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The Effectiveness of Audio-Visual Media on the Recognition of Hijaiyah Letters through Singing in Early Childhood 5-6 Years in PAUD Al-Fiqihyah

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ABSTRACT

The introduction of hijaiyah letters to children should be done in an attention-grabbing way. The main focus of the introduction of hijaiyah letters in this study is the difficulties faced by children in recognizing hijaiyah letters, children's inability to pronounce hijaiyah letters, and their inability to bolster hijaiyah letters. The researcher used learning media such as audio-visual media, hijaiyah letter cards and the task of bolstering hijaiyah letters. The purpose of this study is to test the effectiveness of audio-visual media on the recognition of hijaiyah letters through singing in early childhood 5-6 years old at PAUD Al-Fiqihyah Palu. The method used in this study is a quantitative approach with a descriptive approach. Data were collected through observation, interviews, documentation, and research instruments. The results of the analysis showed that the t-value reached $19,697 > \text{table } 1,761$, with a significance level of 0.001 . Given the significance obtained of less than <0.05 , it can be concluded that H_0 is rejected and the hypothesis H_1 is accepted, which shows the effectiveness of audio-visual media on the recognition of hijaiyah letters.

1. Introduction

The development of religious and moral values in early childhood education is a very important initial foundation for early childhood. Religious and moral values as referred to in paragraph (1) of Permendikbud No. 137 of 2014 include "the ability to recognize the religious values adhered to, perform worship, behave honestly, be helpful, polite, respectful, sportsmanlike, maintain personal and environmental cleanliness, know religious holidays, respect, and tolerate the religion of others." If these elements are well internalized in children at an early age, then this is a positive step for the education of future generations in preparing for the next stage of education. Moral principles such as integrity, mutual respect, ethics, and social responsibility play a very important role in improving the quality of life of individuals.

The growth of ethical and religious values, an element that needs to be fostered in individuals from a young age. The reason is that the quality of a person's actions in the future is determined by the internalization of religious and ethical values. According to Nurhayati et al. (2020), "the introduction of religious values and good morals can prevent children's behavior that violates norms and leads to immorality." This is in line with the opinion of Tambak and Sukenti (2024) who stated that the lack of instilling religious values leads to a decrease in moral awareness in children. Therefore, education about spiritual and moral principles to children in the early age phase has a great influence on the formation of their character. Religious concepts and morality are crucial aspects that need to be instilled from an early age. Learning about hijaiyah letters has a variety of varied methods, depending on the unique characteristics of each designed approach. One of the key aspects in introducing huruf hijaiyah is the individual's capacity to distinguish letters precisely. According to Silvia, Siwiyanti, and Elnawati (2020), "early childhood is not considered to be able to read and know the rules of tajweed comprehensively so that it can be done for early childhood in the stage of recognizing hijaiyah letters." Furthermore, children are introduced and directed to recognize the shape and sound of each hijaiyah letter so that it can be remembered and understood by them.

Letter recognition is the ability possessed by children to combine objects, shapes, numbers, sounds, and symbols, which is done repeatedly by following certain rules. The goal is for children to be able to understand gradually about the arrangement of hijaiyah letters or other letters, in the right way. According to Cania et al. (2020), "letter recognition in children should start from letters that are easy to understand and avoid complicated letters. Difficult letters can be taught after the child is able to string words. Introducing hijaiyah letters to children from an early age should be done through an exhilarating method, because childhood is a time for fun. According to Fitriyanti et al. (2021), "play is one of the basic needs of children who can maximize all aspects of development, including religious, moral, cognitive, language, art, motor physical, and social-emotional skills."

Based on observations made on early childhood children aged 5-6 years at PAUD Al-Fiqihyah Palu, researchers identified a number of problems related to the development of religious values, especially regarding the introduction of hijaiyah letters that have not developed properly. Some children are known to still not be able to recognize hijaiyah letters, pronounce these letters, or bolster hijaiyah letters properly. There are various alternatives that can be used as solutions to these problems, including through the use of audio-visual learning media, the use of hijaiyah letter cards, and the assignment of relevant assignments. From these alternatives, the researcher chose to pilot the use of audio-visual media as an effort to overcome existing problems, with the hope that the media can be an efficient solution.

This study aims to: To apply audio-visual media in PAUD Al-Fiqihyah Palu, to introduce hijaiyah letters through singing in early childhood 5-6 years old at PAUD Al-Fiqihyah Palu, to test the effectiveness of audio-visual media on the recognition

of hijaiyah letters through singing in early childhood 5-6 years old at PAUD Al-Fiqihyah Palu.

