



THE ROLE OF INTERACTIVE LEARNING MEDIA IN INCREASING EARLY CHILDHOOD LEARNERS' INTEREST IN READING *IQRA*: A QUALITATIVE STUDY IN RAUDHATUL ATHFAL

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Abstract

This study examines the role of interactive learning media in improving early childhood learners' interest in reading *Iqra* within the context of early childhood Islamic education. The research was conducted in three Raudhatul Athfal (RA) institutions in Tasikmalaya using a qualitative descriptive approach supported by field research and literature review. Data were collected through in-depth interviews and documentation involving teachers and school principals as key informants. The findings revealed that children's interest in learning to read *Iqra* remained relatively low due to the dominance of conventional learning methods and limited use of engaging instructional media. Children tended to become easily bored, lose concentration quickly, and experience difficulties in recognizing *hijaiyah* letters, connecting letters, and understanding harakat transitions. The study also found that teachers responded positively to the development of interactive learning media such as the *Iqra Magnetic Puzzle Box*, which integrates visual, manipulative, and play-based elements into the learning process. Teachers believed that such media could increase children's motivation, attention, and active participation during *Iqra* learning activities. These findings indicate that interactive learning media have strong potential to create more meaningful, enjoyable, and developmentally appropriate Qur'anic learning experiences for early childhood learners. This study recommends that educators and educational institutions develop and utilize more innovative and child-centered instructional media to support the improvement of children's interest in reading *Iqra*.

Keywords: interactive learning media, *Iqra* learning, early childhood education, learning interest, Qur'anic education

INTRODUCTION

Early childhood Qur'anic education has become an urgent necessity rather than merely a normative ideal. Field studies conducted in two Raudhatul Athfal (RA) institutions in Tasikmalaya and one RA in Tasikmalaya Regency revealed that most early childhood learners demonstrated low interest in learning to read *Iqra*. This condition was indicated by children becoming easily bored, lacking concentration, and showing minimal involvement during the learning process. The situation was further exacerbated by the dominant use of conventional *Iqra* books without the support of varied learning media, resulting in suboptimal stimulation for children. In fact, early childhood is recognized as the *golden age*, a developmental stage in which children are highly responsive to meaningful and enjoyable learning stimuli (Fikri et al., 2019).

Ideally, Qur'anic learning should not merely focus on the technical ability to read *hijaiyah* letters, but also aim to cultivate children's love for the Qur'an while instilling moral and spiritual values from an early age. Habituation in reading the Qur'an is believed to contribute significantly to the development of religious character and *akhlakul karimah* when implemented consistently and in an enjoyable manner (Fikri et al., 2019). However, the reality in educational practice indicates a discrepancy between these expectations and the monotonous instructional approaches commonly applied in classrooms. This phenomenon suggests the need for more innovative and developmentally appropriate learning approaches that align with the characteristics of early childhood learners.

In practice, the *Iqra* method remains one of the most widely used approaches because it is systematic and practical, consisting of six sequential levels ranging from the introduction of Arabic letters to simple *tajwid* rules (Sauri et al., 2021). Previous studies have also demonstrated that the method effectively improves children's Qur'anic reading skills through direct practice and teacher

guidance (Hidayat & Rahman, 2020). Nevertheless, such effectiveness does not always correspond with children's actual learning interest in classroom settings. This indicates that a method considered pedagogically correct may not necessarily be engaging for young learners, which subsequently becomes a major challenge in Qur'anic instruction.

Several studies have identified that children's low learning interest is often influenced by instructional methods that are not aligned with their developmental characteristics. Early childhood learners tend to require exploratory, interactive, and play-based learning experiences rather than passive listening and repetition activities (Pratiwi et al., 2020). Conventional approaches with limited media variation have also been proven to accelerate boredom during learning activities (Rahmawati & Suryana, 2019). Therefore, the issue does not solely lie in children's motivation, but also in the learning system that lacks engaging and stimulating experiences.

On the other hand, numerous studies have emphasized the significant role of learning media in enhancing students' attention and engagement. Visual, concrete, and interactive media can create more dynamic and enjoyable learning environments (Nurrita, 2018). The use of educational puzzles and interactive games, for instance, has been shown to improve children's concentration, cognitive abilities, and learning motivation (Pratiwi & Rahmawati, 2020). Furthermore, interactive media-based learning has been found to foster active and enjoyable classroom experiences (Putri & Handayani, 2021).

