

The Role of Picture Media in Enhancing Children's Learning Interest Through the Implementation of Religious and Moral Values in Group B of Aisyiyah 1 Kindergarten, Palu

Rani Rahmaniah¹, Nurhayati², Mohammad Akbar³ Andi Agusniatih⁴

¹Pendidikan Guru Pendidikan Anak Usia Dini, Universitas Tadulako, Kota Palu, Indonesia

²Pendidikan Guru Pendidikan Anak Usia Dini, Universitas Tadulako, Kota Palu, Indonesia

³Pendidikan Guru Pendidikan Anak Usia Dini, Universitas Tadulako, Kota Palu, Indonesia

⁴Pendidikan Guru Pendidikan Anak Usia Dini, Universitas Tadulako, Kota Palu, Indonesia

ARTICLE INFO

Article history:

Received January 05, 2026

Revised February 15, 2026

Accepted March 25, 2026

Available online June 27, 2026

Keywords:

Picture Media, Interest Learning,
Religious Moral Values.



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Copyright © 2026 by Author.
Published by Universitas Al Hikmah Indonesia.

ABSTRACT

The present study is directed toward analyzing the utilization of visual learning media as an instrument for fostering children's learning engagement through the incorporation of religious and moral development among Group B students at Aisyiyah 1 Kindergarten. The chief objective of this inquiry includes the introduction of the hijaiyah letters, images of the Kaaba, and images of houses of worship. Visual media is considered an effective visual media in early childhood learning because it can attract attention, foster curiosity, and help children understand abstract concepts more realistically. A descriptive qualitative framework was employed in this investigation. The participants involved comprised 15 children, including 8 male and 7 female students. Information was obtained through observational activities, interview sessions, and documentation records, while the resulting data were interpreted using percentage-based analysis procedures. The outcomes of the investigation revealed that, within the domain of hijaiyah letter recognition, a predominant proportion of children attained the classifications of Very Well Developed (BSB) and Developed in Accordance with Expectations (BSH). Parallel tendencies emerged in the discernment of visual representations of the Kaaba and sacred worship spaces, wherein most learners manifested favorable developmental progression. Despite this, a limited number of participants remained situated within the Beginning to Develop (MB) and Not Yet Developed (BB) strata. Accordingly, it may be postulated that the incorporation of visual pedagogical media exerts a consequential influence upon the intensification of children's learning proclivities through the internalization of religious and moral precepts.

INTRODUCTION

Early Childhood Education (PAUD) generally defined as a business construction that facilitated for children since Early Age through various stimulations for optimize their growth and development. At the age of 0-6 years, children need that correspond to the phase their development, both in the physical aspect, abilities cognitive, language, socio-emotional, as well as religious and moral values. Meanwhile in the age range of 0-8 years, Child development shows a wider and more varied pattern, Especially because they experience transition from preschool to primary education (Ayu, Wardani, Hermanto, & Rusdiani, 2025).

Media utilization visual in the form of inside image teaching and learning activities be an alternative that rated as effective to help the process of delivering material to children. This

is because students at an early age tend to experience difficulty understanding explanations which is abstract or theoretical. Instead, illustration display and visual forms able to attract attention they are so engagement in learning getting taller. Although thus, Application image media still facing obstacles because it is not optimal in the instilling as well as connecting internalizing spiritual values and ethics behavior in a way that thorough on the process learning. Media visual in capable learning increase interest children to read serta supporting development children to the maximum (Bakhtiar,2025).

Character development religious and ethical behavior for early childhood in the process daily learning is still a challenge for educators. Therefore, is needed in a way that simpler and more fun so that children can internalize values the with a simpler good. One of the ways that effective is through utilization of image media. Through images such as Hijaiyah Letters, illustration of kaaba, of various forms of houses of worship, Children can learn while view, so that they are easier to recognize and understand the meaning contained in it. These problems are increasingly seen in during the learning that related to the application of values religion and morals, such as the introduction of hijaiyah letters, pictures of the kaaba, and houses of worship. Material that is abstrack making children have difficulty understanding if only conveyed through oral explanations. Teachers often experience difficulties in delivering material concretely resulting in low participation children optimally in the process learning. As a result, Learning objectives are not fulfilled in maximum and interest learning children shows a decrease.

