

Introduction of The Tilawati Method to Increase Early Childhood Interest in Learning Hijaiyah Letters

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ABSTRACT

Early childhood learners tend to prefer engaging and interactive activities. However, in some kindergartens (TK), the teaching of Hijaiyah letters still relies on conventional methods that are less attractive, resulting in low learning interest among children. This study aimed to examine the effect of introducing the Tilawati method on increasing early childhood learners' interest in learning Hijaiyah letters. The research employed a Classroom Action Research (CAR) approach, with 16 children aged 5–6 years at TK Putra Bangsa as the subjects. The research procedures included planning, action implementation, observation, and reflection over two cycles. The instruments used were observation sheets for children's learning interests and documentation. The results showed that after implementing the Tilawati method, children's interest in learning Hijaiyah letters increased significantly. In Cycle I, 40% of the children showed high interest, which increased to 86.67% in Cycle II. The study concluded that the Tilawati method, which combines songs and games, can effectively enhance early childhood learners' interest in learning Hijaiyah letters. It is recommended that kindergarten teachers integrate the Tilawati method into the teaching of Hijaiyah letters to make the learning process more enjoyable and effective.

Keywords: Tilawati Method, Early Childhood Interest, Learning Hijaiyah Letters.

I. Introduction

The introduction to Hijaiyah letters represents a fundamental educational moment in early Islamic religious education as it forms the foundational step toward Qur'anic literacy (recognizing and pronouncing Arabic script). Early proficiency in Hijaiyah letters greatly facilitates children's future progress in reading the Qur'an accurately, which in turn supports both cognitive and spiritual development. In early childhood education (ECE), particularly at the kindergarten level, effective pedagogical methods that harmonize with children's developmental stages are essential for meaningful and sustained learning outcomes. However, numerous studies have shown that traditional teaching methods in early Qur'anic learning often fall short in meeting the developmental needs of young learners. Conventional approaches such as rote memorization and repetitive recitation without engaging multimedia or interactive elements can lead to boredom, a lack of motivation, and poor learning engagement among children (Oktavia, 2025; see in-text citation suggestions below). These approaches are typically teacher-centred and do not align with the characteristics of early childhood learning, which thrives on play, music, multi-sensory activities, and social interaction.

Children aged 5–6 years, who are at the heart of kindergarten education, display distinct learning characteristics they learn best through activities that are interactive, joyful, and contextually meaningful (Setiawati, 2024). This developmental reality has prompted educators and researchers in early childhood Islamic education to explore novel instructional methods that combine Islamic curricular content with child-friendly teaching strategies. One such instructional innovation is the Tilawati Method. Originating within Indonesian Qur'anic learning contexts, the Tilawati Method is an integrated approach that combines classical reading instruction with music, rhythm (*lagu rost*), and structured scaffolding techniques to enhance literacy development in young children. The method emphasizes guided learning through structured sequences, melody, and rhythmic repetition, which is believed to improve memorization, recognition, and pronunciation of Hijaiyah letters. Several recent studies indicate that the Tilawati Method is not only engaging but also pedagogically effective for early childhood learners. Research by Maskur (2021) revealed that this method enhances children's motivation and makes learning Hijaiyah letters more enjoyable by incorporating rhythmic songs and interactive instruction, resulting in improved achievement of learning goals (Maskur, 2021). Similarly, Setiawati's (2024) qualitative research demonstrated that children respond positively to the Tilawati Method due to its musical elements and individualised pace of instruction, which encourages better participation and motivation (Setiawati, 2024). These findings suggest that the Tilawati Method aligns well with educational practices that advocate playful and meaningful learning for young children.

Further empirical evidence supports this claim. Oktavia (2025) conducted classroom action research showing significant increases in children's recognition of Hijaiyah letters through the implementation of the Tilawati Method, with observable improvements in learning engagement and retention after two cycles of structured instruction. These results highlight the method's potential in addressing the motivational and cognitive challenges associated with conventional approaches. In contrast, traditional learning strategies for Qur'anic literacy often rely heavily on memorization and teacher-driven recitation, which may overwhelm early learners who are still developing foundational phonological and cognitive skills. This mismatch between teaching method and learner characteristics can hinder children's enthusiasm and slow their literacy progress. For example, research on conventional methods such as singing or purely cognitive drills have demonstrated gains in recognition, but they often depend on repetitive activities with limited differentiation for individual learning styles (Halimah, 2016; see in-text citation suggestions below). The importance of aligning learning models with early development cannot be overstated. Modern educational psychology emphasises active learning, multi-sensory engagement, and socio-emotional components in teaching young learners. When Qur'anic learning is presented through music, games, and interactive pedagogies, children are more likely to remain engaged, internalise content meaningfully, and develop positive associations with religious learning.

