

# The Effectiveness of Learning Process and Outcome Assessment Based on The Hijaiyah Letter Tree Media in Improving Early Literacy Skills of Early Childhood

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## ABSTRACT

*Learning hijaiyah letters in early childhood is an important foundation in the development of religious literacy, so creative and fun methods are needed to increase children's interest in learning. This study focuses on the effectiveness of Hijaiyah Letter Tree media in improving the ability of PAUD children to recognize, name, and attach hijaiyah letters through a playful approach. The purpose of this study was to describe the learning process using this media, assess the development of children's abilities, and identify supporting factors and obstacles during the activity. This study also provides benefits for teachers, children, institutions, and parents by strengthening hijaiyah learning in an integrated manner. The research method used was descriptive qualitative with a Classroom Action Research (CAR) model. The research subjects consisted of 15 children from Group B, PAUD Pembina, Karang Jaya District. Data were collected through observation, documentation, and formative assessment and then analyzed through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that Hijaiyah Letter Tree media is effective in increasing children's attention, motivation, and ability to recognize and pronounce hijaiyah letters. Most children displayed good learning performance, while some required further assistance, especially in terms of pronunciation and learning focus. Visual, verbal, and kinesthetic activities in this medium contribute to increased child engagement during the learning process. In conclusion, Hijaiyah Letter Tree can be used as an alternative learning medium that is effective, interactive, and appropriate for the developmental characteristics of early childhood. Reinforcement through parental involvement is essential to maintain consistent learning at home.*

**Keywords:** *Hijaiyah Letters, PAUD, Letter Tree, Learning Assessment, Interactive Media.*

## I. INTRODUCTION

Early childhood is often referred to as the golden age because, during this stage, children's brain development is very rapid, and they are able to easily absorb information from their surroundings. During this period, appropriate stimulation is a crucial factor in helping children develop their cognitive, language, social-emotional, and spiritual abilities (Santrock, 2020). One form of spiritual stimulation required is an introduction to religious fundamentals, including hijaiyah letters as the initial foundation for reading the Quran. Ideally, this introduction should begin early in preparing children for religious literacy in later stages. However, the learning process in early childhood cannot be performed using conventional one-way methods. According to constructivist development theory, children learn through direct experience, social interaction, and meaningful play activities (Vygotsky, 1978). Therefore, learning media that is creative, engaging, and appropriate for children's developmental characteristics are needed.

One of the media used to introduce Hijaiyah letters is the Hijaiyah Letter Tree, a tree-shaped visual medium where children can attach letters while pronouncing them. This medium allows children to be actively involved in fine-motor activities, visualizing letter shapes, and pronunciation through songs or games. This approach is in line with the view that fun learning can increase children's motivation and engagement (Bredenkamp & Copple, 2019). By using this medium, teachers can observe the development of children's abilities to recognize, name, and understand Hijaiyah letters more naturally. The focus of this research is to analyze the effectiveness of Hijaiyah Letter Tree media in improving letter recognition skills in children with

early childhood education, as well as to identify the process, results, challenges, and solution strategies in its implementation.

This study aims to describe in detail the process of learning hijaiyah letters through the use of Hijaiyah Letter Tree media designed to create an active and enjoyable learning atmosphere for early childhood. In addition, this study also aimed to assess children's abilities to recognize, name, and attach hijaiyah letters after participating in the learning activity to determine the extent to which this media influences the development of children's religious literacy. Furthermore, this study seeks to identify various obstacles that arise during the implementation of the activity and formulate follow-up strategies that can be applied to increase the effectiveness of hijaiyah letter learning in the PAUD environment.

The results of this study are expected to provide several benefits for various parties involved in early childhood education. For children, the use of Hijaiyah Letter Tree media is expected to increase their interest, motivation, and basic skills in recognizing hijaiyah letters through fun and developmentally appropriate learning activities. For teachers, this research can serve as a basis for reflection and as a reference in selecting learning methods and media that are more creative, effective, and appropriate to the characteristics of children. For educational institutions, this research provides an alternative, innovative, thematic learning model based on religious values that can be applied in daily learning activities. As for parents, the findings of this study can serve as a guideline to assist children in learning the Hijaiyah letters at home in a more interesting and meaningful way, thereby strengthening the synergy between learning at school and in the family environment.