Despite these findings, studies specifically examining the use of interactive learning media in the context of *Iqra* reading instruction remain limited. Most previous research has discussed learning media in general educational contexts without directly linking them to the *Iqra* method. This limitation represents a crucial research gap because Qur'anic learning possesses unique characteristics that cannot be entirely equated with general instructional practices. Consequently, there remains substantial unexplored space for deeper investigation regarding interactive media in Qur'anic education for early childhood learners.

Based on this gap, the present study offers a new perspective by specifically examining the role of interactive learning media in increasing early childhood learners' interest in reading *Iqra* through a literature study approach. The primary focus is not only on the types of media employed, but also on how such media enhance children's engagement, motivation, and learning experiences. This approach is expected to contribute as a state-of-the-art perspective in the development of more contextual and relevant Qur'anic learning practices.

The objective of this study is to analyze various literature related to the effectiveness of interactive learning media in improving early childhood learners' interest in reading *Iqra*. The findings are expected to provide practical contributions for educators in designing more innovative learning activities, as well as serve as an academic reference for the development of adaptive Qur'anic learning strategies. Ultimately, *Iqra* learning should not be perceived as rigid and monotonous, but rather as a meaningful, enjoyable, and spiritually enriching educational experience while maintaining its essential Islamic values.

RESEARCH METHODS

The research was conducted as a field study (*field research*) supported by a literature review to strengthen the analytical framework and enrich the interpretation of findings. The study took place at one Raudhatul Athfal (RA) institution in Tasikmalaya. The research subjects consisted of children aged 5–6 years as the primary context of investigation, while classroom teachers served as key informants. Children at this developmental stage are generally active, possess relatively short attention spans, and tend to respond positively to play-based learning activities. These characteristics became the basis for examining children's learning interest in reading *Iqra*.

In qualitative research, the researcher acts as the primary instrument (*human instrument*) directly involved in the process of data collection. Data collection was primarily focused on in-depth interviews with teachers as the main informants in order to obtain authentic and contextual information related to the learning process. The duration of the study was adjusted according to the availability of informants and continued until the data reached saturation (*data saturation*).

The data collection techniques applied in this study included interviews and documentation. In-depth interviews were conducted with teachers to explore information regarding strategies used in teaching *Iqra*, obstacles encountered during the learning process, and efforts made to improve

children's learning interest. Meanwhile, documentation was used as supporting data, including photographs of learning activities after the interview sessions and archived interview transcripts that had been systematically documented.

The research instrument consisted of an interview guideline developed based on indicators of children's learning interest, such as attention, participation, and responses toward learning activities. The instrument was systematically designed and adjusted to the objectives of the research in order to ensure the relevance and depth of the collected data.

Data analysis was carried out using descriptive qualitative analysis by presenting the findings in the form of systematic narrative descriptions, enabling clearer understanding of the patterns and meanings emerging from the interview results. The analysis process referred to the interactive model proposed by Miles and Huberman, which includes data reduction, data display, and conclusion drawing or verification. Conclusions were drawn gradually until valid and comprehensive findings were obtained (Yusanto, 2019).

To ensure the validity and trustworthiness of the data, this study applied source triangulation techniques by comparing information obtained from interview results with the available documentation data. This technique was intended to strengthen the credibility and reliability of the research findings.

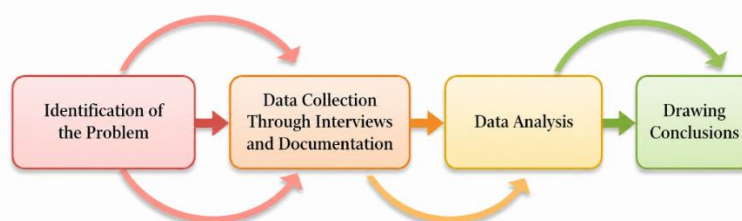


Figure 1. Research Flowchart

The research procedure was conducted systematically, beginning with identifying the phenomenon of low learning interest in reading *Iqra*, followed by collecting data through interviews and documentation, analyzing the obtained data descriptively, and finally drawing conclusions regarding the role of interactive learning media in improving children's interest in learning to read *Iqra*. Through this design, the study is expected to provide both realistic and solution-oriented insights into the problems investigated.

RESULTS AND FINDINGS

This study was conducted in three Raudhatul Athfal (RA) institutions, namely RA Al-Muttaqin, RA LISDA, and RA Al-Qurbiyah. The informants consisted of teachers and school principals who were directly involved in the process of teaching *Iqra* reading to early childhood learners. The research data were obtained through in-depth interviews concerning children's interest in learning to read *Iqra*, learning difficulties, the use of instructional media, and the need for the development of the *Iqra Magnetic Puzzle Box* learning media.