2. Methodology

The research methods are quantitative research and descriptive research types. Through a quantitative strategy using children's observation sheets, observers supervise and carry out analysis on children, especially regarding the Effectiveness of Audio Visual Media on the Recognition of Hijaiyah Letters Through Singing Activities in Early Childhood 5-6 Years at PAUD Al-Fiqihyah Palu. The design used in this study is the design before and after the administration of treatment (Sugiyono, 2020).

Subject

The subjects in this study are children from group B who are in PAUD Al-Fiqihyah Palu, which consists of a total of 15 children, including 8 boys and 7 girls. The data collection method is carried out through observation, interviews, documentation, and research instruments. According to Sugiyono (2021), "quantitative descriptive research is research that is used to describe phenomena or events that occur at the present time, by using numbers, statistics, graphs, and tables to describe data."

Data Collection Technique

The data collection process requires techniques that can support the research process that children are doing. The techniques that will be used are:

1. Observation Techniques
Observation is a direct observation technique in the implementation of learning related to the interaction between teachers and students in daily routines, especially regarding audio-visual media and the recognition of hijaiyah letters. Data collection is carried out by broadcasting audio-visual media learning materials on the recognition of hijaiyah letters, then observing and recording.
2. Interview Techniques
The interview technique used to conduct direct interviews with teachers in Group B of PAUD Al-Fiqihyah Palu, to collect various data and information related to audio-visual media in introducing hijaiyah letters to children.
3. Documentation Techniques
The documentation technique in this study was carried out to obtain data on the number of children, describing the situation of PAUD and teaching and learning activities in Group B of PAUD Al-Fiqihyah Palu which was used as the object of this study.

Research instruments are tools needed to evaluate the variables being studied. The research instruments used were children's observation sheets, assessment rubiks,

hijaiyah letter cards, audio-visual media, stationery, cameras/mobile phones, laptops, speakers, LKA and interview guidelines.

Data Analysis Techniques

According to Susanto et al. (2024), data analysis in research is an essential procedure for transforming the collected data into relevant information. The data analysis in this study involves several important steps:

1. Preparation-In this step, the researcher checks the names or identities of the test participants and prepares digital media (such as an infocus projector) before starting the treatment.
2. Tabulation-At this stage, the researcher analyzes the results of observations and interviews with teachers by assigning scores based on the assessment rubric criteria in the pre-test and post-test, and categorizing the children's scores into interval categories.
3. Application of data in the research approach-In this phase, the researcher processes the data using statistical analysis, including normality testing and hypothesis testing.

Descriptive Analysis

After the required data is collected, analysis will be carried out to draw conclusions. The method used to analyze the data aims to assess the child's ability. If the child has exceeded expectations, it will be given the Very Good Development (BSB) or 4-star group, if the child achieves the expected development, it will be given the Very Good Developed (BSH) or 3-star group. On the other hand, for children who are still in the developmental process, they are given the category of Still Developing (MB) or 2 stars, and for children who have not achieved development as expected, they are given the category of Not Yet Developing (BB) or 1 star. Based on the description above, table 1 of the frequency and percentage distribution together with the image description below, as follows:

Table 1. Distribution and Frequency

☆☆☆☆	Very Well Developed (BSB)
☆☆☆	Growing Up With Expectations (BSH)
☆☆	Start Growing (MB)
☆	Not Yet Developed (BB)

In order to find out the percentage or average of the elements that have been analyzed, the information is processed in a quantitative manner by calculating based on the percentage (%) according to the formula proposed by Sujiono. (2012), as follows:

$$P = \frac{f}{N} \times 100\%$$

Information

P = Percentage

f = Frequency of activities performed

N = Number of samples (children)

% = Fixed number

Inferential Analysis

According to Creswell (2020), "inferential analysis techniques in quantitative approaches aim to test relationships between variables through probability-based statistical procedures." This technique is used to determine the significance of the influence of one variable on another, as well as to test the differences between groups. The test of this hypothesis was carried out through inferential analysis or t-test with the help of SPSS-16 software to assess the ability of children's hijaiyah letter recognition before and after receiving treatment in the form of learning activities with audio-visual media and to test whether the hypothesis presented to the reviewer, namely "The Effectiveness of Audio-Visual Media on Hijaiyah Letter Recognition through Singing Activities in Early Childhood 5-6 Years Old Palu at PAUD Al-Fiqihyah Palu". Accepted or rejected then consulted on table t with a significance level of 95% ($\alpha = 0.05\%$), if the calculation results $\geq$ table, then H_0 is rejected and H_1 is accepted. Furthermore, when compared to the significant level of sig $\alpha > 0.05$, then H_1 and H_0 are rejected.