## **II. RESEARCH METHODS**

This study used a qualitative descriptive approach with a Classroom Action Research (CAR) model designed to understand the learning process and outcomes directly in the Early Childhood Education (PAUD) classroom environment. This approach was chosen because it can describe learning phenomena naturally, in-depth, and contextually, while also providing space for teachers to take corrective actions during the process (Arikunto, 2019). Through this method, the researcher attempts to systematically describe how Hijaiyah Letter Tree media is used in learning activities and how children's responses and abilities develop in recognizing and pronouncing hijaiyah letters.

The subjects in this study were 15 children in Group B at the Pembina PAUD in Karang Jaya District, consisting of 9 boys and 6 girls aged 4–5 years. This age group is in the pre-operational development stage, where language, cognitive, and fine motor skills develop rapidly, making it highly relevant to introduce play-based learning activities (Piaget, 1962). The diversity of children's characters is also an important consideration when assessing the effectiveness of the learning media.

The research was conducted from October 13 to 16, 2025, at the Pembina Early Childhood Education (PAUD Pembina) in Karang Jaya District, located in Jalan M. Sohe, Dusun 1, Muara Tikau Village. The location was chosen based on the suitability of the school's conditions to the research needs, particularly because the institution has an existing religious learning program supported by educators who are active in developing creative methods. A conducive learning environment allows for optimal observation and data collection.

The data collection techniques used in this study included direct observation, documentation, and a formative assessment. Observations were conducted to observe children's activities during the learning process, from letter recognition and pronunciation to the ability to stick letters to a tree, which is commonly used in early childhood education research because it provides an authentic picture of children's learning behavior (Sugiyono, 2020). Documentation in the form of photos of activities, children's work, and teacher diaries was used as a complement to record the learning process visually and in writing. In addition, a formative assessment was conducted by assessing children's abilities to recognize the shape of the hijaiyah letters, naming letters, sticking letters, and active involvement during activities.

Data analysis was conducted using qualitative descriptive techniques, including data reduction, data presentation, and drawing conclusions. In the data reduction stage, researchers select important information from observations, documentation, and assessments. The data were then presented in narrative and tabular form for easier understanding and analysis. The final stage was drawing conclusions, which formulated the learning outcomes and provided recommendations for follow-up. This analysis technique aligns with qualitative analysis procedures, which emphasize the meaning of data, not just numbers or statistics (Miles & Huberman, 2014).

## **III. RESULTS AND DISCUSSION**

**Learning Activity Results**

The hijaiyah letter learning activity through Letter Tree media was carried out over three consecutive thematic learning days with a duration of approximately 60 minutes per meeting. This activity began with an introduction to the hijaiyah letters through a song, and the children were then directed to choose letters from a box and stick them to a large tree that had been prepared on the classroom board. After that, the children recited the letters together, and the activity was concluded by coloring the Hijaiyah letters according to the instructions.

Based on the results of the observations and assessments carried out by teachers, the following data were obtained:

Table 1. Results of observations and assessments carried out by teachers

No	Child's Name	Letter recognition	Pronunciation	Sticking Letters	Involvement	Information
1	Alga	5 Letters are very well recognized	Good	Independent	Active	Developing very well
2	Dika	3 Letters recognized enough	Enough	Need help	Quite active	Need guidance
3	Arsya	9 Letters are recognized very well	Very well	Independent	Actively	Optimal development
4	Julio	2 Letters recognized	Not yet smooth	Need help	not that smooth	Need special attention
5	Dira	6 Letters are very well recognized	Very well	Independent	active	Developing very well
6	Sakha	7 Letters are very well recognized	Very well	Independent	Active	Developing very well
7	Handaru	6 Letters are very well recognized	Very good	Independent	Active	Developing very well
8	Hanin	3 Letters recognized quite well	Enough	Help Needs	Quite Active	Need guidance
9	Nizza	4 Letters recognized fairly well	Enough	Help Needs	Quite Active	Need guidance
10	Auris	3 Letters recognized quite well	Enough	Help Needs	Quite Active	Need guidance
11	Malikha	5 Letters are very well recognized	Good	Independent	Active	Developing very well
12	Barran	5 Letters are very well recognized	Good	Independent	Active	Developing very well
13	Rey	5 Letters are very well recognized	Good	Independent	Active	Developing very well
14	Ailen	4 Letters recognized fairly well	Enough	Help Needs	Quite Active	Need guidance
15	Zain	5 Letters are very well recognized	Good	Independent	Active	Developing very well

