

The Development of Hijaiyah Bowling Educational Game to Enhance the Ability to Recognize Hijaiyah Letters in Early Childhood Aged 5-6 Years

1stNur Annisa¹, 2ndYenni Yunita^{2*}, 3rdRiski Rohima³

1,2,3Universitas Islam Riau, Indonesia

Corresponding Author:

Yenni Yunita

Universitas Islam Riau, Indonesia (Jl. Kaharuddin Nst No.113, Simpang Tiga, Kec. Bukit Raya, Kota Pekanbaru, Riau 28284)

e-mail: yennyunita@fis.uir.ac.id

ARTICLE INFORMATION	ABSTRACT
Article History: Received, 25-08-2024 Accepted, 09-10-2024 Published, 07-12-2024	<i>Children aged 5-6 years experienced limitations in recognizing Hijaiyah letters, facing difficulties in pronunciation and many still unable to identify the letters. This was due to the limited media available for use in learning. This research aimed to determine the development and feasibility of the Hijaiyah Bowling educational game as a teaching medium to enhance the ability to recognize Hijaiyah letters in early childhood aged 5-6 years at PAUD Kenanga Pandau Jaya. Recognizing Hijaiyah letters in early childhood could be done in various ways, one of which was learning through play to attract the children's attention. The method used was Research and Development (R&D), which produced a product and tested its effectiveness. This research utilized the ADDIE development model, which involved five stages: Analysis, Design, Development or Production, Implementation or Delivery, and Evaluation. Data analysis for product feasibility used assessments from product design experts and material experts in the form of questionnaire instruments. The developed product was the Hijaiyah Bowling educational game to enhance the recognition of Hijaiyah letters in early childhood aged 5-6 years. The results from media expert validation showed a total score of 85.83%, indicating the "very feasible" validation category. The results from material expert validation showed a total score of 78.8%, indicating the "feasible" validation category. Therefore, the development of the Hijaiyah Bowling educational game was deemed "very feasible" for improving the recognition of Hijaiyah letters in children aged 5-6 years.</i>
Keywords: <i>Hijaiyah Bowling; Hijaiyah Letter Recognition; Islamic Education</i>	

INTRODUCTION

The ability to read and write that is taught from an early age in Islam is reading the Qur'an. The need to teach reading the Qur'an from an early age is because children are a gold mine for families who can later be educated to become the next generation who are faqih and understand religion so that they are useful for the nation and state. One of the important things that can be taught to children at an early age in religious education is reading the hijaiyah letters, because reading the hijaiyah letters is one of the basics for reading the Qur'an that must be introduced to children from an early age. According to Setianingsih (2016) the purpose of

reading the hijaiyah letters is to improve children's reading skills so that children's ability to read the hijaiyah letters increases with age.

Introduction of hijaiyah letters to early childhood is an important thing that must be done and children are trained from an early age, because the introduction of hijaiyah or Arabic letters is an activity to introduce letters and sounds of hijaiyah letters. Introducing Hijaiyah Letters into PAUD education is a process where someone will be introduced to the shape of letters and sounds and use the language used in the learning process. Students will be instructed to be able to recognize the shape of letters and sounds of letters, so that they can learn from an overall concept to a certain concept (Alucyana, et al. 2020). Based on the Child Development Achievement Level Standards (STPPA), where children aged 5-6 years should have cognitive development to be able to know the vowels, consonants and hijaiyah letters from the names of objects created by Allah (Permen.No.137, 2014).

Based on observations and interviews with teachers and principals conducted in group B PAUD Kenanga Pandau Jaya are as follows: The implementation of learning in class B PAUD Kenanga is carried out by learning the hijaiyah letters only every Wednesday, but every day they always read short surahs and the names of the hijaiyah letters, as for the children's interest in learning the hijaiyah letters is that they pay less attention to the teacher during the learning process, the use of media or learning tools used is still very monotonous and has not used optimal media. With a total of 17 students in one class, only a few students can read the hijaiyah letter symbols and there are several students who have not developed in mentioning, knowing and recognizing the hijaiyah letters. Where children aged 5-6 years should have been able to recognize and pronounce the hijaiyah letters correctly. This happens because in recognizing the hijaiyah letters during learning only monotonous media is used with limitations in the use of media such as flash cards or hijaiyah script and iqro '.

