

Improving Hijaiyah Literacy Through Interactive Audio-Visual Media in Early Childhood Education

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How to cite this article:

Eryani, E., Masitoh, I., Wahyuni, AT., Kuswandi, AA. (2026). Improving Hijaiyah Literacy through Interactive Audio-Visual Media in Early Childhood Education *EDUHappiness: Jurnal Ilmiah Perkembangan Anak Usia Dini*, Vol 05, No 1, page 1-10, DOI: <https://doi.org/10.62515/eduhappiness.v5i1.603>

Edu Happiness :
Jurnal Ilmiah Perkembangan
Anak Usia Dini

Vol 05 No 1 January 2026

Hal : 1-11

<https://doi.org/10.62515/eduhappiness.v5i1.603>

Received: 20 September 2025

Accepted: 5 January 2026

Published: 31 January 2026

Publisher's Note: Publisher: Lembaga Penelitian dan Pengabdian Masyarakat (LPPM) STITNU Al-Farabi Pangandaran, Indonesia stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



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Abstract:

The audio-visual media is a type of media that contains sound elements as well as images that can be seen, such as video recordings, various sizes of films, slides, sounds, and so on. This type of media is considered more attractive because it contains elements of both the first and second types of media. This study aims to describe how audio-visual media is used in teaching the Hijaiyah alphabet to children. This research used a descriptive method with a qualitative approach. The results show that: a) in planning activities using audio-visual media in teaching the Hijaiyah alphabet to Group B at Assalam Kindergarten in Pagerbumi, teachers are accustomed to preparing lesson plans, learning media, learning methods, and the tools and materials used in learning activities. In addition to preparing lesson plans and learning media, teachers also stimulate children regarding what they should do in accordance with the theme being discussed; b) the implementation of learning with the use of audio-visual media in introducing Hijaiyah letters to Group B at Assalam Kindergarten Pagerbumi with the implementation of learning using audio media can improve children's ability to recognize Hijaiyah letters; c) The results of the learning evaluation using audio-visual media in introducing Hijaiyah letters in Katakana developed very well (BSB). In this case, children were able to recognize Hijaiyah letters and were able to name them.

Keywords: Media Utilization; Audio Visual Media; Hujaiyah Letters

INTRODUCTION

Audiovisual media is a type of media that contains both sound and visual elements, such as video recordings, various film formats, slides, sound, and so on. This type of media

is considered more appealing because it contains elements of both the first and second types of media (Azhar 2017).

The advantages of audiovisual media make the audiovisual display more dynamic and enjoyable for its users, so it can eliminate boredom and make learning less monotonous. The use of audiovisual media involves various senses and organs of the body, such as the ears (audio) and eyes (visual), which allows for easy-to-understand information or messages. The importance of the ability to recognize letters through audiovisual media can combine hearing and sight so that it can make children able to recognize the hijaiyah letters well, with this, children will more easily understand the material presented by the teacher.

Letter recognition is an effort made to develop children's ability to recognize letters through introducing the concept of shape and sound in letter symbols. Burnett states that letter recognition is important for early childhood, as it fosters the ability to select and sort various types of letters. Training children to recognize and pronounce letters must be repeated (Rasyid 2014).

Language development in children in recognizing the Hijaiyah letters has different forms at each stage. The development of recognizing the Hijaiyah letters itself encompasses various aspects such as listening, writing, and listening. This ability must be further developed and improved. Early children must learn to listen, remember, follow instructions and understand ideas. According to Azhar Arsyad, audio-visual media can develop language skills in children. Mastery of language in recognizing the Hijaiyah letters using audio-visual media can contribute to teachers to improve learning so that they can achieve learning objectives effectively (Azhar 2017).

Religious education, especially the introduction of the Hijaiyah letters, which are the foundation for reading the Qur'an, is an important aspect that must be introduced to children. In this regard, the family plays a crucial role because family education is the most comprehensive and primary education for children. Before children leave for the care of teachers, they first receive education from their parents. Therefore, it is important for parents to provide knowledge and skills regarding the introduction of the Hijaiyah letters so that children can read Iqro well and fluently without any obstacles. During childhood, children should begin to be introduced to the Qur'an with basic stages, namely by introducing the Hijaiyah letters to children, because the Qur'an is the basis and guideline for their lives later, so that when they are adults they will not lose their grip and guidance. Therefore, to read the Qur'an, we must introduce the Hijaiyah letters to children as a basis for learning the Qur'an. With audio-visual media, it is hoped that it will be easier for teachers to introduce the Hijaiyah letters to the stage of reading Iqro to children.