3. Results and Discussion

This research was carried out at PAUD Al-Fiqihyah Palu and involved children from Group B consisting of a total of 15 children, which included 8 boys and 7 girls. This research was carried out from April 28 to May 9, 2025. The researcher used audio-visual media, hijaiyah letter cards and the task of bolding hijaiyah letters. The purpose of this study is to test how effective audio visual media is on the recognition of hijaiyah letters through singing in early childhood 5-6 years old at PAUD Al-Fiqihyah Palu. This research was carried out for 2 weeks by carrying out teaching every Monday to Friday at 08:00-11.45 WITA. This research can show good results if the use is correct and carried out continuously as learning for children so that the recognition of hijaiyah letters can develop properly.

Preparation Stage

The preparation stages include various types of preparation activities, such as initial activities in starting the use of audio-visual media: Teachers prepare props in audio-visual media learning activities such as laptops, children's worksheets, hijaiyah letter cards, stationery. The teacher explained about the video that will be shown so that children can more easily understand what they are watching. After everything is ready, the child's teacher guides the children to sit quietly to watch the video that will be played.

Implementation Stage

At the stage of learning activities, all children sit quietly, the teacher will prepare audio visual media, but before watching the learning video, the teacher will first

give a brief explanation of what will be watched, and convey the purpose of today's learning, namely the introduction of hijaiyah letters through audio-visual media. Teachers also build children's enthusiasm by asking simple questions such as "who knows the letters Alif?" or "who likes to sing the hijaiyah letters?". This is done to attract attention and build children's involvement. After everything is ready, the teacher will play the audio-visual media and direct the child to listen well, as well as respond actively during the show.

After the children finished watching the audio-visual media, the activity continued with a hijaiyah letter card game where each child took turns taking several cards, then mentioning the letters contained on the cards with the guidance of the teacher. This activity aims to strengthen visual recognition and pronunciation of letters. Next, children will work on a worksheet containing exercises to bolster hijaiyah letters that have been introduced. This process helps children in strengthening their memory of hijaiyah letter forms. After the learning activity is completed, each child will tidy up the equipment that has been used. The entire series of activities is arranged to produce an exciting, interactive learning atmosphere, so it is in accordance with the stage of early childhood development.

Closing Stage

The closing stage of the application of audio-visual media consists of activities, such as the teacher explaining the purpose and benefits of the content of the story from the video show. These three steps were carried out by the researcher in applying audio-visual media in group B of PAUD Al-Fiqihyah Palu.

a. Aspects of Knowing Hijaiyah Letters

Getting to know the hijaiyah letters is part of the early stages of learning the Qur'an for early childhood, children who are introduced to hijaiyah letters from an early age will be better prepared in the process of reading the Qur'an (Wahyuni & Kurniawati, 2020). Knowing hijaiyah letters at an early age has an influence on the development of children's religious character, this activity is not only related to cognitive aspects, but also spirituality and worship habits (Wulandari, Hidayat & Aisyah, 2022). Encoding hijaiyah letters is the first process for children to recognize hijaiyah letters. According to Hamidah (2020), the introduction of hijaiyah letters in early childhood is very important as a basis for reading the Qur'an. The introduction of hijaiyah letters is an important first action to start knowledge of the Qur'an (Qothrunnada, 2024). The introduction of hijaiyah letters as a way of learning language applied to children in PAUD (Alucyana et al., 2020). Children after an early age tend to learn through games and visual media, so the use of fun methods will make it easier for them to recognize the shapes and sounds of hijaiyah letters. The variety of letters that children are familiar with fosters the ability to choose and sort out different types of letters. Training children to recognize letters and kiss them must be repeated.



Figure 1. Getting to Know the Hijaiyah Letters

Based on figure 1 above, getting to know hijaiyah letters in children using audio-visual media at PAUD Al-Fiqihyah Palu. It can be concluded that the introduction of hijaiyah letters should be taught to children from an early age, considering that at that stage children quickly absorb the information provided, moreover Islamic religious teachings require children to be introduced to the Qur'an. The introduction of hijaiyah letters is part of Islamic religious education and this helps to shape the morals and character of children who love their religion from an early age.

b. Aspects of Mentioning Hijaiyah Letters

Mentioning hijaiyah letters, children will be better prepared to read the Qur'an at a later age, where they are familiar with the sounds of the letters. This is in accordance with the opinion of Hasan Syahrizal et al. (2021) stating that the recognition of hijaiyah letters using picture cards can improve children's ability to pronounce hijaiyah letters, show hijaiyah letters, and distinguish hijaiyah letters. According to Erni (2025), the use of hijaiyah letter card games is very effective in improving children's ability to pronounce hijaiyah letters in a fun and participatory way. Reciting hijaiyah letters is an important part of learning to read initially, auxiliary media such as letter cards can improve the ability to pronounce letters systematically (Alucyana, Raihana, & Utami, 2020).