The importance of playing for children encourages researchers to develop a simple educational game tool that is expected to improve children's ability to recognize hijaiyah letters. Educational games are a learning medium that is often used in early childhood education activities so that learning activities are more enjoyable, have educational elements and can provide stimulation to children. Early childhood needs games as an educational medium in the learning process. Learning and playing are important vehicles for children to develop all their potential, including in recognizing hijaiyah letters.

Based on these problems, in the learning process, there needs to be an interesting and innovative game for children, through games children not only play but children can also learn. According to Bennet, et al. (2005 in Septiany 2019) games are activities carried out by children before they are "ready" to carry out formal activities. So by using play activities, it can facilitate the ongoing teaching and learning process. If learning is carried out without interesting activities, the teaching and learning process will be less meaningful, reduce the quality of receiving information and knowledge, make it difficult for teachers to explain and tend to reduce the quality of teaching and learning. One of the games that can be used to provide an understanding of reading hijaiyah letter symbols in group B children is to use the hijaiyah letter bowling game.

One of the media that can be used to introduce hijaiyah letters to early childhood is the hijaiyah bowling media. This media can improve the ability to recognize hijaiyah letters in early childhood with bowling games that aim to train movement coordination, concentration, and estimate the strength to drop bowling. In this case, the researcher developed this game to introduce hijaiyah letters. This game is also very fun, it has obstacles and excitement for children to learn to recognize the hijaiyah letters more easily.

METHOD

This study uses a development research method or what is called Research and Development (R&D) is a type of research used to create certain products and test how effective the product is. The purpose of this study is to develop products for learning media.

This research model produces or develops a new product or improves an existing product. So this research is used by researchers as a development tool for educational bowling hijaiyah games to improve the ability to recognize hijaiyah letters in children aged 5-6 years in group B PAUD kenanga Pandau Jaya.

This research method uses a development model in the ADDIE model as the name implies is a model that involves stages of model development with five development steps including: Analysis, Design, Development or Production, Implementation or Delivery and Evaluations.

RESULTS AND DISCUSSION

Research and development (R&D) conducted refers to the ADDIE model development procedure in the form of APE bowling hijaiyah. Analysis, design, development, implementation, and evaluation are the five steps of the ADDIE model. The following is a description of the results of the research conducted based on the five steps of development.

1. Analysis Stage

The analysis is intended to collect information and find problems in the school. The stages used in the analysis use classroom observation techniques, interviews. So the researcher conducted field observations conducted in group B PAUD Kenanga Pandau Jaya. In addition to observation, data was also obtained through interviews with the principal and class teachers, which aimed to obtain information and get an overview of the condition of the ability to recognize the hijaiyah letters of class B children at PAUD Kenanga Pandau Jaya. Interviews were conducted with class teachers to find out how the teaching and learning process is in class, find information related to learning media, and the condition of the ability to recognize the hijaiyah letters of children. While observations were carried out by directly observing the process of teaching and learning activities in class from the results of observations and interviews, the following identification was obtained:

Based on the results of interviews with class teachers, the following is a description of information as a needs analysis in the study:

- a. Preparedness carried out before starting teaching and learning activities in class. The teacher answered, the most important thing is to prepare the material to be taught.
- b. Implementation of learning to read hijaiyah letters in class B. The teacher answered, writing the alphabet on the board then pronouncing the letters and then followed by the children.
- c. Learning to read hijaiyah letters has used media or APE. The teacher answered, not using optimal media.
- d. Children's interest when the activity of recognizing hijaiyah letters took place. The teacher answered, when learning to recognize hijaiyah letters, children paid less attention to what was conveyed by the teacher.

Based on the results of interviews and observations conducted at PAUD Kenanga Pandau Jaya, the following problems were found:

- a. Some children are still unable to recognize the hijaiyah letters
- b. Some children are also unable to distinguish one hijaiyah letter from another
- c. Some children still tend to forget the hijaiyah letters that are shown to them

- d. The media used is limited to flash cards and hijaiyah script and iqro'.
- e. Learning media in the form of APE at PAUD Kenanga Pandau Jaya is still limited, especially in learning to introduce hijaiyah letters to children

Based on these problems, it is necessary to develop fun and interesting learning media, which can improve the ability to recognize hijaiyah letters in children aged 5-6 years.