According to (Nanda permata et al , 2021) Early childhood easies to learn from examples and daily habits, so that the application of religious and moral values effective when done through habituation tidying up the repeated toys every day by the teacher and parents. Moral development occupy an essential role in the praxis of early childhood education, Religious values and morality occupy the axial dimension of cause serves as the main matrix in character formation and personality constructs children at the stage life next. In the age spectrum of 0-6 years, children are in the aurum phase characterized by the accentuation of moral development in an expeditionary manner (Gusmayanti, 2021).

Religious education needs to be presented with mechanism learning that stimulative and impressive, so that they do not just a theory, but also internalize manifestation guidelines behavior in praxis daily life and serves as a the basis of strengthening children's character. Understanding religious values in early childhood at Raudhatul Athfal Kindergaten Arrahman Tinggito, and provide guidance which is more applicable to teaching religious values that is able to create an atmosphere learn more interactive and means for learners (Sidiq et al., 2025). Providing understanding about religious values and good morals can preventing children of the actions that deviant or contrary to the norm. lack of awareness of religious values and morals can trigger the emergence of immoral behavior in children (Nurhayati et al., 2024).

Development of religious values it also needs to be prioritized because playing a role in formation of children's character. Also emphasizing that religious learning in early childhood should be given with the fun and customize stages of child development, so that the child easier to appreciate, recognize, and implement religious teachings in daily activities (Nurhayati, et al 2021).

From an early age, children need to get used to it with religious learning as an effort to form spiritual understanding and commendable behavior. Through this process, children are introduced to the hijaiyah recitation directed to understand appropriate action or inappropriate, and trained to have a disciplined character, honest, patient, and responsible, respect others, behave politely, and to know the divine attributes. Moral formation positive from an early age contribute to its development children's obedience to educational norms, religious provisions, and rules community life at the same time coming soon. Habituation spirituality and ethics in childhood done to cultivate abilities children in assessing a action, understanding the boundaries between behaviors eligible and not feasible, as well as apply habits of life that are in harmony with the doctrine religious developments her age (Nurhayati et al., 2022).

Results of initial observations in the group B Aisyiyah Kindergarten 1 Palu shows a lack of children's interest in learning, This is evident by the interest learning activities are still not serious, children still love to play and disturbing his friends, children often go out when the learning process takes place, to follow the learning. In learning activities which takes place in group B observation beginning indicates the moment of learning delivered verbally without media support, some children without fokus and lack of interest.

Imparting knowledge and instilling religious and moral values for early childhood being one of the bases educational success. Religious and moral values is considered important for forming personality characters someone, Will be what he will be like. The ideal age for this begins from birth to six years old (Amalia, Anwar, & Cholimah, 2023). The application of religious and moral values requires real examples and appropriate delivery with the child's cognitive development. When the image media not designed with exactly, the moral message that we want to give is less than optimal. Children need representation, Visuals like hijaiyah letter card images, pictures of places of worship, Kaaba pictures in order to understand the value concretely. The limitations of relevant media, less variative, or not appropriate for the child's age often a hindrance in increasing interest in learning. According to (Ayua et al., 2024) Multimedia learning that blends images and words of mamppu creating a learning experience which is more meaningful compared to the use of explanations verbal only, visual media increases learning motivation.

Based on the description, This research is titled "The Role of Picture Media Towards Children's learning interests Through Application of Religious and Moral Values in group B of Aisyiyah 1 Palu Kindergarten Palu." This study was conducted to prove contribution of visual media to increase children's interest in learning at the same time supporting the process introduction to religious and moral aspects in early childhood education. Implementation of visual media on learning activities contribute to its creation stimulating and supportive educational experience development of students' character this review expected to be able to expand conceptual development about literacy in education early childhood at the same time become a reference for implementation innovative learning approaches in the early childhood education enviroment.

METHODS

The study leveraged qualitative descriptive research patterns in order to reflect in an interpretive linkage of use visual representation with construction children's interest in learning through habituation of religious values and morality in Group B students at Aisyiyah 1 Palu Kindergarten. This qualitative research focuses on understanding phenomena naturally and contextually according to field conditions.

