



Islamic Education Curriculum Puzzle Media in Improving Play Group Students' Ability to Recognize Hijaiyah Letters

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ABSTRACT

Recognizing hijaiyah letters in early childhood should be able to create fun learning activities, one of which is by using hijaiyah letter puzzle media. The aim of this research is to describe Puzzle Media in improving the ability to recognize hijaiyah letters in play group students. This research method uses classroom action research methods. This research was conducted at KB Kasih Anggun North Labuhanbatu. The results of the research, namely the pre-cycle results, show that children's ability to recognize hijaiyah letters using puzzle media in KB Kasih Anggun out of 14 children who got a classical completeness score (KK), namely 9 children (64.28% of 14 children), who got a score below classical, namely 5 children (35.72% of 14 children). The average score in the pre-cycle was 64.28%, so the ability of efforts to increase the recognition of hijaiyah letters in puzzle media in the pre-cycle completion carried out conventionally showed that 35.72% of all students had not yet completed the introduction of hijaiyah letters. The percentage value in cycle I consisting of 14 children reached a value of 57.29%. So the second cycle of action researchers. Based on the results of interviews and observations of KB Kasih Anggun students, the students' learning outcomes had reached KK and resulted in an increase of 75.42%, it was concluded that in this learning the teacher had used puzzle media, so that students could be active in the learning process.

INTRODUCTION

Children at an early age level have a strong grasp in receiving education. They have a tendency to be curious or observe everything around them (Aziz et al., 2022). Learning in early childhood is a vehicle for developing potential as optimally as possible according to the abilities, talents and interests of each child (Aziz et al. 2024: 106). To introduce the Koran, children will know Arabic. Arabic is often taught in kindergarten, including hijaiyah letters and Arabic vocabulary, including counting in Arabic and mentioning body parts in Arabic (Suryani & Wirman, 2019: 1647).

The introduction of Hijaiyah letters is a crucial first step in learning the Al-Qur'an and Arabic for young children. The Hijaiyah letters, which consist of 28 letters, are an important foundation in understanding religious texts and the Arabic language as a whole. Considering the importance of this learning, effective and fun strategies are needed to ensure children can

recognize and memorize these letters well, because by understanding the hijaiyah letters children can read the Koran.

The Al-Qur'an is a source of Islamic law containing basic teachings for aspects of life (Mursal Aziz, 2020). The Al-Qur'an is guidance that is true and can be proven as a guiding light whose truth can be proven with supporting sciences so that a Muslim is actually obliged to believe in the truth (Mursal Aziz & Zulkipli Nasution, 2019). Studying the Koran is something that must be done both in intracurricular and extracurricular learning. This is because reading the Al-Qur'an cannot be separated from PAI learning and PAI extracurriculars which are very beneficial for students (Mursal Aziz et.al, 2020).

The Koran, as the holy book of Muslims, is written in Hijaiyah letters. Recognition and understanding of the Hijaiyah letters is very important for reading and understanding the Koran. Puzzle media can be used to teach these letters in an interesting and interactive way, helping children recognize and memorize letters more easily. The puzzle allows visualization of the Hijaiyah letters in a concrete form. By looking at and arranging puzzle pieces featuring these letters, children can more easily understand the shape and structure of the letters used in the Koran. This helps in initial learning to read and write Hijaiyah letters, which is the first step to reading the text of the Qur'an. Based on this, it can be understood that to make it easier to learn the Al-Qur'an or Hijaiyah letters, appropriate learning media is needed.

Learning media is an important part that cannot be separated from the curriculum implemented by educational institutions to achieve learning goals (Aziz et al. 2024: 237). Media is any form of intermediary that can be used to increase effectiveness and efficiency in achieving information goals, while in learning, media is defined as anything that becomes an intermediary in learning in the form of people, objects, environments or events that are able to stimulate thoughts, feelings, skills or attitudes (Mursal Aziz & Zulkipli Nasution, 2021).