Assalam Kindergarten implements several methods in its learning process, one of which is audiovisual media. This is because, at Assalam Kindergarten, children are required to read or learn the Hijaiyah letters daily so they can understand, observe, and write them correctly. When delivering lessons, particularly regarding reading the Hijaiyah letters or the Quran, initiative is needed to use engaging and enjoyable learning methods so that children can respond quickly to the teacher's instructions.

METHODS

The type of research used in this study is descriptive. Data collected in descriptive research are in the form of words, images, and not numbers. This study uses a qualitative approach to describe the problem and focus of the research. Available sources of information include observation, interviews, audio-visual materials, documentation, and

reports. Data collection techniques in this study include interviews, observation, and documentation. The research was conducted in June 2024 at Assalam Pagerbumi Kindergarten.

RESULTS AND DISCUSSION

Results

1. Planning

Planning activities utilizing audiovisual media to introduce the Hijaiyah letters at Assalam Pagerbumi Kindergarten is carried out through teachers' efforts to create an enabling environment for the learning process. This is essential to ensure optimal achievement of learning objectives. Therefore, teachers are required to develop daily lesson plans. Observations conducted between June 11 and June 14, 2024, indicate that teachers prepare a daily lesson plan (RPPH) before conducting activities to achieve learning objectives. This is consistent with the findings of the informants, who stated that they always prepare a lesson plan (RPPH) to ensure the learning process is structured and aligned with the learning theme, ensuring optimal achievement of learning objectives. Furthermore, preparing a daily lesson plan also ensures a well-structured learning process.

The efforts of teachers at Assalam Pagerbumi Kindergarten before carrying out activities first prepare RPPH (Daily Learning Program Plan), learning media, learning methods, tools and materials to be used. In addition to preparing RPPH and learning media, teachers also stimulate children regarding what children must do and in accordance with the theme to be discussed, this stimulation aims to provide encouragement to children to be able to express their ideas or thoughts. As expressed by the class B teachers of Assalam Kindergarten who reported that the stimulation carried out was adjusted to the theme being discussed, in order to encourage children to grow their curiosity and be able to express ideas according to their abilities.

2. Learning Implementation

Learning is implemented using audio-visual media to introduce the Hijaiyah alphabet. Before conducting learning activities using audio-visual media, teachers first prepare various games to introduce the Hijaiyah alphabet through pictures of fruit, cards, puzzles, and other materials. This was revealed through observations and interviews with respondents, who revealed that the learning process begins with preparing a lesson plan for the children. Furthermore, the implementation process includes preparing tools and materials, opening, and closing activities. The steps taken at Assalam Pagerbumi Kindergarten are as follows:

- a. **Opening.** The opening takes place at the beginning of the lesson. Before entering the classroom, Mrs. Yoyoh asks the children to line up at the front of the class. Afterward, the children enter the classroom and sit in their designated seats. The teacher then greets them and asks how they are, helping them indirectly learn to communicate. Afterward, the teacher continues with daily prayers, reciting the Asmaul Husana (the Beautiful Names of Allah), reciting salawat (prayer), and singing songs related to the topic being taught. They then learn the Hijaiyah letters, of course, using audio-visual media.
- b. **Core Activities.** In the core learning activities at Assalam Pagerbumi Kindergarten, as explained by the teachers of Group B, the core activities align with the theme and sub-themes. For example, the teacher plays an animated video introducing each Hijaiyah letter, demonstrating its shape, writing, and correct pronunciation. Then, the teacher invites the children to sing along, repeating the letters in the

lyrics. After the video and singing, the teacher holds a question-and-answer session about the newly learned letters, and asks the children to name and pronounce them correctly. Next, the teacher distributes worksheets containing dotted guides for writing letters, following the teacher's instructions. The teacher also plays educational games involving the introduction of the Hijaiyah alphabet, such as letter card games or Hijaiyah letter puzzles.