2. Design Stage

After the analysis stage, the next step is to design the Educational Game Tool (APE). Step 1 Interview with the principal, the next step is to determine the objectives, select materials and create media. The stages are as follows:

- a. Determining the objectives/concepts in creating media

The objectives referred to in this case are the learning objectives in each indicator. These objectives describe what is expected and mastered by children after learning to use the media. The objective of learning using this educational game tool is that children are able to improve their ability to recognize hijaiyah letters using bowling hijaiyah.

- b. Selection of materials

At this stage, the selection of materials that will be used to make this bowling APE is carried out, including media design using the Canva application.

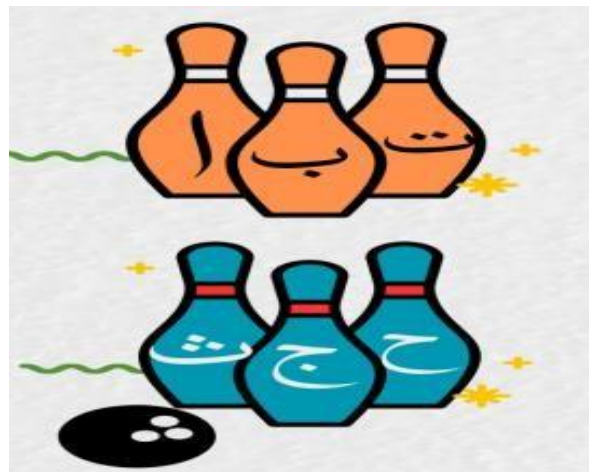


Figure 1: Initial Design Using the Canva Application

- c. Media design/media making

- 1) The first stage, preparing the materials, namely PVC board, duco paint, permanent marker
- 2) The second stage, adjusting the size of the wood to 15cm high, 7cm wide, 2cm thick.
- 3) Third stage, cutting the finished material is measured and then formed into a bowling shape in general but not round but like a cutting board with 30 hijaiyah letters.
- 4) The fourth stage, painting for 1 week then after drying, writing the hijaiyah letters with a permanent marker starting with the alphabet from alif to ya' on the bowling surface.
- 5) The fifth stage, starting to use the hijaiyah bowling APE during the product trial in the field.

- d. The procedures for implementing the educational game tool bowling hijaiyah are as follows:

- 1) Explaining what the educational game tool bowling hijaiyah is
- 2) Showing the Educational Game Tool (APE) that will be used for children
- 3) Explaining how to use the Educational Game Tool (APE) bowling hijaiyah.
 - a) The hijaiyah letters are played every three days starting with the letters Alif to Dho, until the child can really recognize and
 - b) distinguish each other the hijaiyah letters.
 - c) Then on the next day starting from the letters Tho to Ya'
- e. The steps on how to use the hijaiyah bowling game equipment are as follows:
 - 1) The game begins by first explaining what the hijaiyah letters are, then singing the hijaiyah letter song together
 - 2) After being introduced to the hijaiyah letters, the child is asked to sit neatly to start the bowling game one by one
 - 3) After that the bowling game is arranged, the child is asked to take turns to take a position and step back 5-6 steps from the bowling that has been arranged, it can be done in a standing position, bending over or the child sitting on the floor.
 - 4) Next, to push the ball, the child can use one hand according to the ability of the hand that can be maximally active
 - 5) After being pushed towards the bowling pin the hijaiyah letters fall, then the child mentions one by one the hijaiyah letters that he has dropped earlier until finished..
- f. The cost analysis for the production of the development of educational game equipment bowling hijaiyah is to facilitate the production process of development. In the production process of the research on the development of educational game equipment bowling hijaiyah, the researcher did not do it alone, so the researcher asked for help from other people who were experts in this field. The following is an analysis of the costs incurred in the production of the development of educational game equipment bowling hijaiyah products:
 - 1) Cost of making a bowling pvc board design
 - 2) Cost of purchasing duco paint and permanent markers
 - 3) Cost of purchasing a bowling ball
 - 4) Cost of making a box
 - 5) Cost of pilox paint

3. Development Stage

In the development stage of this research, the researcher carried out a series of actions to develop learning media, including validating experts who are experts in their fields and have the ability to provide recommendations or feedback on how to improve Educational Game Tools (APE). Based on the assessment, recommendations, and feedback of the validators, the researcher revised the Educational Game Tools (APE) so that the Educational Game Tools (APE) were obtained that were ready to be tested on the research subjects, namely children in group B PAUD Kenanga.