Based on the results of observations and assessments conducted by teachers during Hijaiyah letter learning activities using Hijaiyah Letter Tree media, a fairly diverse picture of the development of children's abilities was obtained. Most children showed good abilities in recognizing Hijaiyah letters, pronouncing them, and carrying out activities by sticking letters on the media provided. Several children appeared to be able to work independently, were actively involved, and showed high enthusiasm during the activities. Children such as Alga, Dira, Sakha, Handaru, Malikha, Barran, Rey, and Zain appear to be at a very good development stage, marked by fluent letter recognition, correct pronunciation, and the ability to complete tasks without assistance.

On the other hand, there are also children who show optimal development in certain aspects, such as Arsyah, who are able to recognize the nine hijaiyah letters very well, pronounce them correctly, and are very actively involved in the learning process. This development demonstrates that Hijaiyah Letter Tree media can provide an engaging learning experience and effectively stimulate children's early literacy skills.

Meanwhile, several other children were in the development category as expected or adequate, such as Dika, Hanin, Nizza, Auris, and Ailen. These children have generally begun to understand some of the hijaiyah letters but still need assistance with pronunciation and when attaching letters. Their level of engagement also tended to be quite active, although they have not yet demonstrated consistent independence during the activity. This condition is a part of the dynamics of early childhood development, which has different learning rhythms.

There are also some children who require special attention, such as Julio, who has only recognized two letters of the Hijaiyah alphabet and still struggles with pronunciation, thus requiring more intensive guidance. This substandard level of engagement indicates the need for a specialized approach to help these children navigate the learning process more comfortably and confidently.

Overall, of the 15 children who participated in the activity, five (33%) were in the very good development category, six (40%) had developed as expected, and four (27%) still needed further guidance. These findings indicate that most children have shown positive development, while others still need additional support, especially in terms of pronunciation and focus during learning activities. These results also serve as a reference for teachers in designing subsequent learning strategies that are more adaptive and appropriate to the needs of each child.

#### IV. DISCUSSION

The results of the learning activities showed that the use of Hijaiyah Letter Tree media had a positive impact on children's engagement and motivation in learning to recognize Hijaiyah letters. The children were enthusiastic from the start of the activity, especially when selecting letters and attaching them to a tree. This enthusiasm indicates that engaging in learning media can stimulate curiosity and increase children's focus during the learning process. This approach aligns with the concept of early childhood learning, which emphasizes the importance of concrete and play-oriented learning experiences (Bredekamp & Copple, 2019).

The Hijaiyah Letter Tree also enables holistic learning, where by children learn through visual, verbal, and kinesthetic aspects simultaneously. In this activity, children see the letter shapes (visual), pronounce the letters (verbal), and attach the letters to a tree (kinesthetic). These three aspects complement each other and support the process of internalizing information in long-term memory. A multisensory approach is known to accelerate conceptual understanding in early childhood because it engages more sensory pathways in the brain (Willis, 2016).

Observations also show that children with good visual and auditory abilities tend to recognize letters more quickly and remember them more accurately. They could confidently point to letters even without teacher assistance. This finding aligns with the cognitive development theory, which states that children differ in learning styles and sensory capacities, making visual and auditory media highly helpful in letter identification (Santrock, 2020). The Hijaiyah song used as an introduction has been shown to significantly help children memorize letter sequences more quickly, as the song's rhythm and repetition strengthen their auditory memory.

Furthermore, letter-gluing activities are an important component of this activity because they significantly influence memory strengthening and fine motor development. Early childhood is at a stage where fine motor skills are developing rapidly, so activities such as gluing, matching, or arranging letters provide a double benefit: children learn while practicing hand-eye coordination (Mooney, 2013). In some cases, children who were initially hesitant eventually showed progress after being given repeated opportunities to practice gluing letters independently.

Although most children show good development, some lack focus or are easily distracted during their activities. These children require an individualized approach, such as sitting closer to the teacher, receiving regular name calls, or being given small motivating tasks. This is normal, as each child has a different learning pace and concentration. According to Vygotsky (1978), teacher support or scaffolding is necessary to help children achieve abilities that are slightly above their actual developmental level.

