

Revitalization of Hijaiyah Letter Pronunciation through Audio-Visual Media at Al Fikh Orchard Malaysia

Mishiyyah Nashih Ulwan^{1*}, Muqdiyal Amri Hasibuan², Aulia Khairani³

Universitas Muhammadiyah Sumatera Utara, Indonesia^{*1, 2, 3}

Al Fikh Orchard, Malaysia³

^{*1}email: mishiyyah@umsu.ac.id

²email: muqdihasibuan10@gmail.com

³email: auliakh@gmail.com

<p>Abstract: This study aims to analyze an interactive media-based model for Qur'anic learning at Saengsattha Elementary School. The research employs a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation involving teachers and students as research participants. The findings reveal that the interactive media-based learning model is implemented through the use of various media, such as digital applications, instructional videos, and visual aids that support Qur'anic learning. This model enhances students' learning interest, engagement, and understanding of Qur'anic recitation. In addition, teachers play a crucial role in managing and integrating interactive media into the learning process. However, several challenges were identified, including limited technological facilities and teachers' competencies in operating interactive media. Therefore, training and institutional support are necessary to optimize the implementation of this learning model.</p>	<p>Keywords: Audio-Visual Media; Hijaiyah Pronunciation; Articulation Points; Qur'anic Learning.</p>
<p>Abstrak: Penelitian ini bertujuan untuk merevitalisasi kualitas pelafalan huruf hijaiyah melalui pemanfaatan media audio visual di Al Fikh Orchard Malaysia. Latar belakang penelitian ini didasarkan pada masih rendahnya kemampuan peserta didik dalam melafalkan huruf hijaiyah secara tepat sesuai dengan makharijul huruf dan sifat-sifatnya. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan media audio visual mampu meningkatkan pemahaman dan keterampilan peserta didik dalam melafalkan huruf hijaiyah secara benar. Media audio visual memberikan stimulus yang lebih menarik dan interaktif sehingga peserta didik lebih mudah menirukan pelafalan yang tepat. Selain itu, penggunaan media ini juga meningkatkan motivasi belajar peserta didik. Dengan demikian, pemanfaatan media audio visual dapat menjadi solusi inovatif dalam meningkatkan kualitas pelafalan huruf hijaiyah.</p>	<p>Kata Kunci: Media Audio Visual; Pelafalan Huruf Hijaiyah; Makharijul Huruf; Pembelajaran Al-Qur'an.</p>

A. Introduction

Learning Hijaiyah letters is the fundamental basis for understanding and reading the Qur'an correctly. The ability to pronounce Hijaiyah letters

accurately according to their articulation points (*makharijul huruf*) and characteristics is an essential aspect of Islamic education. Errors in pronunciation may lead to changes in meaning in Qur'anic recitation; therefore, effective and appropriate learning methods are required (Alwi, 2018).

In the context of modern education, the challenges in teaching Hijaiyah letters are becoming increasingly complex. Students tend to have low learning motivation when conventional teaching methods are still applied. This condition impacts the low quality of Hijaiyah pronunciation that does not yet comply with the rules of *tajwid* (Rahman, 2020).

Technological advancements provide significant opportunities to improve the quality of education, including Qur'anic learning. One innovation that can be utilized is the use of audio-visual media. This media presents a combination of sound and images that can clarify the process of pronouncing Hijaiyah letters (Arsyad, 2019).

Audio-visual media have advantages in providing more concrete and engaging learning experiences. Students can directly observe mouth positions and hear correct pronunciation, making the imitation process more effective (Mayer, 2014).

The use of audio-visual media in learning can also increase students' motivation. The attractiveness of interactive media encourages students to be more active in the learning process (Munir, 2017).

However, in reality, many Islamic educational institutions have not optimally utilized audio-visual media. The teaching of Hijaiyah letters is still dominated by lecture methods and simple demonstrations, which provide less effective learning experiences (Sanjaya, 2016).

This condition is also found at Al Fikh Orchard Malaysia, where some students still experience difficulties in pronouncing Hijaiyah letters accurately. This can be seen in errors in pronouncing letters that have similar articulation points (Observation Results, 2025).

Difficulties in pronouncing Hijaiyah letters are often caused by a lack of intensive practice and inadequate supporting media. Students need clear and repeated examples of pronunciation to understand the differences between letters (Susanto, 2018).

In addition, differences in students' backgrounds also affect their ability to pronounce Hijaiyah letters. Students who lack prior experience in learning the Qur'an tend to face more difficulties in understanding articulation points (*makharijul huruf*) (Huda, 2019).

The use of audio-visual media is expected to be a solution to these problems. This media provides both visual and auditory stimuli simultaneously, thereby increasing learning effectiveness (Daryanto, 2016).

Previous studies have shown that audio-visual media have a positive impact on improving learning outcomes, particularly in language skills and pronunciation (Putri, 2021).