After making the initial product for the development of the Hijaiyah bowling Educational Game Tool to improve the ability to recognize Hijaiyah letters in children aged 5-6 years, the next step is that the product is validated by the validator, the validator who assesses the product that the researcher developed consists of 4 people. Two experts (lecturers of PIAUD, Riau Islamic

University) as validator I and validator II, to assess product validation and material validation. There are 2 certified teachers in assessing product validation and material validation. Each validator assesses validation, namely one material expert validation and one product expert validation.

a. Product Expert Validation

a. Product Expert Validation

The finished product is then subjected to validation testing. Validation testing on this product is carried out using a questionnaire sheet containing aspects of assessment, as well as comments, suggestions and input as an evaluation for improvement.

Product validation was carried out by one expert lecturer from the Islamic University of Riau S2 PAUD and one certified teacher from PAUD Kenanga Pandau Jaya who was asked to be an expert media validator because they have deeper abilities in the field of product assessment, so this research and development requires constructive suggestions and comments from the lecturer. The criteria for this aspect are obtained by researchers from several sources and adjusted to the aspects of the media to be produced and the analysis of needs in the field. The results obtained are quantitative data in the form of scores used to determine the feasibility of the media. while qualitative data in the form of recommendations are used to improve the products made. Media validation criteria are taken from various sources and adjusted to meet the needs of students in the field.. No. Indicator Raw score Ideal score

Table 1. Results of Product Expert Lecturer Validation Test

No.	Indicator	Raw Score	Ideal Score
1	Shape according to design	5	5
2	Hijaiyah bowling educational game tool is easy to play	4	5
3	Symbol design on the Hijaiyah bowling game equipment	5	5
4	Accuracy in playing	4	5
5	Durability of the tools used	5	5
6	Safety of the tools used	4	5
7	Accuracy in choosing size	4	5
8	Hijaiyah bowling media is interesting for children to learn while playing	4	5
9	The hijaiyah bowling game attracts children's learning interest	4	5
10	The symbols presented in the APE bowling hijaiyah are clear	5	5
11	Can develop cognitive, physical motor and emotional aspects	4	5
12	According to the child's ability level	3	5
Total score		51 of 60	
Score Percentage		85% of 100%	
Validation category		" Very Worth It "	

Based on the table above, validation by validator I, a media expert lecturer with a score percentage of 85%, thus it can be stated that the validation of the product development of the hijaiyah bowling educational game tool that was developed received the category "very feasible". Regarding the results of the media expert validator above, the suggestions are: 1) So that the packaging of the game is replaced, not from plastic but to make it more durable, strong and long lasting 2) The APE place is given the name of the game.

Table 2. Media Expert Validation

No	Indicator	Raw Score	Ideal Score
1	Shape according to design	5	5
2	Hijaiyah bowling educational game tool is easy to play	4	5
3	Symbol design on the Hijaiyah bowling game equipment	5	5
4	Accuracy in playing	4	5
5	Durability of the tools used	5	5
6	Safety of the tools used	4	5
7	Accuracy in choosing size	4	5
8	Hijaiyah bowling media is interesting for children to learn while playing	4	5
9	The hijaiyah bowling game attracts children's learning interest	4	5
10	The symbols presented in the APE bowling hijaiyah are clear	5	5
11	Can develop cognitive, physical motor and emotional aspects	4	5
12	According to the child's ability level	4	5
Total score		52 of 60	
Score Percentage		86,6% of 100%	
Validation category		"Very Worth It"	

Based on the table above, validation by validator II, media expert teacher, Mrs. Hemat Tarigan S.Pd with a percentage score of 86.6%, it can be stated that the validation of the product development of the hijaiyah bowling educational game tool that was developed received the category "very feasible". Related to the results of the media expert validator above, there are suggestions/comments, namely 1) The form of the Hijaiyah APE is good and attractive for children, 2) But please pay attention to the place to play (not in an open field).

Table 3. Product Design Expert Validation Test Results

Expert Validation	Total Score	Score Percentage
Product Design Expert I	51	85%
Product Design Expert II	52	86,6%
Total score	103	171,6%
Average percentage	85,83%	
Validation category	"Very Worth It"	

b. Material expert validation

Material expert validation is to assess the content of learning materials contained in media products. The material experts who are validators in this study are lecturers from the Islamic University of Riau and teachers from the Kenanga Pandau Jaya PAUD. Validation was carried out on June 7, 2024. Material expert validation is in the form of a questionnaire regarding the assessment criteria for the content of the discussion or material and comments, suggestions and comments as an evaluation for improvement. The results obtained are quantitative data in the form of scores used to determine the feasibility of the media, while qualitative data in the form of suggestions are used to improve the products being developed. The criteria for material

validation are taken from several sources and needs analysis that are adjusted to the characteristics of students in the field.