Mentioning hijaiyah letters helps children in recognizing the sounds and pronunciation of letters correctly, this increases the development of language, hearing, and spiritual understanding of children to read the Qur'an (Fadillah and Hapsari, 2021). The aspect of mentioning hijaiyah letters is an integral part of the development of children's early literacy skills, especially in the context of Islamic education, this ability refers to children's skills in pronouncing or pronouncing hijaiyah letters orally and correctly, both in terms of letter names and pronunciation according to makhraj and the right letter nature.



Figure 2. Mentioning the Hijaiyah Letters

Based on picture 2 above, mention hijaiyah letters in children using hijaiyah letter cards at PUAD Al-Fiqihyah Palu. It can be concluded that mentioning hijaiyah letters for early childhood is very important and makes a fundamental first step in the process of learning to read the Qur'an. Mentioning hijaiyah letters is not only about memorizing, but about building the foundation of love for the Qur'an and preparing the ability to read correctly. If done in a fun way such as through songs, letter cards, or games, these activities will form a positive and meaningful learning experience for early childhood.

c. Aspects of Bolstering Hijaiyah Letters

Bolding hijaiyah letters is very important for children who are trained to learn to write by bolding hijaiyah letters. Hamidah (Yuniansyah, 2020), to be able to find out children's development when writing hijaiyyah letters, children should be given writing stimulation so that children are used to moving their hands. Writing stimulation includes: 1) thickening the form; 2) follow a dotted line or dot; 3) Imitating shapes; 4) Write various forms of hijaiyyah letters by themselves. According to Nur Kholis & Astuti (2020), bolstering hijaiyah letters helps children recognize the shape and direction of letter writing visually and kinesthetically, this strengthens children's memory of letter shapes and pronunciation.

Bolding letters is an important stage in the formation of children's visual perception of hijaiyah letters, which simultaneously activate long-term memory through the repetition of hand gestures (Afifah & Azizah, 2022). The application of bolstering hijaiyah letters in Islamic PAUD institutions can also be a means of symbolically instilling early Islamic values through interaction with the letters of the Qur'an (Yusri, 2025). Bolding hijaiyah letters helps children recognize the shape and direction of letter writing while training their fine motor skills, this provides a concrete and fun learning experience, and supports children's readiness to write hijaiyah letters independently in the future.



Figure 3. Bolding Hijaiyah Letters

Based on figure 3 above, bolding hijaiyah letters by assigning assignments to children at PAUD Al-Fiqihyah Palu. It can be concluded that bolstering hijaiyah letters is a very useful and appropriate method used in the process of recognizing hijaiyah letters in early childhood. Bolding hijaiyah letters as part of the initial learning to read Arabic letters for early childhood, this method is simple, easy to do, and has proven effective in building the foundation of reading, writing, and pronouncing hijaiyah letters.

Table 2. Recapitulation of Observation of Hijaiyah Letter Recognition Before Being Given Treatment

Category	Aspects of the Ability to Recognize Hijaiyah Letters						Rata-rata (%)
	Getting to Know the Hijaiyah Letters		Mentioning the Hijaiyah Letters		Bolding Hijaiyah Letters		
	F	%	F	%	F	%	
Very Well Developed (BSB)	0	0	0	0	0	0	0
Growing Up With Expectations (BSH)	4	26,67	4	26,67	5	33,33	30,00
Start Growing (MB)	10	66,66	8	53,33	8	53,33	60,00
Not Yet Developed (BB)	1	6,67	3	20,00	2	13,33	15,00

Based on table 2, from the results of data collection before treatment, the average of each category shows that there are no children in the Very Good Development (BSB) section, while 30.00% are included in the Developing As Expected (BSH) section, 60.00% are classified as Starting to Develop (MB), and 15.00% are included in the Not Developing (BB) group.