The subject of this research is early childhood in group B of Aisyiyah 1 Palu Kindergarten which is registered for the 2025/2026 school year consisting of one class in group B 15 children, consisting of 8 boys and 7 girls, and there are two teachers in the class. Data acquisition techniques is a structured procedure that applied by researchers to getting information needs research as stated by sugiyono. Data collected subsequently used as a basis for answering the formulation of research problems. (sugiyono 2020, n.d.) Explained that the acquisition of research data can be carried out through observational activities, interview processes, and documentary review.

RESULT

The study focuses on students in group B of Aisyiyah 1 Palu Kindergarten 1 Palu, indicates that the use of image media provide quite visible changes in children's learning interests, especially in the aspect of recognition of hijaiyah letter cards, Kaaba pictures, and houses of worship. Before being given treatment and after, most children are still visible less interested in participating in learning activities. Children tend to be passive, easily bored and have not shown a high interest to materials related to religious and moral values, after applying the media of hijaiyah letter cards, images of the Kaaba and images of houses of worship, there have been significant changes. They look more active, such as daring to answer questions, mention letters, and recognize the various images displayed.

Table 1. Aspects of knowing Hijaiyah Letters

kategori	Jumlah Anak	Persentase
BSB	6	40%
BSH	5	33,3%
MB	3	20%
BB	1	6,7%
Total	15	100%

Based on the data presented in table 1, children's competence in recognizing hijaiyah letter cards shows diverse developmental tendencies. The BSB classification was obtained by 6 children (40%), BSH category achieved 5 children (33,3%), then the MB category was identified in 3 children (20%), while the BB category was recorded as many as 1 child (6,7%). Children in the MB category only can mention the letters hijaiyah 1-5 with the help of teachers, while children in the BB category it has not been possible to mention the hijaiyah letters at all.

Researchers look at hijaiyah letter card media demonstrate that the ability to Getting to know the hijaiyah letter card in children is good enough, which can be seen from the dominant number of children in the BSB and BSH categories. This shows that The use of

hijaiyah letter card media makes a positive contribution to increasing children's learning interest in children's learning abilities.

Table 2. Aspects of getting to Know the Kaaba Image

Kategori	Jumlah Anak	Persentase
BSB	4	26,7%
BSH	5	33,3%
MB	4	26,7%
BB	2	13,3%
Total	15	100%

Refer to table 2, the child's ability to recognize the image of the Kaaba shows the distribution different developments. The BSB level was achieved by 4 children (26,7%), BSH level as many as 5 children (33,3%), MB level recorded in 4 children (26,7%), while the level was experienced by 2 children (13,3%). Meanwhile, There are still 4 children (MB)The child began to tell the Kaaba but could not explain, As for the undeveloped BB category, there is 1 child,The child does not recognize the Kaaba even though he is given an example.

The researcher observed, The Kaaba pictures media still have some children who are in the initial stage of development there are 4 children in the category start growing (MB) which shows that they already beginning to understand, But it still needs further guidance 2 children still in position (BB) that this means that they need to pay attention and assist more intensively in introducing the image of the Kaaba.

Table 3. Aspects of getting to Know Houses of Worship

Kategori	Jumlah Anak	Persentase
BSB	6	40%
BSH	5	33,3%
MB	2	13,3%
BB	2	13,3%
Total	15	100%

The data exposure in table 3 indicates differentiation of children's achievement in recognizing the visual representation of the house of worship. The dominance of development is seen at the BSB level with a proportion of 6 children (40%), Followed by a number 5 children (33,3%). Meanwhile, the MB and BB levels respectively was identified in 2 children with a similar percentage, namely 13,3%. Children in the MB category can only mentioning a house of worship with the direction of the teacher, while children in the BB category have not been able to recognize or mention the type of house of worship.

Observational findings researchers show that on the implementation of visual media house of worship still found 2 Participants educated are in the MB phase and the other 2 are in the BB phase. The situation reflects the need for intensification of educational assistance so that the process the meaning of the material in children can be develop more optimally. Overall, the findings indicates that the majority of children have demonstrated adequate ability to identify houses of worship, Although there is still a need for improvement efforts through more interesting and varied learning.