Children's Interest in Learning to Read *Iqra*

Based on the interview results, it was found that children's interest in learning to read *Iqra* was still relatively low. Most children tended to become easily bored, had difficulty maintaining focus, and were unable to sustain attention during learning activities for long periods. Teachers from RA Al-Muttaqin explained that children still experienced difficulties in understanding makharijul huruf (pronunciation points of Arabic letters), requiring more intensive guidance during the learning process. In addition, children often lost concentration when the lesson duration became too long. Teachers from RA LISDA stated that some children quickly became bored when *Iqra* learning was conducted classically without variations in play-based activities. According to the informants, several children were unable to complete the stages of *Iqra* learning optimally even after two years of study. Meanwhile, teachers from RA Al-Qurbiyah explained that children frequently asked to stop reciting because they were unable to maintain concentration for extended periods. Informants also mentioned that transitions in reading harakat were among the most difficult aspects for children to understand.

These findings indicate that low interest in learning to read *Iqra* was influenced by children's limited learning focus and the use of less varied instructional methods.

Table 1. Children's Interest in Learning to Read *Iqra*

Institution	Interview Findings
RA Al-Muttaqin	Children experienced difficulties with <i>makharijul huruf</i> and easily lost learning focus
RA LISDA	Children quickly became bored and were less interested in classical learning methods
RA Al-Qurbiyah	Children were unable to maintain learning concentration for long periods

The findings presented in Table 1 demonstrate that concentration and learning engagement remain significant challenges in *Iqra* learning for early childhood learners. Children showed greater interest when learning activities were interactive and enjoyable.

Children's Difficulties in Learning to Read *Iqra*

The interview results revealed that each institution faced different challenges in the *Iqra* learning process. Teachers from RA Al-Muttaqin stated that children still experienced difficulties in recognizing *hijaiyah* letters and pronouncing *makharijul huruf* correctly. Several children were still confused in distinguishing the forms and sounds of Arabic letters. Teachers from RA LISDA explained that the main difficulty experienced by children was connecting *hijaiyah* letters. Children required considerable time to understand letter combinations in *Iqra* reading. Meanwhile, teachers from RA Al-Qurbiyah mentioned that changes in harakat often caused children to lose focus during learning activities. Children frequently made mistakes when reading letters with different harakat patterns.

Table 2. Children's Difficulties in Learning to Read *Iqra*

Institution	Learning Difficulties Experienced by Children
RA Al-Muttaqin	<i>Makharijul huruf</i> and recognition of <i>hijaiyah</i> letters
RA LISDA	Connecting <i>hijaiyah</i> letters
RA Al-Qurbiyah	Transition of harakat

Table 2 shows that children's learning difficulties were not only related to reading ability, but also to cognitive readiness and concentration during the learning process. These findings suggest the need for more concrete and interactive instructional media to facilitate children's understanding.

The Use of Methods and Learning Media in *Iqra* Instruction

Based on the interview findings, *Iqra* learning was still dominated by conventional methods and the use of *Iqra* books as the primary learning media. Teachers from RA Al-Muttaqin explained that the school had attempted to use several supporting learning media, although their implementation had not been fully optimal due to limited availability. Teachers from RA LISDA stated that learning activities were conducted classically and followed by brief private instruction sessions. However, this approach was still considered insufficient to maintain children's attention for long periods. Meanwhile, teachers from RA Al-Qurbiyah mentioned that the Tilawati method and *Iqra* books remained the primary instructional approaches used in daily learning activities.

Table 3. Methods and Learning Media Used in *Iqra* Instruction

Institution	Learning Methods/Media
RA Al-Muttaqin	<i>Iqra</i> books and simple supporting media
RA LISDA	Classical and private learning methods
RA Al-Qurbiyah	Tilawati method and <i>Iqra</i> books

The findings in Table 3 indicate that *Iqra* learning practices still rely heavily on conventional approaches. Limited variation in instructional media contributed to children's boredom and reduced learning engagement.