- c. Closing. During the closing activity, the teachers conduct a recall session after first reviewing the learning material from beginning to end. This can train the children's memory of the material. During the recall activity, the teacher provides an opportunity for the children to recount what they have learned. As the teachers explained, the closing activity usually follows the children's prayer. We mentioned the main activity earlier. What were those activities? For example, thickening the letter Alif, playing cards, and naming the Hijaiyah letters. This statement indicates that there is a question and answer session regarding the activities the children have done during the main activity. Mrs. Yoyoh added that our closing activities include singing, questions and answers, messages, an evaluation of the day's activities, and the practice of greeting each other.

3. Evaluation Results

Evaluation results during learning using audio-visual media showed that children appeared more focused and enthusiastic. They sat with rapt attention, especially when the material was presented in the form of animations or interactive videos. Compared with traditional methods such as book reading or lectures, the use of audio-visual media made children more engaged. For example, they appeared enthusiastic when there were interesting colors and sounds in the videos they watched.

The results of the evaluation of learning using audio-visual media in recognizing the Hijaiyah letters showed that children's ability to recognize the Hijaiyah letters was one of the abilities used as indicators of achievement in this study. To achieve this ability, teachers employ several methods based on research, including:

In the first meeting, three children were categorized as BB (not yet developed), as they were unable to recognize the Hijaiyah letters at all. Seven children were categorized as MB (starting to develop), who could recognize some Hijaiyah letters but sometimes still forgot. Six children were categorized as BSH (very promising development), who could recognize the Hijaiyah letters with guidance. Two children were categorized as BSH (very well developed), who were already skilled at recognizing the Hijaiyah letters without teacher guidance.

The second meeting, the child's ability to recognize the concept of hijaiyah letters which is categorized as BB (not yet developed) is 1 (one) child, this is because the child is still unable to recognize the hijaiyah letters and differentiate each letter. Children who are categorized as MB (starting to develop) are 5 (five) children, in this case the child can recognize the hijaiyah letters but sometimes often makes mistakes in distinguishing letters. Children who are categorized as BSH (developing as expected) are 7 (six) children, in this case the child can recognize the hijaiyah letters with teacher guidance. Furthermore, children who are categorized as BSH (developing very well) are 5 (five) children, in this case the child is skilled in recognizing and distinguishing hijaiyah letters without teacher assistance. The third meeting, the child's ability to recognize the hijaiyah letters which is categorized as BB has not developed, this is because the child can already remember the letters even though he cannot distinguish the hijaiyah letters. Children who are categorized as MB (starting to develop) are 1 (one) child, in this case the child can recognize the letters and differentiate the hijaiyah letters but must be guided by a

teacher. Children who are categorized Six children were categorized as developing as expected (BSH), who were independent in recognizing letters and distinguishing the Hijaiyah letters. Eleven children were categorized as developing very well (BSH), who were skilled in recognizing letters and were able to distinguish each Hijaiyah letter. It was concluded that the children's ability to recognize Hijaiyah letters was now very well developed, as they were able to recognize letters and distinguish them skillfully. This ability was achieved through the effective use of learning media, which motivated them to learn.

Discussion

Based on the results of observations conducted by researchers, it was shown that the use of audio-visual media in introducing Hijaiyah letters at Assalam Pagerbumi Kindergarten was effective. This was evident in the achievement of cognitive development aspects of children regarding letter recognition, including the ability to name Hijaiyah letters, and the ability to write Hijaiyah letters by seeing the letters directly. This was evident from observations of children's activities, namely that they could improve their ability to recognize Hijaiyah letters through audio-visual media. Learning using audio-visual media could increase children's interest in participating in learning activities that previously had not been interesting. is still considered insufficient. This illustrates that the role of teachers can contribute directly to increasing children's interest in learning. According to (Kustiawan 2012), professional teachers are required to be able to select, sort, and utilize various learning resources and media available around them, adjusted to the demands of the applicable curriculum. In the teaching and learning process, many factors influence the achievement of learning objectives, including the teacher as educator, the children as learners, the environment, methods and techniques, and learning media.