Various kinds of learning media provide enormous assistance to students in the learning process (Mursal Aziz & Zulkipli Nasution, 2021). Among them, letter cards are a medium or play method that is quite effective for developing the ability to recognize letters because in early childhood they are still at the pre-operational stage, namely children learn through concrete objects. With the hijaiyah letter card media, children gain knowledge of how to read easily and efficiently, because with the letter card game children will gain new information in their minds. By using letter cards, children will be more interested in learning hijaiyah letters, because children will feel the learning atmosphere as if it were a play activity, so that children will learn more easily (Muhtadin, 2018: 3).

At the early childhood education level, fun and interactive learning methods are often more effective than conventional approaches. One method that can be used is puzzle media. Puzzle media offers an interesting and educational way to introduce Hijaiyah letters. With its interactive characteristics, puzzle media allows children to learn while playing, which can increase their motivation and involvement in the learning process.

Puzzles as a learning medium not only provide a visual and tactile way to recognize letters, but can also help in developing fine motor skills, hand-eye coordination, and problem-solving abilities. By putting together the puzzle pieces, children can visualize the Hijaiyah letters in concrete form, which can strengthen their understanding of the letter's shape and

name. Puzzle is an educational game tool (APE) in the form of thin pieces consisting of 2-3 or even 4-6 pieces made of wood, cardboard, foam, rubber, plywood and steroform. Educational game tools are game tools that are specifically designed for educational purposes which aim to improve aspects of children's development (Nurhidayah et al. 2020: 55). Puzzles are a form of media or games that can train children to understand the values of the religion they adhere to, so that children become intelligent individuals, have noble character and can be accepted by society (Nawafilaty, 2017: 27).

The puzzle board media for children's learning media here is the Hijaiyah Letter Puzzle. Puzzle media is said to be an educational forum that can be used to play and learn, sharpen the mind, train patience, train the intelligence of the mind and hands (Fajar et al. 2023: 8868). Children will be interested and enthusiastic in following the lessons given by the teacher, where the puzzle is in the form of hijaiyah letters, then the teacher practices reading hijaiyah letters by placing the letters in columns of the same shape. After that the children were invited to imitate it. By using puzzle media, children will more easily memorize, pronounce hijaiyah letters and develop their concentration power (Roziqin et al. 2024: 3).

The use of puzzle media in early childhood education is increasingly popular, further research is still needed to evaluate its effectiveness empirically in the specific context of learning Hijaiyah letters. Therefore, this research aims to examine the extent to which puzzle media can improve the ability to recognize Hijaiyah letters in play group students. Through this research, it is hoped that we can gain deeper insight into the benefits of using puzzle media in learning Hijaiyah letters and provide practical recommendations for educators in designing more effective learning strategies.

METHODS

This research method uses PTK (Classroom Action Practice) research. The research was carried out at KB Kasih Anggun, which is located in the Pasar Bilah area, Kampung Mesjid Village, Kualuh Hilir District, North Labuhanbatu Regency. Data collection methods are observation, interviews and documentation. This research obtained information from interviews with the principal and teacher educators at KB Kasih Anggun and conducted direct observations with the children of KB Kasih Anggun. The initial observations carried out were intended as a preliminary study with the aim of finding out the benefits of using media in learning to recognize Hijaiyah letters. Researchers made initial observations of learning activities to recognize hijaiyah letters using the media that teachers use in class. With a total of 14 children consisting of 11 boys and 3 girls. This classroom action research was carried out collaboratively where this research was carried out in collaboration between researchers and teachers in one class.

RESULT

1.1. Class Action Practice at KB Kasih Anggun

In using media, making simple teaching aids and using supporting facilities in teaching is still not optimal even though the use of media is very important because it can help students explain material easily. In fact, students are less creative in making teaching media from materials that are available. simple with the surrounding environment. Students feel

bored with the use of learning media that they have received so far. They prefer teaching media that attracts more attention and can foster motivation to learn. The ability to evaluate in the learning process is no less important, with the aim that students can find out their ability to receive or understand the material presented by the teacher within a certain period of time and the goal for the teacher is to find out the teacher's shortcomings or weaknesses. The introduction of hijaiyah letters to students is needed methods that are useful for them to do, so that they are easy to understand.