Teachers' Responses toward the Development of the *Iqra* Magnetic Puzzle Box

The interview results showed that all informants responded positively to the development of the *Iqra* Magnetic Puzzle Box as an instructional medium for learning to read *Iqra*. Teachers from RA Al-Muttaqin believed that visually attractive media could help children understand *makharijul huruf* more effectively. Informants also stated that early childhood learners were generally more interested in visual

and interactive learning media. Teachers from RA LISDA explained that game-based media with colorful designs were more effective in attracting children's attention. According to the informants, learning through play could reduce children's boredom during *Iqra* lessons. Meanwhile, teachers from RA Al-Qurbiyah stated that puzzle features and magnetic letter manipulation were highly suitable for early childhood learners because they encouraged active and play-oriented learning experiences.

Table 4. Teachers' Responses toward the *Iqra Magnetic Puzzle Box*

Institution	Teachers' Responses
RA Al-Muttaqin	Attractive media help children understand <i>hijaiyah</i> letters
RA LISDA	Play-based media are more effective in attracting children's attention
RA Al-Qurbiyah	Puzzle and magnetic letter features are suitable for early childhood learners

The findings presented in Table 4 indicate that teachers strongly support the development of innovative and interactive learning media. The *Iqra Magnetic Puzzle Box* was considered capable of creating a more enjoyable and engaging learning atmosphere.

The Need for the Development of *Iqra* Learning Media

Based on the interview results, teachers stated that the currently available *Iqra* learning media were still limited and had not fully succeeded in increasing children's learning interest. Teachers from RA Al-Muttaqin expected learning media that could help children understand *makharijul huruf* more easily. Teachers from RA LISDA suggested that ideal learning media should contain attractive colors, game elements, and features capable of increasing children's learning attention. Meanwhile, teachers from RA Al-Qurbiyah expected learning media not only to introduce basic *hijaiyah* letters, but also to help children understand letter combinations and harakat.

Table 5. The Need for the Development of *Iqra* Learning Media

Institution	Expected Learning Media Characteristics
RA Al-Muttaqin	Media facilitating easier understanding of <i>makharijul huruf</i>
RA LISDA	Colorful and play-based media to increase learning attention
RA Al-Qurbiyah	Media supporting understanding of letter combinations and harakat

The findings indicate that teachers require more innovative, interactive, and child-friendly learning media that align with the developmental characteristics of early childhood learners. Therefore, the development of the *Iqra Magnetic Puzzle Box* is considered to have strong potential as an alternative solution for improving children's interest in learning to read *Iqra*.

RESULTS AND DISCUSSION

The findings of this study indicate that the low interest of early childhood learners in reading *Iqra* is closely related to the use of conventional learning methods that lack engaging instructional media. Based on the interview results, children tended to become easily bored, lose concentration quickly, and were unable to maintain attention during lengthy learning sessions. These findings suggest that the process of learning to read *Iqra* has not yet fully accommodated the developmental characteristics of early childhood learners, who generally require concrete, enjoyable, and play-based learning experiences.

Furthermore, the interview findings revealed that children's difficulties were not limited to recognizing *hijaiyah* letters, but also included connecting letters and understanding transitions of harakat. This condition demonstrates that *Iqra* learning requires more varied and interactive approaches in order to help children understand the material more effectively. These findings are consistent with the study conducted by Pratiwi et al. (2020), which explained that early childhood learners require learning activities involving direct experiences so that they can participate more actively in the learning process. Rahmawati and Suryana (2019) also stated that interactive learning approaches can increase children's engagement during classroom activities. In addition, Nurrita (2018) emphasized that instructional media play a significant role in helping children understand learning materials more concretely.

Putri and Handayani (2021) explained that activity-based and play-based learning approaches are more suitable for the developmental characteristics of early childhood learners. These findings are further supported by Hasnah and Muliati (2022), who stated that *Iqra* reading instruction requires gradual and engaging approaches to prevent children from becoming bored easily. Similarly, Miftah

(2018) explained that attractive learning media can improve children's attention and learning motivation.

Moreover, Nuryana et al. (2019) argued that early childhood learners generally possess relatively short attention spans, requiring teachers to create active and enjoyable learning environments. Chusnul Khotimah Galatea et al. (2022) also found that the use of interactive media can enhance children's involvement during the learning process. Research conducted by Lailatul Aisyaha et al. (2025) and Umroh et al. (2026) further demonstrated that educational game-based learning could improve early childhood learners' interest in learning activities.

The results of this study also indicate that teachers have positive perceptions toward the use of interactive learning media. Teachers considered media such as hijaiyah letter puzzles, magnetic letters, and educational games capable of improving children's attention and engagement during Iqra learning. Media containing visual elements, attractive colors, manipulative components, and game-based activities were considered more appropriate for the learning characteristics of early childhood learners.