Therefore, the integration of technology in learning Hijaiyah letters has become a necessity. Teachers are required to utilize innovative learning media to achieve optimal learning objectives (Slameto, 2015).

Improving the quality of Hijaiyah pronunciation is not only related to cognitive aspects but also to psychomotor aspects. Students need to train their speech organs directly through accurate and repeated examples (Bloom, 1956).

Audio-visual media can help students develop these psychomotor skills through clear visualization of movements and pronunciation. This is in line with multimedia learning theory, which states that learning is more effective when it involves more than one sense (Mayer, 2014).

Furthermore, the use of audio-visual media supports student-centered learning. Students can learn independently by repeating materials according to their needs (Trianto, 2017).

From the perspective of Islamic education, the use of media in learning is part of efforts to improve educational quality. This aligns with the principle that

Islam encourages the use of various means to achieve better learning outcomes (Nata, 2012).

Therefore, a revitalization effort in learning Hijaiyah letters through the use of audio-visual media is necessary. This revitalization is expected to improve previously less effective teaching methods (Arifin, 2018).

This research is important to provide empirical evidence regarding the effectiveness of audio-visual media in improving the quality of Hijaiyah letter pronunciation.

The objective of this study is to determine the implementation of audio-visual media utilization in improving the quality of Hijaiyah letter pronunciation at Al Fikh Orchard Malaysia.

In addition, this study also aims to analyze the impact of audio-visual media on students' motivation and pronunciation skills, as well as to identify supporting and inhibiting factors in its implementation.

B. Method

This study employs a qualitative approach with a descriptive research design. This approach is chosen because the study aims to gain an in-depth understanding of the phenomenon of utilizing audio-visual media in improving the quality of Hijaiyah letter pronunciation. Qualitative research allows the researcher to explore data naturally in accordance with real field conditions (Creswell, 2014).

The descriptive method is used to provide a systematic, factual, and accurate description of the implementation of audio-visual media in teaching Hijaiyah letters at Al Fikh Orchard Malaysia. Through this method, the researcher can explain the processes, outcomes, and factors influencing the implementation of the learning activities (Sugiyono, 2019).

The research was conducted at Al Fikh Orchard Malaysia, an educational institution that applies audio-visual media in Hijaiyah learning. The research

site was selected purposively by considering the relevance between the research problem and the field conditions (Moleong, 2017).

The research subjects consist of teachers and students involved in the Hijaiyah learning process. The subjects were determined using purposive sampling, a technique in which participants are selected based on their relevance and depth of information related to the research focus (Patton, 2002).

Data collection techniques in this study include observation, interviews, and documentation. Observation was conducted to directly examine the learning process and the use of audio-visual media. Interviews were carried out to obtain information from teachers and students regarding their experiences in the learning process. Documentation was used to complement the data in the form of photos, videos, and learning archives (Arikunto, 2018).

In qualitative research, the primary instrument is the researcher (human instrument). The researcher acts as the planner, data collector, and data analyst. Therefore, the researcher must have adequate theoretical and methodological readiness to ensure that the data obtained are valid and reliable (Sugiyono, 2019).

The data analysis technique uses an interactive model consisting of three stages: data reduction, data display, and conclusion drawing. Data reduction involves selecting and simplifying relevant data, while data display is presented in descriptive narrative form. Conclusions are drawn continuously throughout the research process (Miles, Huberman, & Saldaña, 2014).

To ensure data validity, this study applies triangulation techniques, including source triangulation and method triangulation. Source triangulation is conducted by comparing data from different informants, while method triangulation is performed by comparing results from observation, interviews, and documentation (Lincoln & Guba, 1985).

In addition, the researcher applies member checking to ensure the accuracy of the collected data. The information obtained is reconfirmed with the informants to ensure that it reflects the actual field conditions (Creswell, 2014).

The research procedure is carried out in several stages: preparation, implementation, and reporting. The preparation stage includes developing the research proposal and instruments. The implementation stage involves data collection and analysis, while the reporting stage consists of compiling the research findings systematically in accordance with scientific writing standards (Moleong, 2017).

C. Results and Discussion

The results of the study indicate that the implementation of audio-visual media at Al Fikh Orchard Malaysia has been carried out in a planned and systematic manner in teaching Hijaiyah letters. Teachers utilize media such as instructional videos, animated letter pronunciations, and audio recordings to help students better understand the articulation points (*makharijul huruf*) (Arsyad, 2019).

In practice, audio-visual media are used in the opening, core, and closing stages of the lesson. In the opening stage, teachers play introductory videos of Hijaiyah letters to attract students' attention. This aligns with learning theory which states that initial stimulus is crucial in enhancing learning readiness (Sanjaya, 2016).

During the core stage, students are guided to observe and imitate the pronunciation of Hijaiyah letters presented through audio-visual media. This process helps students understand the differences in articulation points and letter characteristics more concretely (Mayer, 2014).