A child will always show his creative abilities in recognizing hijaiyah letters, using the puzzle media method. This child's gross motor activity will make the child's brain work more creatively, so that the child feels enthusiastic and does not feel bored during the learning process, which is interspersed with singing. .

This research was conducted at the Kasih Anggun Environmental Family Planning Center. Pasar Bilah, Kampung Mesjid Subdistrict. The results of research on efforts to improve recognition of hijaiyah letters using puzzle media. This research used II cycles, in the first cycle the learning was carried out in two meetings attended by 14 children. as a teacher and one person as documentation. And in the second cycle, two meetings were held on August 1 and 2 2024. Before carrying out cycle I and cycle II, researchers first carried out pre-cycle observations with the aim of making it easier to analyze the research results between before carrying out pre-cycle actions and after carrying out cycle I and cycle actions. II.



Figure 1. Teachers and Students Compile Hijaiyah Puzzles

Based on the pre-cycle results, it shows that children's ability to improve their recognition of hijaiyah letters using puzzle media at KB Kasih Anggun, of the 14 children who got classical completeness (KK) scores, namely 9 children (64.28% of 14 children), and those who got scores below classical, namely 5 children (35.72% of 14 children). The average score in the pre-cycle was 64.28%, so the ability to increase the recognition of hijaiyah letters in puzzle media in the pre-cycle completion carried out conventionally showed 35.72% of all students who not yet complete in the introduction of hijaiyah letters.

Table 1. Principles of Recognizing Hijaiyah Letters Using Puzzle Media

Score	Number of Students	Presentation Mark	Achievement of Classical Completeness (KK)	Predicate
86-100	5	35,71%	Tuntas	Sangat baik

75-85	4	28,57%	Tuntas	Baik
50-74	3	21,42%	Tidak Tuntas	Cukup
30-49	2	14,30%	Tidak Tuntas	Kurang
Jumlah	14	100%		

The assessment of cycle activities is:

Table 2. Assessment of Pre-Cycle Results for KB Kasih Anggun Students

No	Student Name	Mark	Information
1	Rasyid	98	Tuntas
2	Hafiz	88	Tuntas
3	Dian	95	Tuntas
4	Aqila	90	Tuntas
5	Bayu	65	Tidak Tuntas
6	Ibran	96	Tuntas
7	Indira	94	Tuntas
8	Khaira	50	Tidak Tuntas
9	Arsya	45	Tidak Tuntas
10	Khalid	73	Tidak Tuntas
11	Sri Alam	90	Tuntas
12	Tengku Zul	76	Tidak Tuntas
13	Syafid	47	Tidak Tuntas
14	Talita	92	Tuntas
Jumlah		57,29%	

Cycle I

The researchers carried out cycle I planning by analyzing the curriculum to determine the basic competencies that would be conveyed to students. In cycle I, the material will be taught to students. Implementation of learning in the classroom uses the puzzle media model. Implementation of learning using this method of using puzzle media requires students to discover for themselves and investigate for themselves, so that the results obtained will be long-lasting in students' memories. This discovery method is a way to develop active student learning, so that students are directly involved in the learning process.

Based on the results of observations, there are student activities that are still not being carried out well. The observed student activities were not as expected. So the percentage value in cycle I was attended by 14 children and reached a value of 57.29%. Then the researcher will carry out the second cycle of action.

Cycle II

The steps taken at the meeting were the same as cycle I by making improvements as formulated in the previous cycle. Where researchers focus more on student activity in their discoveries, this is a way to develop active student learning, so that students are directly

involved in the learning process. Based on the results of interviews and observations of KB Kasih Anggun students, the students' learning outcomes had reached KK, and resulted in an increase of 75.42%. The conclusion was that the answer was because in this lesson the teacher had used puzzle media, so that students could be active in the learning process. With puzzle media as applied by researchers in cycle II, it can provide enthusiasm for learning because students are directly involved in the learning process. The results obtained from the observation sheet are used by researchers and observers as material for reflecting on the implementation of classroom actions that have been carried out and as a reference for making improvements in the next cycle.