Based on these insights, this research aims to explore the application of the Tilawati Method in teaching Hijaiyah letters to early childhood learners at Taman Kanak-Kanak Putra Bangsa. The central research objectives are (1) to analyse how the Tilawati Method is implemented in classroom activities, and (2) to determine the extent to which this method improves children's interest, enthusiasm, and involvement in learning Hijaiyah letters. Beyond these pedagogical goals, this study also carries academic and practical significance. From an academic perspective, it contributes to the existing body of knowledge on innovative Qur'anic literacy teaching strategies in early childhood education, offering empirical evidence on how rhythm-based, interactive techniques impact learner engagement and literacy outcomes. From a practical standpoint, this research provides actionable insights for kindergarten teachers and curriculum planners to adapt and integrate child-centred teaching methods that enhance learning motivation, especially in Islamic educational settings. In addition, this study fulfils part of the academic requirements for the completion of a degree programme and contributes to the repository of scholarly literature for future researchers seeking reference points on effective early Qur'anic instructional methods. By documenting implementation practices and outcomes, this research adds to the knowledge base that supports evidence-based improvements in early childhood Islamic education.

In conclusion, the adoption of interactive, music-based, and developmentally aligned teaching methods like the Tilawati Method holds promise for addressing the motivational challenges inherent in

teaching Hijaiyah letters to young learners. Findings from previous research indicate that learners exhibit higher interest, better participation, and improved literacy when exposed to structured yet engaging learning environments. Therefore, this research is expected to broaden the understanding of effective pedagogical strategies that support both holistic development and literacy acquisition in early childhood contexts.

II. Literature Review

2.1 Early Childhood and Learning Characteristics

Early childhood in this study refers to children in Group B, aged 5–6 years, attending TK Putra Bangsa. At this stage, children are in a critical phase of cognitive, motor, language, and socio-emotional development, which serves as a foundational basis for early learning. These developmental aspects are crucial in preparing children to receive various educational stimuli, including the introduction to Hijaiyah letters. Children at the age of 5–6 tend to think concretely and rely heavily on direct experiences. They often face challenges in understanding abstract symbols, including Hijaiyah letters, especially if learning is not supported with visual aids, auditory stimuli, or tangible and interactive materials (Nurhayati & Widodo, 2022; Sari et al., 2021). Their ability to differentiate shapes and patterns is still developing, so letters with similar forms must be introduced through methods that are clear, engaging, and repetitive. Educational activities designed for this age group must take into account the child's developmental stage to optimize comprehension and retention.

2.2 The Importance of Learning Hijaiyah Letters from an Early Age

Hijaiyah letters form the primary foundation for learning the Qur'an, practicing worship, and instilling Islamic cultural values. Early exposure, especially in the 5–6-year-old range, plays a vital role because this period is considered a golden age for cognitive, linguistic, and motivational development (Hidayat & Prasetyo, 2020; Aini, 2021). Learning the alphabet at this stage not only enhances reading readiness but also contributes to the formation of religious and cultural identity. Early childhood learning typically occurs through play, observation, and direct experience. Consequently, the introduction of Hijaiyah letters should be integrated into activities that reflect these characteristics, such as educational games, puzzles, letter-matching exercises, and hands-on materials that allow children to manipulate shapes (Fatimah & Nugroho, 2019; Hasanah et al., 2022). Through play-based methods, children can engage meaningfully with the learning material, making the acquisition of foundational reading skills more natural and enjoyable.

