diminish. Multimedia technology, which integrates various media into an interactive platform, offers a promising solution for Hijaiyah letter instruction (Bella Kartika Sari et al., 2021).

Animated videos, in particular, can enhance student understanding and learning achievement by presenting visual and auditory information simultaneously.

Preliminary observations at SDN 1 Rawajitu Utara revealed that Hijāiyah reading ability had received insufficient attention. While some students read fluently, others struggled with letter identification, pronunciation, and distinguishing similar letters—often reversing pronunciations when letters had similar sounds. Students could only read letters sequentially without recognizing actual shapes and makhraj (points of articulation); when faced with randomly arranged letters with diacritical marks, they became confused and unable to read correctly. These challenges align with broader findings that traditional pedagogical approaches—relying heavily on rote memorization and lacking visual and interactive elements—contribute to low Qur'ānic literacy among Indonesian elementary students. This study, therefore, investigates the role of PAI teachers in improving Hijāiyah letter reading ability through animated video media.

2. RESEARCH METHODS

This qualitative field research employed a case study design, focusing intensive attention on the background and current situation of the problem (S. Margono, 2021; Cholid Narbuko & Abu Ahmadi, 2022). The descriptive approach was used to investigate conditions and uncover facts regarding the role of PAI teachers in children's ability to read Hijāiyah letters through animated videos (Suharsimi Arikunto, 2022).

Research informants included the Principal, PAI teacher, and several students at SDN 1 Rawajitu Utara. Data collection employed three techniques: observation (teaching-learning activities and Hijāiyah letter introduction via animated videos), semi-structured interviews with the Principal, PAI teacher, and students, and documentation (school history, geographical location, organizational structure, teacher and student numbers, and facilities). Data analysis followed Miles and Huberman's interactive model: data reduction (selecting, focusing, simplifying, and transforming raw field data), data presentation (organizing information for conclusion drawing), and verification (drawing conclusions from analyzed data). Triangulation of sources and techniques ensured data validity.

3. RESULTS AND FINDINGS

SDN 1 Rawajitu Utara is a public school located in Sungai Sidang Village, Rawajitu Utara District, Mesuji Regency, Lampung Province, established in 1971 on 5,000m² of land. The school holds "C" accreditation status. Its vision is "Building noble character and achieving global-oriented excellence grounded in high cultural values in accordance with religious teachings," with missions including instilling faith through religious practice, optimizing learning and guidance, developing knowledge in language, sports, and culture according to student potential, and establishing harmonious cooperation between school members and the community (Documentation, 2025).

The Role of PAI Teachers in Enhancing Hijāiyah Letter Reading Ability Through Animated Videos

The principal confirmed that all teachers are directed to develop technology-based lesson plans utilizing animated video media for Hijāiyah letters. As she stated:

"The use of animated videos has been considered since the lesson planning stage... able to attract students' attention, assisting in recognizing the shapes and sounds of Hijāiyah letters, and facilitating students' understanding and retention." (Denti Erpina, Principal, Interview, August 21, 2025)

The PAI teacher reported systematic planning encompassing learning objectives, materials, methods, media, and evaluation. She explained:

"Animated videos were chosen because they display Hijāiyah letters accompanied by clear pronunciation, attractive colors, and animations that can enhance students' attention and concentration." (Eva Vidiana, PAI Teacher, Interview, August 20, 2025)

The teacher acts as a facilitator—repeating pronunciations, modeling *makhraj*, guiding choral imitation, and providing individual correction. Students demonstrated markedly improved engagement and reading fluency compared to conventional methods. The teacher observed:

"There is a very clear difference. Before using animated videos, many children still made errors in reading Hijāiyah letters... But now they master them more quickly." (Eva Vidiana, PAI Teacher, Interview, August 20, 2025)

Student interviews confirmed that animated videos made learning enjoyable and memorable. A fifth-grade student shared:

"My friends and I enjoy learning Hijāiyah letters using animated videos because the images are cute and easy to remember. We find it easier to recognize Hijāiyah letter shapes because they are accompanied by colors and sounds." (Desi, Grade V Student, Interview, August 23, 2025)

A third-grade student added:

"I like it most when there is a Hijāiyah letter song. It's pleasant to listen to, and I can sing along while learning. With songs, I memorize the letter order more quickly." (Muhyidin, Grade III Student, Interview, August 22, 2025).

Based on student feedback, it can be concluded that the use of animated videos in teaching the recognition of Hijaiyah letters has a significant positive impact on students' interest, understanding, and reading ability. Learning via animated videos boosts student enthusiasm and reduces fatigue, as the letters are visually displayed in large sizes and attractive colors, accompanied by clear audio pronunciation. This medium helps students distinguish between Hijaiyah letters that share similar shapes—such as *ba* and *ta*—thereby reducing reading errors.



Figure 1. Teaching and Learning Activities Using Animated Videos

The principal observed that animated videos effectively introduced sound-meaning relationships, transforming PAI learning from mechanical reading to meaningful comprehension. The school provided projectors, laptops, and speakers to support digital learning, with positive parental feedback regarding children's increased enthusiasm and home practice.

The PAI teacher explained that animated videos include illustrations and simple stories connecting sounds to meanings, with the teacher bridging pronunciation and comprehension. Post-viewing activities include choral repetition, individual reading practice, and corrective feedback. Technical challenges (speaker issues, device problems) and classroom management (redirecting student focus) were noted, addressed through individual guidance, front-row seating, and parental involvement in home viewing.