Another important finding was the reinforcing effect of learning at home. Children who are frequently exposed to the Hijaiyah alphabet at home show faster development and better responses during activities. This underscores the importance of collaboration between teachers and parents in early childhood learning. The home environment is a child's first learning environment: therefore, consistent repetition of material greatly helps reinforce learning at school (Epstein, 2011). Home activities do not have to be formal; even simple activities, such as singing or looking at letter cards with parents, can have a significant impact.

Overall, the use of Hijaiyah Letter Tree has proven effective in creating a fun and meaningful learning environment for children. This medium can increase engagement, strengthen memory, and support fine-motor development. However, this activity also highlights the importance of adapting learning methods based on individual child characteristics as well as the need for ongoing collaboration between schools and families to support the development of religious literacy from an early age.

### Learning Implications

Based on the results of these activities and findings in the field, there are several important implications that warrant consideration. First, teachers need to use creative and interactive media more frequently to maintain children's interest in learning, especially in religious materials, which are sometimes considered difficult for young children. Visual media and games have been shown to be more easily accepted by children and can increase their motivation to learn (Nugroho, 2020).

Second, learning incorporating play has been shown to be far more effective than lecture methods. Early childhood learns through direct experience, exploration, and interaction with the environment therefore, activities such as sticking letters, singing, or role-playing can significantly improve the quality of their learning (Fleer, 2018). Therefore, teachers need to avoid a one-way approach and provide more space for learning activities that involve all aspects of a child's development.

Third, intensive communication between teachers and parents is needed to ensure the consistent learning of the Hijaiyah alphabet at home. Habitual practices at home have been shown to strengthen children's learning outcomes in school, making this collaboration key to long-term learning success. Teachers can provide parents with simple guides, such as letter cards, songs, or activities they can perform with their children to enhance their understanding of the Hijaiyah alphabet.

Fourth, learning evaluation should not only focus on the final outcome but should also consider the child's learning process and level of engagement. Observations during activities are crucial for a more accurate assessment of child development, as each child demonstrates abilities in different ways and at different rates. This holistic evaluation aligns with the principles of authentic assessment in early childhood education (Wortham & Hardin, 2016).

## V. CONCLUSION

Based on the results of the Hijaiyah letter learning activities through the Hijaiyah Letter Tree media and the assessments conducted during the activity process, it can be concluded that this media is very effective as a learning tool for early childhood education (PAUD) children. This interactive visual media is able to attract children's attention, increase focus, and encourage their active involvement in learning Hijaiyah letters. In general, most children showed good development in terms of their ability to recognize, name, and stick Hijaiyah letters according to the instructions given. Learning activities that combine elements of play, songs, and motor activities have been proven to increase children's motivation and understanding of the Hijaiyah material so that the learning process is more enjoyable and meaningful. The assessment results also showed variations in the level of achievement between children, which was influenced by individual readiness, previous experiences, and support provided by the home environment. These findings also confirm that concrete, visual, and fun learning is necessary for early childhood, so that they can understand religious material more easily and effectively.

### Suggestion

Based on the results of the implementation and observations during the learning activities, several suggestions can be used as a basis for developing future learning. For early childhood education teachers, it is highly recommended to continue developing and utilizing creative media such as the Hijaiyah Letter Tree in an effort to strengthen children's religious literacy, particularly the introduction of Hijaiyah letters. Teachers also need to conduct regular assessments to monitor each child's individual development so that they can provide additional support or reinforcement for children experiencing difficulties in the learning process. Furthermore, teachers should implement a more personalized approach for children who need more support to ensure that their development remains optimal.

For early childhood education institutions (PAUD), it is crucial to provide supporting facilities and infrastructure for play-based religious thematic learning to maximize the learning process. Institutions can also provide teacher training on active learning and the use of creative media to continuously improve the quality of learning the Hijaiyah alphabet. Meanwhile, parents are strongly encouraged to play an active role in assisting their children in learning the Hijaiyah alphabet at home through fun methods, such as using letter cards, simple

games, or Islamic songs. Active communication between parents and teachers is also necessary to monitor their children's development and ensure continuity of learning at home and school.

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