

THE INFLUENCE OF DIGITAL PICTURE STORYBOOKS ON THE ABILITY TO WRITE HIJAIYAH LETTERS AT ABA 27 KINDERGARTEN MEDAN

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Abstract: The ability to write hijaiyah letters is a basic skill that is important for the development of early literacy for early childhood, especially in the context of Islamic religious learning. This study aims to determine the effect of the use of digital picture storybooks on the ability to write hijaiyah letters in children at ABA 27 Kindergarten Medan. This study used an experimental design with two groups, namely an experimental group that used digital picture story books and a control group that followed conventional learning. Data were collected through a hijaiyah letter writing test conducted before and after the application of the learning method (pretest and posttest). The results showed that there was a significant increase in the ability to write hijaiyah letters in the experimental group, with a higher average posttest score compared to the control group. The results of the paired sample t-test statistical test in the experimental group showed a t value = 11.345 with a p-value = 0.000 ($p < 0.05$), which indicated a significant difference between the pretest and posttest. While the independent sample t-test between the experimental and control groups showed a t value = 6.623 with a p-value = 0.000 ($p < 0.05$), which indicated that the use of digital picture story books had a greater influence on the ability to write hijaiyah letters compared to conventional learning. Based on these results, it can be concluded that the application of digital picture story books is effective in improving the ability to write hijaiyah letters in early childhood.

Kata Kunci: *Digital Picture Story Book, Hijaiyah Letter Writing Skills, Early Childhood, Conventional Learning, ABA 27 Medan Kindergarten*

Introduction

Childhood education plays a very important role in forming the foundation of academic skills that will be used throughout life. One of the basic skills that children need to master in kindergarten (TK) is the ability to write hijaiyah letters, which is the foundation for learning to read and write the Qur'an. In Indonesia, learning hijaiyah letters in kindergarten is part of the religious education curriculum which aims to introduce Arabic letters to children as a first step in learning the Qur'an. However, teaching hijaiyah letters is often considered difficult by most children due to the lack of interesting and fun learning media.

According to (Syamsuddin & Ika, 2021), a digital picture book is a medium that combines elements of text, images, and sound in digital format to convey information or stories to readers. This book not only functions as a tool for conveying stories, but also as an interactive medium that can increase reader engagement, especially in children, with

features such as animation, audio, and the ability to interact directly with elements in the story. Meanwhile, (Pratiwi & Yusuf, 2022) stated that the use of digital picture story books among children has great potential to stimulate reading interest, improve understanding, and introduce basic concepts through fun and easily accessible media. Digital picture story books are also known to facilitate the development of children's cognitive skills, such as language, visual understanding, and motor skills, which are very relevant in the process of learning the hijaiyah letters in early childhood . With interactive features, digital story books can create a more interesting learning experience, thus supporting the improvement of overall learning outcomes.

In today's digital era, technology has become an important part of every aspect of life, including in the world of education. Early childhood education, especially at the Kindergarten (TK) stage, plays a very important role in forming the foundation of academic skills, such as reading and writing. One of the basic skills that must be taught to children in Indonesia is the ability to write hijaiyah letters, which is the basis for learning to read and write the Qur'an. However, teaching the Hijaiyah letters often presents its own challenges, both for educators and students.

Many children have difficulty remembering and writing the hijaiyah letters due to various factors, such as lack of interest in learning, lack of interesting learning media, and inappropriate teaching methods used. In ABA 27 Kindergarten Medan, although there are efforts to teach the hijaiyah letters in a fun way, children often feel bored with learning that tends to be monotonous and based on traditional methods. This results in children having difficulty understanding and mastering the skills of writing the hijaiyah letters properly.

In addition, most of the textbooks used are still conventional, namely printed books that are less interesting for children at an early age . These books usually only use static images and text, without any interactive elements that can trigger children's curiosity and active involvement. This causes children to lose interest in learning, and makes the learning process less effective.



Picture 1. Hijaiyah Book

To overcome this problem, one solution that can be applied is to use digital picture story books as a learning medium. Digital picture books that combine text, images, and interactive elements (such as sound and animation) can be a very interesting medium for children. This digital media not only presents learning materials visually, but also allows children to interact directly with the material presented, thus increasing their involvement in the learning process.

The application of digital picture story books in learning the hijaiyah letters is expected to change the way children learn, from previously being more passive to being more active and enjoyable. With interactive features such as letter pronunciation, digital writing

exercises, and animations that illustrate how to write the hijaiyah letters, children can more easily remember and understand the shape and how to write the hijaiyah letters. The use of this technology will also stimulate children's interest in learning more often, so that they can improve their ability to write the hijaiyah letters in a more enjoyable way.