There was an increase in students' reading abilities from cycle I to cycle II. This shows that efforts are made to improve students' abilities in recognizing hijaiyah letters using puzzle media during the learning process. By paying attention to cycles I and II, the researchers' success indicators in the 2 cycles have been achieved well. From the research results above, the following results can be seen: 1. This research is classroom action research which aims to increase student learning activity using the learning method with puzzle media at the Kasih Anggun KB in the Bilah Market environment, Kampung Masjid Village, Kualuh Hilir District, North Labuhanbatu Regency. The learning in this research has been carried out by following the stages of using learning methods, which can increase students' learning activity. Apart from that, it can be seen from the results of observations during the research at KB Kasih Anggun in the Bilah Market environment, Kampung Masjid Subdistrict, Kualuh Hilir District, North Labuhanbatu Regency that it is very clear how student activity before and after implementing the method using this puzzle media. In cycle II, student learning outcomes were 75.42% so that in cycles I to II increased 18.13%.

Table 3. Assessment of Cycle II Results for Kasih Anggun KB Students

No	Student Name	Mark	Information
1	Rasyid	98	Tuntas
2	Hafiz	88	Tuntas
3	Dian	95	Tuntas
4	Aqila	90	Tuntas
5	Bayu	89	Tuntas
6	Ibran	96	Tuntas
7	Indira	94	Tuntas
8	Khaira	50	Tidak Tuntas
9	Arsya	45	Tidak Tuntas
10	Khalid	87	Tuntas
11	Sri Alam	90	Tuntas
12	Tengku Zul	86	Tuntas
13	Syafid	51	Tidak Tuntas
14	Talita	92	Tuntas
Jumlah		75,42%	

DISCUSSION

The introduction of Hijaiyah letters at an early age is a fundamental step in Arabic language education and understanding the Koran. Hijaiyah letters are the basis of writing and reading in Arabic, so it is important for children to know and learn them well. Initial knowledge of the Hijaiyah letters not only supports reading skills but also helps children understand religious texts in the future.

Puzzle media provides an interactive learning experience. Children not only see or hear about the Hijaiyah letters but are also actively involved in the process of putting together the puzzle. These activities require attention and coordination, which can increase their engagement in learning. Putting together puzzle pieces involves fine motor skills, such as holding and placing pieces with precision. This skill is important in children's general development and also supports their ability to write the Hijaiyah letters correctly.

Puzzle media allows children to see the Hijaiyah letters in separate forms and can be assembled. This helps them in visualizing letter shapes and understanding how the letters are connected. This process strengthens children's visual memory of the shape of the Hijaiyah letters. Various studies have proven that puzzle media has a positive impact on early childhood learning, especially in play groups.

Among the research that has been carried out illustrates the positive impact of using puzzle media, namely the increase in children's proficiency in recognizing hijaiyah letters at the Yannira Padang Islamic Kindergarten. With proof that Modified Styrofoam Puzzle Media can increase children's skills in recognizing hijaiyah letters. Modified Styrofoam Puzzle Media amazes children so that children are interested in learning hijaiyah letters (Suryani & Wirman, 2019: 1651). To improve the ability to read hijaiyah letters through puzzle media at KB/RA Nurul Hikmah Pesisir Besuki Situbondo, is by using the APE hijaiyah letter puzzle. The achievement of the ability to read hijaiyah letters using puzzle media at KB/RA Nurul Hikmah Pesisir Besuki Situbondo can be said to be quite good, this is because the teachers are very creative in utilizing the available APE. Every child has different development and these abilities have increased (Roziqin et al. 2024:10).

The application of playing puzzles in improving the ability to recognize hijaiyah letters in young children in group B of Al-Khairaat Kabonena Kindergarten is carried out in groups and individually. The way to play the hijaiyyah letter puzzle is by taking it apart, then arranging and re-matching the letters correctly according to their sequence (Nurhidayah et al. 2020: 61). Development of Hijaiyah Letter Puzzle Board Media Using the Ottoman Method for Early Childhood RA Al-Fattah Pasundan East OKU Regency can be categorized as very valid, practical and effective. It can be seen from the results of the validation carried out at the Expert Review stage that they got a score of 88.6% in the "very valid" category and at the One to One stage they got a score of 90%, in the "very practical" category, while at the Small Group stage they got an average score of - an average of 91% in the "very practical" category (Fajar et al. 2023: 8879).