Table 4. Results of the Material Expert Validation Test

No.	Indicator	Raw Score	Ideal Score
1	Able to encourage children to do physical motor activities	4	5
2	Able to develop/improve children's ability to recognize the Hijaiyah letters	5	5
3	Able to provide learning for children to improve their ability to recognize the Hijaiyah letters	5	5
4	Compliance with elements related to the development of language aspects, namely understanding the form of letters (alphabet, hijaiyah)	4	5
5	Compliance of elements related to children's gross motor development	4	5
6	This letter bowling media provides learning for AUD development	5	5
7	The shape of the alphabet in bowling is clear	4	5
8	Can develop cognitive, physical motor and emotional aspects	4	5
Total score		35 of 45	
Score Percentage		77,8% of 100 %	
Validation category		Worthy	

Based on the validation results conducted to the material expert I above, a score of 77.8% was obtained, which can be stated that the validation of the educational game tool development product of the hijaiyah bowling developed obtained the category "Feasible" according to the score listed in table 4 above. Regarding the results, the material expert Validator provided suggestions, namely: 1) The design of the hijaiyah letters is clarified, 2) the selection of balls for the bowling game is adjusted to its size, 3) create rules for using how to play hijaiyah letter bowling.

Table 5. Results of the Material Expert Validation Test

No.	Indicator	Raw Score	Ideal Score
1	Mampu mendorong anak melakukan aktifitas fisik motorik	5	5
2	Able to develop/improve children's ability to recognize the hijaiyah letters	4	5
3	Able to provide learning for children to improve their ability to recognize the Hijaiyah letters	4	5
4	Compliance with elements related to the development of language aspects, namely understanding the form of letters (alphabet, hijaiyah)	5	5
5	Compliance of elements related to children's gross motor development	4	5
6	This letter bowling media provides learning for AUD development	5	5
7	The shape of the alphabet in bowling is clear	5	5
8	Can develop cognitive, physical motor and emotional aspects	4	5
Total score		36 dari 45	
Score Percentage		80% dari 100%	
Validation category		" Worthy "	

Based on the validation results conducted to the material expert II above, a score of 80% was obtained, which can be stated that the validation of the product development of the hijaiyah bowling educational game tool that was developed was categorized as "very feasible". Regarding the results of the media expert validation, there are suggestions, namely; 1) The form of the hijaiyah APE is good and fun for children, 2) Playing indoors.

Table 6 : Results of the expert validation test

Expert Validation	Total Score	Score Percentage
Subject Matter Expert I	35	77,8%
Subject Matter Expert II	36	80%
Total score	71	157,8%
Average percentage		78,8%
Validation category		" Worthy"

Hijaiyah Bowling Development Stages



Figure 2: Initial Stages of Hijaiyah Bowling Development

The initial design stage for making the cutting pattern for the bowling hijaiyah still looked plain before the validator suggested that it be given variations.



Figure 3: Second Stage of Hijaiyah Bowling Development

The second stage after bowling is given variations, namely in the middle of the bowling, white lines are given on each bowling.



Figure 4: Final Stages of Hijaiyah Bowling Development

The Final Stage of the Hijaiyah Bowling Product after the Hijaiyah letters are written on the bowling surface.

The Hijaiyah bowling game product can be seen in the following image:



Figure 5: Hijaiyah bowling game products



Figure 6: Inside View of the Hijaiyah APE Bowling Place



Figure 7: APE Bowling Place Exterior view

4. Implementation Stage

The implementation stage is a limited product trial stage for children on the product that has been developed in the form of APE Bowling Hijaiyah. This product trial was conducted at PAUD Kenanga.

The procedures for implementing the educational game tool bowling hijaiyah are as follows:

- a. Explaining what the educational game tool bowling hijaiyah is
- b. Showing the Educational Game Tool (APE) that will be used for children
- c. Explaining how to use the Educational Game Tool (APE) bowling hijaiyah, namely the hijaiyah letters are played every three days starting with the letter 'Alif' to 'Dho', until the child can really recognize and distinguish each other hijaiyah letters. Then on the next day starting from the letter 'Tho' to 'Ya'.