These findings indicate that Iqra learning requires innovative instructional media capable of integrating learning and play simultaneously. Teachers perceived the Iqra Magnetic Puzzle Box as a potential instructional solution because it allows children to learn through activities such as arranging, recognizing, and manipulating hijaiyah letters directly. Such activities were considered capable of encouraging more active and enjoyable learning experiences for children.

Although this study did not involve the direct implementation of instructional media in classroom practice, the interview results revealed that teachers strongly believed interactive media could improve children's learning interest. This finding indicates that instructional media possess strategic potential in creating more engaging and meaningful learning experiences. These findings are in line with Fikri et al. (2019), who explained that interactive learning media can improve students' motivation through more engaging learning experiences. Hidayat and Rahman (2020) also stated that visual and manipulative media could help improve children's focus and attention during learning activities.

Muliani (2022) explained that innovative instructional media can encourage children to become more active and enthusiastic during classroom activities. Similarly, Lubis (2024) found that game-based educational media can create more enjoyable learning environments for early childhood learners. Muntaha et al. (2019) also stated that interactive instructional media can increase students' involvement in the learning process.

Nurul Puji Astuti (2022) explained that visual media help children understand learning materials more concretely and easily. Hanipah et al. (2022) further emphasized that learning involving play elements is more effective in increasing early childhood learners' attention. In addition, Arianti (2017) argued that learning motivation is strongly associated with the use of appropriate instructional strategies and learning media.

Fauziah (2024) explained that attractive instructional media can stimulate children's curiosity during learning activities. Meanwhile, Jf and Azmi (2022) stated that interactive learning media can create more meaningful and enjoyable learning experiences for early childhood learners.

From a theoretical perspective, these findings can be interpreted through the lens of constructivist theory, which emphasizes that children construct knowledge through direct interaction with their learning environment. In this context, interactive learning media can function as tools that support exploration, sensory stimulation, and active engagement in learning to read Iqra. The use of manipulative media such as puzzles and magnetic letters also enables children to learn through concrete experiences that are easier for them to understand.

Nevertheless, the findings also indicate that the use of instructional media does not always produce optimal outcomes unless it is supported by appropriate classroom management strategies. Teachers need to possess adequate skills in selecting, utilizing, and managing learning media according to instructional objectives and children's developmental characteristics. Therefore, the effectiveness of instructional media is determined not only by the media itself, but also by teachers' creativity and readiness in implementing it effectively.

The contribution of this study lies in strengthening the evidence that children's interest in learning to read Iqra still requires improvement and that interactive instructional media possess strong potential as a relevant solution. This study also provides practical implications for teachers to consider the use of

more attractive, innovative, and developmentally appropriate learning media for early childhood learners.

However, this study also has several limitations, particularly regarding the data collection method, which relied solely on interviews without direct observation or implementation of instructional media in classroom settings. Therefore, future studies are recommended to combine interview techniques with classroom observation and direct implementation of instructional media in order to obtain more comprehensive findings.

In the future, the development of technology-based instructional media may also become a promising direction for further research. The integration of interactive media, educational games, and digital technology is expected to create Iqra learning experiences that are more adaptive, innovative, and relevant to contemporary educational developments.

CONCLUSION AND SUGGESTIONS

Conclusions

This study shows that the low interest of early childhood learners in reading Iqra is closely related to the use of conventional learning methods and limited interactive learning media. Children tended to become easily bored, lose focus quickly, and experience difficulties in recognizing hijaiyah letters, connecting letters, and understanding harakat transitions. These findings indicate that Iqra learning for young children should be more interactive, enjoyable, and adapted to their developmental characteristics.

The study also found that teachers responded positively to the development of interactive media such as the Iqra Magnetic Puzzle Box. Media containing visual, manipulative, and play-based elements were considered effective in increasing children's attention, motivation, and engagement during learning activities. The findings strengthen the constructivist perspective that children learn more effectively through direct and meaningful learning experiences. Therefore, interactive learning media can become an innovative solution for improving early childhood learners' interest in reading Iqra.

Suggestions

Teachers are encouraged to use more interactive and play-based learning media in teaching Iqra to early childhood learners in order to increase children's motivation and participation during learning activities. Educational institutions should also support the development and provision of innovative learning media that are suitable for children's developmental characteristics.

Future researchers are recommended to conduct direct classroom implementation and observation of interactive learning media to obtain more comprehensive findings. In addition, further studies may explore the integration of digital technology and educational games in Iqra learning for early childhood education

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