Based on the results of the implementation of audiovisual media in introducing the Hijaiyah letters at Assalam Pagerbumi Kindergarten, teachers can assess children's abilities through the audiovisual media used to achieve learning outcomes. Audiovisual media is a type of media used in learning activities that involve both hearing and sight in a single process or activity. Messages and information conveyed through this media can be verbal and nonverbal, relying on both sight and hearing. Examples of audiovisual media include laptops/computers, projectors, and televisions (Azhar 2017). Meanwhile, according to Daryanto (2012), audiovisual media is a combination of audiovisual media, also known as visual and auditory media. Audiovisual media is believed to make learning easier to remember (Daryanto 2012).

Audiovisual media is a type of media that contains both audio and visual elements, such as video recordings, various film formats, slides, sound, and so on. This media's capabilities are considered more engaging because it incorporates elements of both the first and second types of media. Audiovisual media is an audiovisual aid, meaning material or tools used in learning situations to assist written and spoken language in conveying knowledge, attitudes, and ideas (Suprijanto 2016). In a learning process, the use of media is crucial as a supporting strategy for conveying material. Media is an intermediary or conduit for communication from sender to receiver. In other words, media is used by teachers to convey information to students.

The use of audio-visual media in introducing the hijaiyah letters to group B children at Assalam Kindergarten provides an illustration that each child has different abilities and developments, as well as the ability to recognize or understand the hijaiyah letters will certainly be different. According to Ririn Oktavia Hasan (2016) the hijaiyah letters are letters derived from Arabic: harf or huruuf (Hasan 2016). Arabic letters are also called

hijaiyah letters. The word hijaiyah comes from the verb hajja which means to spell, count letters, read letter by letter. The hijaiyah letters are also called tahjiyyah letters and the Qur'an is indeed composed using hijaiyah letters with different makhraj while also indicating that the Qur'an was revealed using Arabic. Assessment for children is not only seen from learning outcomes but more on the child's learning process. Therefore, audio-visual media can facilitate children in recognizing the hijaiyah letters and help make it easier for children to understand the hijaiyah letters. Thus, the results of research conducted using audio-visual media can show improvement, this confirms that audio-visual media can help children improve their ability to recognize hijaiyah letters. According to Cakra Suhati, Marmawi. R, Sri Lestari (2014) the ability to recognize letters for early childhood education is that children learn to recognize letters and their sounds from the context of the language used. Children are directed to identify their shapes and sounds. So children learn from overall concepts to specific concepts (Suhati, Marmawi, and Lestari 2014).

Introducing the Hijaiyah alphabet requires expertise or potential in teaching children how to pronounce the letters and how to write them. The success rate of introducing the Hijaiyah alphabet can be seen from the students' mastery of the material provided by the teacher during the learning process. Introducing the Hijaiyah alphabet is done by children reading the Hijaiyah alphabet. This requires continuous and consistent practice, which can develop the ability to read and recognize the Hijaiyah alphabet. According to Burnet (2016), recognizing letters is important for early childhood children who hear them in their environment, whether Latin or Arabic (Burnett, Enyeart Smith, and Wessel 2016). The various letters that children are exposed to foster the ability to select and sort various types of letters. Training children to recognize letters and pronounce them must be repeated. This means that recognizing letters in the scope of early childhood education is limited to children learning to recognize letters and their sounds within the context of the language used (Susanto 2011). In line with this, previous findings also show that educational media has great potential to enrich children's vocabulary, so it can be an important support for children who need it most, especially in the context of auditory learning (Samudra, Flynn, and Wong 2019). Pedagogically, teachers are advised to utilize audiovisual media (whether in the form of videos or dynamic images) to help children internalize new concepts conceptually and linguistically. This is because the influence of language on cognition is flexible and contextual (Wang and Wei 2022).

CONCLUSION

Based on the results of the research that has been conducted, it can be generally concluded that by utilizing audio-visual media in the introduction of hijaiyah letters in group B of Assalam Pagerbumi Kindergarten to motivate children's ability to recognize hijaiyah letters and mention hijaiyah letters has been carried out well. The results of the learning evaluation by utilizing audio-visual media in the introduction of hijaiyah letters in katakana developed very well (BSB), in this case children can recognize hijaiyah letters and are able to mention hijaiyah letters.

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