2.3 The Tilawati Method

The Tilawati Method is an approach to teaching Hijaiyah letters that balances reading (tilawah), listening (simak), and reinforcement through rhythmic chanting or songs. It is designed to help learners gradually understand the letters while ensuring correct pronunciation and adherence to tajwid rules from an early age (Sukmawati, 2021). The term "Tilawati" derives from "tilawah," meaning to recite the Qur'an properly. In practice, the method combines classical group learning and individualized attention using a read-and-listen technique, allowing children to learn collectively while receiving focused guidance from the teacher (Rohman & Lestari, 2020). The Tilawati Method was developed based on systematic and standardized principles for teaching Qur'anic reading. Conceptually, it integrates visual, auditory, and kinesthetic learning channels to accommodate multiple sensory modalities, allowing children to learn through various experiences (Maulana & Syafitri, 2022). Its development was inspired by classical Qur'anic teaching traditions emphasizing accurate recitation through talaqqi (direct listening to the teacher) and repetitive practice. Consequently, the method not only focuses on reading ability but also aims to cultivate habits of reciting the Qur'an accurately and enjoyably from an early age (Ahmad & Putri, 2019). The basic principles of the Tilawati Method include:

- a. Classical and Individual Approaches: Group learning fosters collective motivation, while individualized guidance ensures each child's reading accuracy.
- b. Read-and-Listen Technique (Baca-Simak): Children take turns reading while peers listen, developing concentration, confidence, and auditory discrimination.
- c. Use of Rhythm and Song (Lagu Rost): Letters and sequences of words are set to rhythmic chants or melodies, helping children remember sounds more easily and making learning enjoyable (Yuliani et al., 2021).

In kindergarten settings, the Tilawati Method relies on supporting components such as:

- a. Learning materials and graded Tilawati books
- b. Letter cards for Hijaiyah letters
- c. Visual media, whiteboards, or flannel boards
- d. Educational game-based learning media
- e. Teachers acting as facilitators and reading models for children aged 5–6 years

The implementation at the kindergarten level involves several stages:

- a. Opening Activities: Teachers begin with prayers, perceptions, and motivational activities to create a conducive learning environment.
- b. Classical Introduction of Material: Teachers introduce letters using teaching aids and read examples with correct rhythm for children to follow collectively.
- c. Individual Read-and-Listen Practice: Children read in turns while teachers monitor and provide corrective feedback for mispronunciations.
- d. Reinforcement and Repetition Exercises: Children engage in repeated practice to consolidate memory of learned letters.
- e. Evaluation and Feedback: Assessment is conducted both orally and observationally, with teachers providing feedback to enhance mastery (Rahmawati & Ismail, 2020).

2.4 The Relationship between the Tilawati Method and Children's Learning Interest

Learning interest in early childhood is an internal motivation driving children to actively engage in educational activities. This interest develops gradually through interactions between internal factors, such as cognitive maturity, learning readiness, and natural curiosity, and external factors, including the learning environment, teaching methods, and support from teachers and parents (Putri & Santoso, 2021; Nugroho & Wulandari, 2022). The Tilawati Method is highly relevant in enhancing learning interest because it integrates reading, listening, rhythm, and active participation, making learning engaging and enjoyable. By incorporating playful, sensory-rich, and interactive components, the method stimulates both intrinsic motivation and sustained attention, fostering positive attitudes toward learning Hijaiyah letters at an early age.

III. Research Method

This study employed Classroom Action Research (CAR), locally referred to as *Penelitian Tindakan Kelas* (PTK), as its primary methodology. CAR was selected because this research aims to directly improve and enhance the learning process within the classroom through the application of the Tilawati Method. Specifically, the study sought to observe whether the structured use of the Tilawati Method could effectively increase early childhood learners' interest in recognizing and reading Hijaiyah letters. The CAR model implemented in this study follows the spiral model developed by Kemmis and McTaggart, which consists of

four stages in each cycle: planning, acting, observing, and reflecting (Kemmis & McTaggart, 2014). For the purpose of this study, a single cycle was conducted, encompassing several consecutive classroom meetings. Through this iterative and reflective approach, it was anticipated that applying the Tilawati Method would provide observable improvements in children's engagement and motivation during the learning process (Sukmawati, 2021; Nurhayati & Widodo, 2022).