In the first stage, the implementation of the Hijaiyah bowling product was carried out in stages. The steps for using the Hijaiyah bowling game equipment are as follows:

- a. The game begins by first explaining what the Hijaiyah letters are, then singing the Hijaiyah letter song together
- b. After being introduced to the Hijaiyah letters, the child is asked to sit neatly to start the bowling game one by one
- c. After that the bowling game is arranged, the child is asked to take turns to take a position and step back 5-6 steps from the bowling that has been arranged, it can be done in a standing position, bending over or the child sitting on the floor.
- d. Furthermore, to push the ball, the child can use one hand according to the ability of the hand that can be maximally active
- e. After being pushed towards the bowling pin, the Hijaiyah letters fall, then the researcher picks up the bowling that the child has dropped, then the child mentions one by one the Hijaiyah letters that he has dropped until finished.

Implementation of stage 1 of playing APE bowling hijaiyah letters Alif to Dho on. Before playing APE bowling hijaiyah as usual, children learn how they usually do. The implementation of APE bowling hijaiyah is carried out after the learning process is finished. Before playing, the researcher always asks and introduces the hijaiyah letters first with posters in the classroom,

then continues with singing the song A, BA, TA, to YA'. After that, it is continued by playing APE bowling hijaiyah which is done in turns as in the picture below. While playing, there are some children who cannot recognize and mention the letters they have dropped. Well, that is what is always repeated for three days until the child can really recognize the letters they have dropped. Of the 20 students, some of the children could not recognize the hijaiyah letters before this bowling game was implemented. After the hijaiyah bowling game was implemented, the first day there was still no progress, but on the second day there was an increase, some of the children were able to recognize the hijaiyah letters and even distinguish them. And continued on the third day still with the same hijaiyah letters, namely from the letter Alif to Dho', well on this third day, some of the children who could not recognize the hijaiyah letters at all can now or are able to and only 1-2 children remain who are not able or are not able to recognize the hijaiyah letters.

Implementation in the second stage is from the letter Tho to Ya' for three consecutive days. With the same game but different hijaiyah letters. After the hijaiyah bowling game was implemented, the first day there was still no progress, but on the second day there was an increase, some of the children were able to recognize the hijaiyah letters and even differentiate them. And continued on the third day still with the same hijaiyah letters, namely from the letters "Tho to Ya'", on the third day it was seen that some children who could not recognize the hijaiyah letters at all were now able or capable and only 1 child remained who was not able or capable of recognizing the hijaiyah letters.



Figure 8: Children playing hijaiyah bowling

In the third application, namely the introduction of all the existing hijaiyah letters, namely 30 hijaiyah letters. Before the game was played, the researcher invited the children to sing the hijaiyah letters. After the game was finished, it was done alternately, where each child could play and mention the hijaiyah letters that they had dropped. After the game was finished, the researcher invited the children to sing again as a closing.

5. Evaluation Stage

The last stage of this development research is the evaluation stage of the results of the implementation and testing in the previous stage to see how the quality of the product developed. The following is a description of the evaluation stage, including.

Based on the assessment carried out by media experts and material experts in the previous stage, several advantages of the APE bowling hijaiyah can be identified, namely:

durable, not easily damaged, can be used for a long time, easy to understand, attractive. While the disadvantages of the APE bowling hijaiyah kata are: the media can only be used in small groups, the media is only limited to the material to recognize hijaiyah letters ". In this case, the media is considered feasible and is considered capable of helping children improve their ability to recognize hijaiyah letters, this can be seen in the indicators assessed by media experts and product material experts through questionnaires.

CONCLUSION

Based on the discussion of the research, this study can be concluded that the development of educational game tools bowling hijaiyah to improve the ability to recognize hijaiyah letters of children aged 5-6 years can improve the ability to recognize hijaiyah letters of children aged 5-6 years at PAUD Kenanga Pandau Jaya in class B. This development certainly pays attention to the material and product aspects, so that the objectives of the development research run significantly. To create a development product must be carried out periodically, in order to produce a product that functions to develop all aspects of child development.

The results of the product design expert validation assessment from both validators obtained a score of 85.83% indicating a "very feasible" validation category. And the results of the material expert validation assessment from both validators obtained a score of 78.8% indicating a "Feasible" validation category. Therefore, the development of this educational bowling hijaiyah game tool is very feasible to be used to improve the ability to recognize hijaiyah letters in children aged 5-6 years.

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