In this research, there was significant development in the use of puzzle media. Based on the pre-cycle results, it shows that children's ability to improve their recognition of hijaiyah letters using puzzle media at KB Kasih Anggun, of the 14 children who got classical completeness (KK) scores, namely 9 children (64.28% of 14 children), and those who got scores below classical, namely 5 children (35.72% of 14 children). The average score in the pre-cycle was 64.28%, so the ability of efforts to increase the recognition of hijaiyah letters in puzzle media in the pre-cycle completion carried out conventionally showed that 35.72% of all students had not yet completed the introduction of hijaiyah letters. The percentage value in cycle I was attended by 14 children and reached a value of 57.29%. So the researcher carried out the second cycle of action. Based on the results of interviews and observations of KB Kasih Anggun students, the students' learning outcomes had reached KK, and resulted in an

increase of 75.42%. The conclusion was that the answer was because in this lesson the teacher had used puzzle media, so that students could be active in the learning process.

Information obtained from various studies that Puzzle media has a contribution in the introduction of hijaiyah letters. Hijaiyah letter puzzle media is considered the most appropriate and can be used for early childhood to improve thinking skills in cognitive, affective, and psychomotor aspects. (Tasya Putri Purnamasari, Oyoh Bariah, 2022). This Android-based interactive application and puzzle game for recognizing Hijaiyah letters can be an option for parents and teachers in determining good and interesting learning applications or media for children. (Pratama & Ratna, 2022). The achievement of the ability to read the hijaiyah letters using puzzle media at KB/RA Nurul Hikmah Pesisir Besuki Situbondo can be said to be quite good, this is because the teacher is very creative in utilizing the available APE. (Rivki, Bachtiar, Informatika, Teknik, & Indonesia, n.d.).

The application of playing puzzles to improve the ability to recognize the hijaiyah letters in Early Childhood in Group B of Al-Khairaat Kabonena Kindergarten is carried out in groups and individually. (Nurhidayah, Jabir, & Rus'an, 2019). Skills in recognizing hijaiyah letters need to be given the right solution using hijaiyah letter puzzle media. Then, with the hijaiyah letter puzzle media, you can create a comfortable atmosphere with learning activities to recognize hijaiyya letters to improve children's skills in recognizing hijaiyya letters. (Anisah Yasmin, Rahman, & Indihadi, 2022).

The use of puzzle media in teaching Hijaiyah letters to play group students has proven to be effective in improving their abilities. Puzzles provide a fun and interactive approach to introducing Hijaiyah letters, which can increase children's engagement and understanding. With proper design and thoughtful implementation, puzzle media can be a valuable learning tool in early childhood education, facilitating a strong foundation for further learning about Arabic and the Qur'an.

CONCLUSION

Hijaiyah letter puzzle media can provide opportunities for children to explore their abilities. Based on the pre-cycle results, it shows that children's ability to improve their recognition of hijaiyah letters using puzzle media at KB Kasih Anggun, of the 14 children who got classical completeness (KK) scores, namely 9 children (64.28% of 14 children), and those who got scores below classical, namely 5 children (35.72% of 14 children). The average score in the pre-cycle was 64.28%, so the ability of efforts to increase the recognition of hijaiyah letters in puzzle media in the pre-cycle completion carried out conventionally showed that 35.72% of all students had not yet completed the introduction of hijaiyah letters. The percentage value in cycle I was attended by 14 children and reached a value of 57.29%. So the researcher carried out the second cycle of action. Based on the results of interviews and observations of KB Kasih Anggun students, the students' learning outcomes had reached KK, and resulted in an increase of 75.42%. The conclusion was that the answer was because in this lesson the teacher had used puzzle media, so that students could be active in the learning process.

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