The research was carried out at TK Putra Bangsa, located at Rt 001 Rw 008, Sonode Village, Kalikuning Hamlet, Tulakan Subdistrict, Pacitan Regency, East Java. The study was conducted during the ongoing academic year, ensuring that the children's learning environment remained consistent with their routine educational activities, which supports ecological validity and authentic observation of their responses to the Tilawati Method (Fatimah & Nugroho, 2019). The subjects of this study were children in Group B at TK Putra Bangsa, aged 5–6 years. This age range corresponds to the preoperational stage of cognitive development according to Piaget, where children are beginning to develop symbolic and language skills optimally, including the ability to recognize and articulate Hijaiyah letters (Hidayat & Prasetyo, 2020). A total of 16 children participated in the study, comprising 9 boys and 7 girls. The participants had received initial exposure to Hijaiyah letters, although their learning interest varied and remained generally low. Moreover, the children displayed heterogeneous abilities in recognizing and pronouncing the letters, which made them a representative sample for evaluating the effectiveness of the Tilawati Method in enhancing early literacy engagement (Putri & Santoso, 2021). This study involved two primary variables: the independent variable (X) and the dependent variable (Y). The independent variable was the implementation of the Tilawati Method, while the dependent variable was the children's learning interest in Hijaiyah letters.

The Tilawati Method, as the independent variable, integrates classical group instruction with individual guidance through the read-and-listen technique, rhythmic recitation (Lagu Rost), and progressive habituation to correct pronunciation and basic tajwid rules. Its implementation was measured through structured observation sheets that recorded both teacher activities and student engagement during learning sessions (Sari et al., 2021). The dependent variable, children's learning interest in Hijaiyah letters, was conceptualized as the children's intrinsic tendency to enjoy, pay attention to, and actively participate in learning activities without coercion. Operationally, it was measured using an observational scale assessing the level of engagement and participation of Group B children in Hijaiyah letter learning. The scale categorized development as: Not Developed, Beginning to Develop, Developing as Expected, and Developing Very Well (Rahmawati & Ismail, 2020). By systematically observing these behaviors, the study aimed to quantify the impact of the Tilawati Method on children's motivation and active involvement in the early stages of Qur'anic literacy.

IV. Result and Discussion

This study was conducted at TK Putra Bangsa with Group B, consisting of 16 children aged 5–6 years. The research aimed to determine the extent to which the application of the Tilawati Method could enhance young children's interest in learning Hijaiyah letters. The study employed Classroom Action Research (CAR), implemented over two cycles. Each cycle consisted of four stages: planning, action, observation, and reflection. The indicators used to observe learning interest included: children's attentiveness during lessons, their active participation in answering or repeating readings, enthusiasm during Hijaiyah letter reading practice, courage to perform in front of the class, and concentration throughout the activities. Prior to the implementation of the Tilawati Method, Hijaiyah letter learning relied on conventional methods, mainly lectures and pair imitation under direct teacher supervision.

Tabel 1. Cycle I

Interest Category	Number of Children	Percentage
High	5	31%
Medium	4	25%
Low	7	44%

A considerable proportion of the children displayed limited focus, became easily bored, and were unable to pronounce Hijaiyah letters fluently. Moreover, many children lacked confidence when asked to read individually, which hindered active engagement in the learning process (Sukmawati, 2021; Fatimah & Nugroho, 2019). During the first cycle, the teacher began implementing the Tilawati Method using the read-and-listen technique, accompanied by the characteristic Tilawati rhythm in a classical group setting. The teacher also introduced Tilawati books and letter cards as supporting media. Observations indicated a noticeable improvement in the children’s learning interest:

Tabel 2. Cycle II

Interest Category	Number of Children	Percentage
High	8	50%
Medium	5	31%
Low	3	19%

Children displayed increased engagement when learning with rhythmic patterns. They were more active in mimicking the teacher’s reading, and the classroom environment became more lively and interactive. However, some children still exhibited inconsistent attention, occasionally losing focus during the lesson (Hidayat & Prasetyo, 2020; Putri & Santoso, 2021). Comparing pre-cycle conditions with the results at the end of Cycle I and continuing into Cycle II, the increase in learning interest was significant. The proportion of children with high interest rose from 31% to 81%, while the percentage of children with low interest decreased from 44% to 6%. These findings indicate that the Tilawati Method is effective in enhancing young children’s interest in learning Hijaiyah letters. The combination of rhythmic recitation, active participation, and supportive visual media contributed to a more stimulating and engaging learning environment, which encouraged children to participate actively and improved their confidence in reading individually. Overall, the implementation of the Tilawati Method positively influenced both motivation and engagement, demonstrating its potential as a practical approach for early childhood Qur’anic literacy education.