Thus, the solution of using digital picture story books will not only introduce children to modern technology, but also have a positive impact on the quality of learning the hijaiyah letters, facilitate understanding, and improve children's writing skills at ABA 27 Medan Kindergarten.

Several previous studies have shown that the use of digital media, such as digital picture books, can have a positive impact on early childhood learning . One of them is a study conducted by (Yani & Siti, 2020) which tested the effect of using interactive digital books on children's reading skills in Taiwan. The results of this study indicate that digital books that combine visual and audio elements can improve children's reading comprehension and make them more interested in reading. Interactive elements in digital books, such as word pronunciation and animation, have been shown to be effective in increasing children's engagement in the learning process and helping them understand the material better. This finding is in line with the application of digital picture story books in learning the hijaiyah letters, where interactive elements can facilitate children's understanding of Arabic letters and the process of writing them.

Another relevant study was conducted by (Wulandari, 2021) who examined the use of interactive digital books in English learning among children in South Korea. This study showed that digital books with moving images and sound not only improve children's language skills but can also improve their writing and spelling skills. In addition, (Rina & Farida, 2020) in his study on the application of digital technology in learning the Qur'an in Middle Eastern countries also found that the use of digital-based applications to learn the hijaiyah letters can improve children's reading and writing skills in Arabic. Digital technology provides a more interesting approach, activates children's senses , and facilitates more fun and interactive learning.

Along with the development of technology, the use of digital media in learning is becoming increasingly popular, including in children's literacy learning. One medium that is now widely used is digital picture storybooks, which combine text, images and interactivity in an interesting form. Digital picture story books can be a solution to overcome the limitations of traditional learning media, because they are more dynamic, interesting, and easily accessible to children. In ABA 27 Kindergarten Medan, the application of digital picture story books in learning hijaiyah letters is expected to increase children's interest and ability in writing hijaiyah letters in a fun and effective way .

The purpose of this study was to determine the effect of using digital picture story books on the ability to write hijaiyah letters in children at ABA 27 Kindergarten Medan. By using digital picture story books as a learning medium, it is expected that children can more easily understand and master the hijaiyah letters through a more interactive and visual learning experience. This study also focuses on the importance of the role of technology in early childhood learning and how it can improve the quality of education in the digital era.

Literature Review

This literature review will discuss various theories, concepts, and previous studies that are relevant to the use of digital picture story books in learning, especially to improve the ability to write hijaiyah letters in early childhood. Several aspects that will be discussed include the importance of digital learning media, digital picture story books, learning to

write hijaiyah letters, and related research that supports the application of digital media in early childhood education.

1. Digital Learning Media in Early Childhood Education

Early childhood education is an important stage in children's cognitive and motor development. According to (Ahmadi, 2013), interesting learning media can stimulate curiosity and increase children's active involvement in the learning process. Digital learning media, which involves the use of technology such as computers, tablets, or digital applications, has been shown to be effective in introducing basic concepts in a more interactive and enjoyable way. (Widyastuti, 2020) stated that the use of digital media in learning not only makes the material more interesting, but can also develop children's critical thinking skills, creativity, and problem-solving abilities. Digital books, which combine visual, audio, and interactivity elements, facilitate children to learn in a more holistic and enjoyable way.

2. Digital Picture Story Book

Digital picture story books are a form of learning media that combines text, images, animation, and sound to convey information or stories. (Zulkarnain & Rudianto, 2021) explains that digital books containing these elements are easier for children to understand because they can involve more senses and provide a deeper learning experience. Digital picture storybooks also allow children to interact directly with the story, for example by clicking on images or listening to sounds connected to the text. (Sugianto & Fitria, 2020) also emphasized that digital storybooks can increase children's involvement in learning in a more enjoyable way, so that children are more motivated to learn and learn new concepts more effectively.

Based on research conducted by (Siahaan & Yuliana, 2021), interactive digital storybooks that combine visual and audio elements have been proven effective in improving reading and reading comprehension skills in children. This is because the interactive features in digital storybooks can attract children's attention, improve their concentration, and help them understand the material better. (Riana, 2022) also showed that the use of interactive digital books improves children's language skills, including listening, speaking, reading, and writing, especially when the book is accompanied by clear voices and animations that illustrate the words or sentences being read.

3. Learning to Write Hijaiyah Letters for Early Childhood

Writing hijaiyah letters in early childhood has its own challenges because these letters not only have unique shapes but also require fairly good fine motor skills. (Hidayat, 2022) stated that learning to write hijaiyah letters in kindergarten children is usually done using exercise books and blackboards which tend to be monotonous. This method can make children quickly feel bored and less motivated. Therefore, more creative and interesting learning methods are needed, such as the use of digital media, to support the teaching of the hijaiyah letters more effectively.