Table 3. Recapitulation of Observation of Hijaiyah Letter Recognition After Treatment

Category	Aspects of the Ability to Recognize Hijaiyah Letters						Rata-rata (%)
	Getting to Know the Hijaiyah Letters		Mentioning the Hijaiyah Letters		Bolding Hijaiyah Letters		
	F	%	F	%	F	%	
Very Well Developed (BSB)	5	33,33	4	26,67	6	40,00	33,33
Growing Up With Expectations (BSH)	9	60,00	9	60,00	7	46,67	55,56
Start Growing (MB)	1	6,67	2	13,33	2	13,33	11,11
Not Yet Developed (BB)	0	0	0	0	0	0	0

According to table 3, after data processing, the average for each category shows that the Very Good Developing (BSB) section obtained 33.33%, the Developing As Expected (BSH) group obtained 55.56%, the Starting Developing (MB) section reached 11.11%, and the Not Yet Developed (BB) group was detected. Based on the description of the observation table for this recapitulation, it can be concluded that the observation of the introduction of hijaiyah letters shows better progress and meets the expectations of teachers and researchers, as can be seen from the results that show that the majority of children are in the Developing According to Expectations (BSH) section. It can be concluded that the introduction of hijaiyah letters in children before and after the use of audio-visual media shows a significant increase. Observations carried out every week show that there are positive changes in the introduction of hijaiyah letters to children through the use of applied audio-visual media.

Descriptive Statistical Analysis

Data descriptions are representations of data collected to help analyze research results. Based on this representation, the situation before and after the treatment of the introduction of hijaiyah letters to children will be clearly visible.

Tabel 4. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Hours of deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Before treatment	15	1.00	2.00	3.00	2.5210	1.121	.34530
After treatment	15	5.00	7.00	12.00	9.7333	1.121	1.75119

Based on table 4, it can be described that the average use of audio-visual media in hijaiyah letter recognition for children before the treatment was implemented was 2.52, and after the treatment was implemented, the average score increased to 9.73. Meanwhile, the maximum value before treatment is 3.00 and the maximum value after treatment is 12.00. The minimum value before treatment is 2.00, which after treatment increases to 7.00. Furthermore, the standard deviation before treatment was 0.3 and after treatment decreased to 0.17.

Inferential Analysis

Before the data is analyzed through the t-test, the first step that must be taken is to test normality. The purpose of the normality test is to determine whether a data distribution is normal or not. This is crucial because it relates to the selection of the most appropriate statistical test. The following is an explanation of the normality test table presented, namely:

Tabel 5. Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Itself.	Statistic	df	Itself.
Before treatment	.182	15	.196	.896	15	.083
After treatment	.196	15	.127	.893	15	.074

a. Lilliefors Significance Correction

According to table 5, there is the Shapiro-Wilk normality test, which is a technique or formula for calculating the distribution of data developed by Shapiro and Wilk. The Shapiro-Wilk technique is an effective normality testing approach and is designed for small samples.

Tabel 6. Paired Samples Test

	Mean	Hours of deviation	Paired Differences			T	Df	Sig. (2-tailed)
			Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1								
Before treatment	-7.21234	1.41814	.36616	-7.99768	-6.42701	-	14	<.001
– After treatment						19.697		

Based on table 6, it can be stated that the t -value of the calculation shows a negative number, which is -19,697. This negative value t -value appears because the average before treatment is lower than after treatment. In this case, this negative value has a positive meaning, so we can consider t_{count} as 19.697. Therefore, if analyzing from the calculation, $t_{\text{calculate}} \geq t_{\text{table}}$. In other words, $19,697 \geq 1,761$. Then, it can be concluded that H_0 was rejected and H_1 was accepted, which indicates the effectiveness of audio-visual media on the recognition of hijaiyah letters in group B of PAUD Al-Fiqihyah Palu. According to table 6, it can be seen that t calculates a value of 19.697 with a significance level of 0.001. Because of the significance of <0.05 , it was concluded that H_0 was rejected and H_1 was accepted, which means

that there was an effectiveness of audio-visual media on the recognition of hijaiyah letters in group B of PAUD Al-Fiqihyah Palu. In accordance with the conditions of testing his hypothesis, it is proven that H_1 is accepted, as follows: H_1 = There is an effectiveness of audio-visual media on the recognition of hijaiyah letters through singing activities in early childhood 5-6 years old at PAUD Al-Fiqihyah Palu.

4. Conclusion

The audio-visual media used is a type of audio-visual media consisting of musical animation that is easy for children to understand, including animated images and music. The use of the right audio-visual media can attract children's attention, so that children can learn enthusiastically and be active in the learning process. Unfortunately, the use of audio-visual media in group B of PAUD Al-Fiqihyah Palu is still not well developed. The aspects observed include the recognition of hijaiyah letters, the pronunciation of hijaiyah letters, and the thickening of hijaiyah letters, so that the application of audio-visual media must be carried out regularly and efficiently. The results of the study showed that there was an influence of hijaiyah letter recognition on the application of audio visual media in group B of PAUD Al-Fiqihyah Palu.

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