Children's Hijāiyah Letter Reading Ability After Animated Video Instruction

The principal reported significant improvement in student ability to distinguish similar letters (*ba*, *ta*, *tsa*), with faster letter recognition and pronunciation. She stated:

"I noticed their ability improved more quickly. Previously, many students were confused about distinguishing similar letters... But after using animated videos, they found it easier to remember letter shapes and their sounds." (Denti Erpina, Principal, Interview, August 21, 2025)

Evaluation scores showed marked increases: from approximately 50% reading fluency to nearly 80% after implementation. The PAI teacher confirmed accelerated comprehension due to the combination of visual, audio, and motion elements, enhanced concentration, and improved letter differentiation. Both informants noted that while most students benefited substantially, some required additional individual support—confirming that animated videos are effective but require teacher scaffolding for optimal results.

4. DISCUSSION

The Teacher's Multifaceted Role in Technology-Enhanced Learning

This study confirms that PAI teachers at SDN 1 Rawajitu Utara successfully integrated animated video media into Hijāiyah letter instruction, transforming previously conventional methods

(relying on Iqra' books and whiteboards) into interactive, digitally-enhanced learning experiences. This aligns with constructivist theory (Piaget), which positions teachers as facilitators who help learners build knowledge through meaningful, contextual experiences (Siti Nurjanah, 2022). Teachers planned systematically, selected appropriate media, guided practice, provided corrective feedback, and evaluated progress—embodying the facilitator role described in contemporary educational literature (Maya Alemina Ketaren et al., 2025).

The effectiveness of animated videos in enhancing Hijāyah literacy is well-supported by recent research. Munadhifah (2025) found that colorful animated videos with clear pronunciation audio significantly improved student attention, motivation, and participation in Qur'ānic learning. Similarly, Novelia and Hazizah (2020) demonstrated that animated video media effectively supports letter recognition and reading through visual and auditory stimulation. Hidayah et al. (2025) confirmed that multimedia-based learning significantly improves Hijāyah letter reading ability in young children.

Visual and Audio Integration: Theoretical Foundations

The success of animated videos aligns with multimedia learning theory (Mayer), which posits that the human brain processes information more effectively when presented through dual channels (visual and auditory) simultaneously. Students reported that the combination of colorful letter displays, pronunciation audio, and motion helped them distinguish similar letters and retain information longer—consistent with findings that consistent visual exposure supports internalization of letter shapes and sounds through repetition and daily interaction. This also resonates with Bruner's theory of representation, where learning progresses through enactive (direct experience), iconic (visual), and symbolic (language) stages; animated videos facilitate iconic and symbolic learning simultaneously (Robert E. Slavin, 2021).

The use of songs within videos further enhanced memorization, supporting research that music engages both emotional and cognitive domains, making learning more effective (Nurul Hidayah et al., 2024). Student enthusiasm and reduced boredom align with motivation theory, where interesting external media can enhance intrinsic motivation (Rina Febriana et al., 2023).

Technology as Supplement, Not Substitute

Crucially, this study affirms that animated videos function as supplements to, not replacements for, teacher instruction. The principal's observation that "the teacher's role remains very important" echoes broader findings that digital media in Islamic education requires teacher facilitation to maximize benefits. Teachers provided explanation, modeling, correction, and individual scaffolding—roles that technology cannot replicate. This aligns with research on Islamic Education teachers' digital media utilization, which emphasizes teachers' central role in developing and implementing multimedia to improve learning effectiveness.

The combination of animated videos with conventional methods (Iqra' books, face-to-face practice) proved most effective. Teachers did not abandon traditional approaches but integrated them with digital media, creating a blended learning environment that leveraged the strengths of

both modalities. This balanced approach is recommended for sustainable technology integration in resource-constrained settings.

This study contributes to the growing discourse on technology integration in Islamic education. Mahardikha et al. (2023) demonstrated that gamified learning media effectively supports Hijāiyah letter instruction in elementary schools. The present study extends this by documenting the specific roles teachers play in mediating technology-enhanced learning. The findings offer a replicable pedagogical model: systematic planning, appropriate media selection, active teacher facilitation, individual scaffolding, and continuous evaluation. This model is particularly relevant for schools with limited resources, as animated videos can be accessed via freely available platforms.

Furthermore, the study demonstrates that technology integration does not diminish religious values but can enhance Qur'ānic literacy—a foundational goal of Islamic education. Students not only improved reading skills but also developed greater enthusiasm for and connection to Qur'ānic learning, suggesting that digital media can cultivate spiritual as well as academic outcomes.

5. CONCLUSION AND SUGGESTIONS

Animated video media at SDN 1 Rawajitu Utara. Findings demonstrate that teachers play multifaceted roles as facilitators, motivators, and guides—encompassing digital-based lesson planning, interactive instruction, individualized scaffolding, and continuous formative evaluation. Animated videos significantly improved student motivation, letter recognition, pronunciation accuracy, and reading fluency. The integration of visual and auditory elements accelerated learning by engaging multiple sensory modalities, while teacher guidance ensured accurate pronunciation and comprehension. The study confirms that animated videos are effective supplements to, not substitutes for, teacher instruction. These findings contribute empirical evidence to the growing literature on technology integration in Islamic education and offer a replicable pedagogical model for resource-constrained settings. Future research should explore the long-term effects of animated video instruction and its applicability to other areas of Islamic education.

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