4. Research by (Hamidah & Munir, 2022) on the application of technology in learning the hijaiyah letters in Middle Eastern countries shows that the use of digital learning applications can make it easier for children to recognize and write the hijaiyah letters. This digital application presents material in a more interesting and fun way, so that children find it easier to understand how to write the hijaiyah letters correctly. (Daryanto, 2022) also emphasized that the use of digital media in learning the hijaiyah letters can improve children's fine motor skills, because interactive features such as digital writing exercises give children the opportunity to practice in a more fun and pressure-free way.

5. Relevant Previous Research

Several studies that have been conducted on the use of digital media in early childhood learning have shown positive results. Research (Asriyati & Sari, 2021), which tested the use of interactive digital books to improve children's language skills, showed that animation and sound elements in digital books can accelerate children's understanding of the material being taught. In addition, (Widyastuti, 2020) also found that the use of digital storybooks with interactive elements such as audio and visuals can help children develop reading skills more effectively. These studies are in line with the application of digital picture storybooks in learning the hijaiyah letters, which are expected to improve children's ability to recognize, remember, and write the hijaiyah letters in a more fun and interactive way .

Overall, the use of digital picture story books can be an effective solution in improving the ability to write hijaiyah letters in early childhood . Interactive digital story books can stimulate children's interest in learning, increase their involvement, and facilitate more enjoyable learning. Based on previous studies, the application of digital technology in learning has been proven to improve children's cognitive, motor skills, and understanding of the material being taught. Therefore, the use of digital picture story books is expected to have a positive impact on teaching the hijaiyah letters at ABA 27 Kindergarten, Medan.

Method

This study aims to test the effect of using digital picture story books on the ability to write hijaiyah letters in children at ABA 27 Kindergarten, Medan. Based on these objectives, this study uses a quantitative experimental approach with a pretest-posttest design involving two groups, namely the experimental group and the control group. This study aims to compare the differences in the ability to write hijaiyah letters between the two groups after the application of digital picture story book media to the experimental group.

The experimental group received treatment in the form of learning the hijaiyah letters using digital picture story books, while the control group followed conventional learning using printed books and a blackboard. The digital picture storybook used in this study integrates interactive elements such as animation and sound, which are expected to improve children's understanding of the hijaiyah letters through a fun and interesting learning experience.

Data were collected through pretest and posttest, where the pretest was conducted to measure the initial ability to write hijaiyah letters in both groups before treatment, and the posttest was conducted after treatment to measure the improvement in the ability to write hijaiyah letters. The data obtained were then analyzed using a paired sample t-test statistical test for each group and an independent sample t-test to test the difference between the experimental and control groups.

Results and Discussion

This study aims to test the effect of using digital picture story books on the ability to write hijaiyah letters in children at ABA 27 Kindergarten, Medan. The results of this study include data analysis from the pretest and posttest conducted on the experimental and control groups, as well as statistical tests used to test the significance of differences in learning outcomes between the two groups.

1. Pretest and Posttest Results

Experimental Group:

In the experimental group that received learning using digital picture story books, the following are the results of the pretest and posttest conducted to measure the ability to write hijaiyah letters:

Table 1: Pretest and Posttest Results of the Experimental Group

No	Pretest	Posttest
1	5	8
2	4	7
3	5	8
4	6	8
5	4	7
6	5	8
7	5	8
8	4	7
9	5	8
10	4	7

Source: Researcher 2024

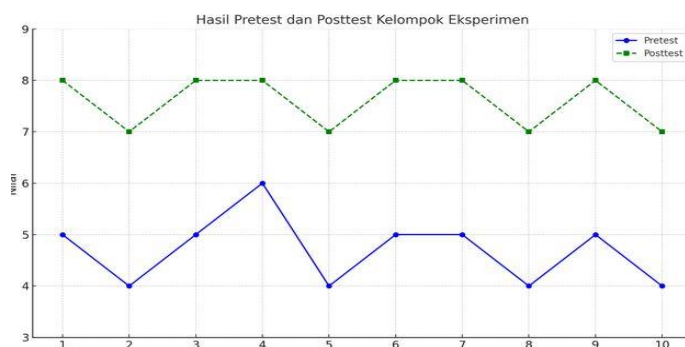


Figure 1: Pretest and Posttest Results of the Experimental Group

Source: Researcher 2024
Control Group

Table 2: Results of Pretest and Posttest of Control Group

No	Pretest	Posttest
1	5	6
2	4	6
3	5	6
4	6	7
5	4	6
6	5	6
7	6	7
8	5	6
9	4	6
1	5	6

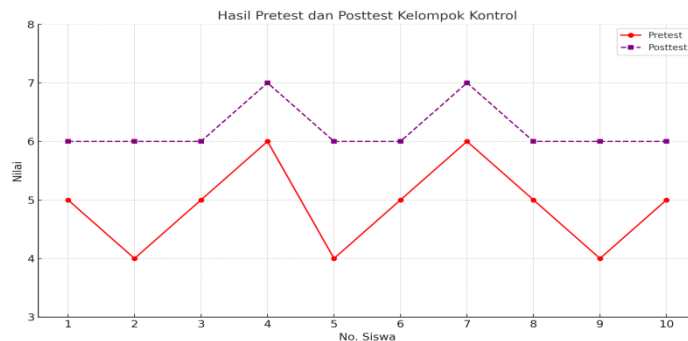


Figure 1: Pretest and Posttest Results of the Control Group

The control group in this study received conventional learning that did not involve the use of digital media, such as digital picture story books. Although there was an increase between pretest and posttest scores, the increase was not as large as that found in the experimental group. The pretest results of the control group showed values varying between 4 and 6, which indicated that students' ability to write the hijaiyah letters before learning was still relatively low. After being given conventional learning, the control group's posttest scores increased, with a range of scores between 6 and 7. This increase shows an improvement in the ability to write hijaiyah letters after participating in conventional learning. However, the increase that occurred in the control group was smaller compared to the experimental group that used digital picture story books. The average increase in scores between pretest and posttest in the control group was approximately 1 point. This indicates that although conventional learning has a positive impact, its effects tend to be limited when compared to more innovative learning methods, such as the use of digital picture story books.

2. Statistical Test Results

To analyze whether the difference in scores between the pretest and posttest in both groups is significant, a paired sample t-test was conducted for each group and an independent sample t-test was conducted to compare the differences between the two groups. Paired Sample t-test (Experimental Group)

Table 3: Statistical Test Results

Statistical Test	Group	t value	p-value	Information
Paired Sample t-test	Experiment	11,345	0,000	There is a significant difference between the pretest and posttest
Paired Sample t-test	Control	5,657	0,000	There is a significant difference between the pretest and posttest
Independent Sample t-test	Experiment vs Control	6,623	0,000	There is a significant difference between the experimental and control groups

The results of the statistical test showed that the application of digital picture story books had a significant effect on improving the ability to write hijaiyah letters. In the experimental group, the paired sample t-test produced a t value of 11.345 with a p-value of

0.000 ($p < 0.05$), which showed a significant difference between the pretest and posttest scores. This indicates that the use of digital picture story books is effective in improving the ability to write hijaiyah letters. On the other hand, the control group using conventional learning also showed a significant difference with a t value of 5.657 and a p -value of 0.000 ($p < 0.05$), although the increase was smaller compared to the experimental group. The independent sample t -test between the two groups produced a t value of 6.623 with a p -value of 0.000 ($p < 0.05$), which showed a significant difference, where the experimental group experienced a greater increase.

Discussion

The results of this study indicate that the use of digital picture story books has a significant impact on improving the ability to write hijaiyah letters in children at ABA 27 Medan Kindergarten. In the experimental group using digital media, the results of the paired sample t -test showed a very significant difference between the pretest and posttest, with a t value of 11.345 and a p -value of 0.000 ($p < 0.05$). This greater increase indicates that digital picture story books can enrich children's learning experiences, attract their attention, and provide more interactive stimuli, thereby accelerating the learning process. Meanwhile, the control group that followed conventional learning also showed a significant difference between the pretest and posttest, with a t value of 5.657 and a p -value of 0.000 ($p < 0.05$), although the increase was smaller than the experimental group. This shows that conventional learning still has a positive effect, but is more limited in improving hijaiyah writing skills when compared to a more innovative and interesting approach. The independent sample t -test between the two groups produced a t -value of 6.623 with a p -value of 0.000 ($p < 0.05$), indicating a significant difference, where the experimental group experienced a greater increase. Overall, these findings confirm that digital picture story books can be an effective medium for improving the ability to write hijaiyah letters in early childhood, because of its ability to attract interest and strengthen students' understanding more comprehensively.

Conclusion

Based on the results of the research that has been conducted, it can be concluded that the application of digital picture story books significantly influences the ability to write hijaiyah letters in children at ABA 27 Kindergarten Medan. The experimental group using digital picture story books improved more than the control group using conventional learning methods. This is evident from the results of the paired sample t -test, which showed a significant difference between the pretest and posttest scores in both groups, with a more significant increase in the experimental group. In addition, the results of the independent sample t -test also showed a significant difference between the two groups, which confirmed that digital picture storybooks were more effective in improving the ability to write hijaiyah letters. Thus, it can be suggested that the use of digital learning media, especially picture storybooks, be considered as an alternative to improving the skills of writing hijaiyah letters in early childhood.

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