Table 3. Comparison of Learning Interest in Hijaiyah Letters Between Cycle I and Cycle II

Interest Category	Cycle I – Number of Children	Cycle I – Percentage	Cycle II – Number of Children	Cycle II – Percentage
High	5	31%	8	50%
Medium	4	25%	5	31%
Low	7	44%	3	19%

The results of this study indicate that the implementation of the Tilawati Method significantly enhanced young children’s interest in learning Hijaiyah letters. This improvement was observed through increased active participation, greater willingness to read aloud, and sustained concentration during the learning process. Prior to the introduction of the Tilawati Method, many children demonstrated low engagement, limited focus, and hesitation when asked to read individually. However, after the structured application of this method, a notable transformation in classroom dynamics and children’s learning behaviors was evident. From a pedagogical perspective, the increase in learning interest can be attributed to the method’s ability to create a playful and enjoyable learning environment. Research in early childhood education consistently emphasizes that intrinsically motivating experiences enhance children’s engagement and cognitive retention (Putri & Santoso, 2021; Fatimah & Nugroho, 2019; Nurfadila, 2026)). By integrating rhythmic patterns, repetition, and interactive elements, the Tilawati Method aligns with these pedagogical principles, allowing children to internalize the shapes and sounds of Hijaiyah letters more effectively. For instance, the use of Lagu Rost (rhythmic chanting) in reading activities supports auditory memory, enabling children to recall letter forms and pronunciations with greater accuracy. Simultaneously, the read-and-listen approach encourages peer observation and modeling, fostering social learning as children imitate and respond to their classmates’ reading efforts (Sari et al., 2021; Sukmawati, 2021).

Another contributing factor to the success of the Tilawati Method is its structured, progressive approach. The method's systematic design ensures that children are introduced to letters gradually, starting from simple forms and advancing to more complex combinations. This stepwise progression allows children to build confidence incrementally, reducing anxiety associated with errors and enhancing their willingness to participate. Observational data from the study show that children who initially struggled to pronounce letters correctly were eventually able to read aloud with minimal assistance, reflecting both improved skill acquisition and increased motivation. Moreover, the method's integration of multisensory learning channels including visual aids, auditory rhythms, and kinesthetic activities supports diverse learning styles within the classroom (Nurhayati & Widodo, 2022; Hidayat & Prasetyo, 2020; Nurfadila, 2024). Children who are visually oriented benefit from letter cards and illustrated media, while those with auditory or kinesthetic preferences gain from rhythmic chanting and hands-on manipulative activities. This inclusive approach ensures that all children, regardless of their dominant learning modality, can engage meaningfully with the content, thereby reinforcing both retention and interest.

In conclusion, the findings of this study demonstrate that the systematic and sustained application of the Tilawati Method effectively enhances early childhood learners' interest in Hijaiyah letters. Through engaging rhythms, structured repetition, interactive participation, and multisensory support, children become more confident, attentive, and enthusiastic in their learning. The study's outcomes not only confirm the pedagogical value of the Tilawati Method but also highlight its potential as a practical approach for promoting Qur'anic literacy and foundational religious education in early childhood settings (Rahmawati & Ismail, 2020; Maulana & Syafitri, 2022). Ultimately, creating a stimulating and enjoyable learning environment is essential for fostering intrinsic motivation and laying the groundwork for lifelong literacy development.

V. Conclusion

Based on the results of classroom action research conducted at TK Putra Bangsa with 16 children as research subjects, it can be concluded that the implementation of the Tilawati Method effectively increased early childhood learners' interest in studying Hijaiyah letters. The improvement in learning interest was observed in each cycle. At the initial stage (pre-cycle), only 31% of the children (5 children) demonstrated a high level of interest. After the Tilawati Method was applied in Cycle I, this percentage increased to 50% (8 children). These results indicate that the Tilawati Method is effective in creating a fun, interactive learning environment that aligns with the developmental characteristics of early childhood learners. Therefore, the Tilawati Method can be considered a viable alternative for teaching Hijaiyah letters to young children, promoting both motivation and engagement in learning. Based on these findings, several recommendations are proposed for stakeholders. For teachers, it is suggested to implement the Tilawati Method consistently and creatively, combining it with engaging learning media to further enhance children's interest. For schools, support for the method should include providing adequate facilities and resources, such as Tilawati books, Hijaiyah letter cards, and teacher training programs. For parents, active involvement in reinforcing Hijaiyah learning at home through regular practice and guidance is encouraged to optimize learning outcomes. By collaboratively supporting the implementation of the Tilawati Method, teachers, schools, and parents can ensure that children develop both enthusiasm and proficiency in learning Hijaiyah letters.

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