In the closing stage, teachers reinforce learning by replaying the material and conducting simple evaluations of students' pronunciation abilities. This repetition has proven effective in strengthening students' memory (Slameto, 2015).

The implementation of audio-visual media also shows an improvement in the quality of Hijaiyah letter pronunciation among students. This is indicated

by a reduction in errors in pronouncing letters with similar articulation points, such as “ص” and “س” (Susanto, 2018).

Moreover, students find it easier to understand articulation positions due to the visualization of mouth movements provided in the media. This supports the theory that visual learning enhances understanding of abstract concepts (Daryanto, 2016).

Based on observations, students become more active in learning when audio-visual media are used. They show high enthusiasm and greater focus on the material presented (Munir, 2017).

The increase in learning motivation is also reflected in students' willingness to independently review the material outside classroom hours. This indicates that audio-visual media can create engaging and enjoyable learning experiences (Trianto, 2017).

Interviews with teachers reveal that the use of audio-visual media facilitates the explanation of materials that were previously difficult for students to understand. Teachers feel more effective in delivering the lessons (Arifin, 2018).

From the students' perspective, they report that it is easier to understand Hijaiyah pronunciation because they can directly see and hear correct examples. This reinforces the importance of multisensory learning (Mayer, 2014).

Further analysis shows that the use of audio-visual media has a positive impact on students' psychomotor skills, particularly in correctly pronouncing Hijaiyah letters (Bloom, 1956).

Students are able to imitate pronunciation more accurately after seeing and hearing the examples presented. This demonstrates that audio-visual media are effective in improving practical skills (Daryanto, 2016).

However, not all students experience the same level of improvement. Some still require additional guidance, especially those with limited prior learning backgrounds (Huda, 2019).

Supporting factors in the implementation of audio-visual media include the availability of facilities such as projectors, speakers, and other multimedia devices. Adequate facilities significantly influence the success of learning (Arsyad, 2019).

In addition, teachers' competence in using technology is an important supporting factor. Teachers who are skilled in operating audio-visual media can optimize their use in learning (Munir, 2017).

Institutional support also plays a significant role. School policies that encourage the use of technology in learning positively impact instructional innovation (Sanjaya, 2016).

On the other hand, several inhibiting factors are identified in the implementation of audio-visual media. One of them is limited instructional time, which restricts the optimal use of media (Sugiyono, 2019).

Technical issues such as power outages or equipment malfunction also become obstacles in implementing audio-visual-based learning (Daryanto, 2016).

The lack of training for teachers in utilizing audio-visual media is another inhibiting factor. This condition results in suboptimal use of the media (Arifin, 2018).

Nevertheless, overall, the implementation of audio-visual media at Al Fikh Orchard Malaysia has made a significant contribution to improving the quality of Hijaiyah letter pronunciation.

The findings of this study are consistent with previous research indicating that audio-visual media can improve learning outcomes and students' skills (Putri, 2021).

Thus, the use of audio-visual media can be considered an effective instructional strategy in teaching Hijaiyah letters, particularly in improving pronunciation quality.

The results of this study also indicate that integrating technology in learning is essential in the modern era, especially in enhancing the quality of Islamic education (Nata, 2012).

Overall, this study successfully addresses the research objectives, namely identifying the implementation of audio-visual media, analyzing its impact on motivation and pronunciation skills, and identifying supporting and inhibiting factors in its application.

Therefore, it is recommended that educational institutions continue to develop the use of audio-visual media in learning to sustainably improve educational quality.

D. Conclusion

Based on the findings and discussion, it can be concluded that the implementation of audio-visual media at Al Fikh Orchard Malaysia has been effectively carried out in a structured and systematic manner in teaching Hijaiyah letters. The integration of audio-visual media into the learning process has significantly contributed to improving students' pronunciation quality, particularly in mastering the articulation points (*makharijul huruf*) and distinguishing between similar letters.

The use of audio-visual media has also demonstrated a positive impact on students' learning motivation and engagement. Students showed greater enthusiasm, focus, and willingness to practice independently, indicating that the media successfully created a more interactive and enjoyable learning environment. In addition, the improvement in students' psychomotor skills highlights the effectiveness of combining visual and auditory elements in enhancing pronunciation accuracy.

Furthermore, the study identified several supporting factors, including the availability of adequate learning facilities, teachers' technological competence, and institutional support. However, some challenges were also found, such as

limited instructional time, technical issues, and the need for further teacher training in utilizing audio-visual media effectively.

In conclusion, audio-visual media can be considered an innovative and effective strategy in improving the quality of Hijaiyah letter pronunciation. Therefore, it is recommended that educational institutions continue to optimize the use of audio-visual media and provide adequate support and training to ensure its sustainable implementation in Islamic education.

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