Table 4. Aspects of Knowing Hijaiyah Letter Cards (Posttest)

Kategori	Jumlah Anak	Persentase
BSB	10	70%
BSH	3	26,7%
MB	2	13,3%
BB	0	0%
Total	15	100%

As per table 4, it can be seen that out of 15 children, There has been an increase in the aspect of recognizing hijaiyah letter cards. A total of 10 children, 70% are the very good development category BSB, and as many as 3 children with a percentage of 26,7% identified at the BSH. Meanwhile, MB levels were only in 2 children (13,3%), and no longer found students who are at the BB level.

Table 5. Aspects of getting to Know the Kaaba Image (Posttest)

Kategori	Jumlah Anak	Persentase
BSB	7	46,7%
BSH	5	33,3%
MB	2	13,3%
BB	1	6,7%
Total	15	100%

As per table 5, introduction children to visualization of the kaaba show the progress of achievements. The BSB phase was occupied by 7 students (46,7%), Then the BSH phase as many as 5 children (33,3%). The MB phase is still indentifiend in 2 children (13,3%), while the BB phase has 1 child left (6,7%). Children who are in the MB phase are beginning to be able to describe the kaaba simply even though the teacher's direction is still needed.

Table 6. Aspcts of getting to Know House of Worship (Posttest)

Kategori	Jumlah Anak	Persentase
BSB	9	60%
BSH	3	20%
MB	1	6,7%
BB	1	6,7%
Total	15	100%

As per table 6, the child's ability in recognizing houses of worship shows a tendency to increase to increase. A total of 8 children (53,3%) is at the BSB level, followed by 5 children (33,3%) at the level BSH. Meanwhile, 1 child each (6,7%) Still at the MB and BB levels. Children included BSB have been able to identify various types of houses of worship independently without assistance.

Posttest results showed a shift in achievement that was better than the initial condition. Proportion of children at BSB level have increased in all aspects, while the MB and BB levels showed a decrease. These findings indicate that the use of visual media in the from of

hijaiyah letter cards, images of the Kaaba, and houses of worship contribute to increasing children's interest in learning.



Figure 1. Students observing hijaiyah letters of table 4

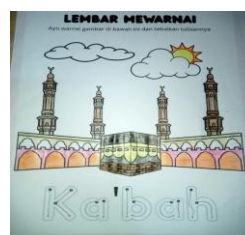


Figure 2. Students work of table 5



Figure 3. Students work of table 6

DISCUSSION

On the aspect of the introduction of the Hijaiyah letter card used in Aisyiyah 1 Palu Kindergarten in Learning made with an attractive look by combining letters and pictures that are familiar to the child, such as images of animals and fruits. Each card contains one hijaiyah letter accompanied by a colored image, e.g. an apple image, hamster, The use of card media functions as an educational semiotic device which is designed to activate the process of recognition of the hijaiyah grapheme through an approach that is heuristic and non repetitive for children. Through this visual stimulus, students are not only at the stage of symbol identification, but it is also directed at the process of iconographic association between letters and the representation of objects in the realm of everyday experience. This configuration makes the learning process more contextual experiential so that The internalization of meaning can take place more effectively, they look more active, like daring to answer questions, mentioning the letters, serta recognizes the various images displayed, Hijaiyah letter cards equipped with pictures of animals and fruits are also able to increase children's interest in learning. Children become more active during learning activities, such as mentioning letters, guessing pictures, and trying to tell simple stories. Thus, these media tools do not just function as learning aids, but also acts as an epistemic stimulus that initiates the inquisitive impulse and strengthening children's participatory involvement in the learning process. On the aspect of introducing the image of the Kaaba through the medium of interesting pictures. Showing the image while briefly explaining that the Kaaba is the holy place of muslims and is the direction of the qibla during prayer. With the presence of images, Children become easier to understand because they can directly see the shape of the Kaaba, Although they have never seen it in person next, Children are invited to color the image of Kaaba. This activity improves children's focus and actively engages them in the learning process. Introducing the

Hijaiyah alphabet to early childhood also contributes to their language skills. This is because the process also involves language skills such as pronouncing or pronouncing the sounds of each Hijaiyah letter, accurately imitating the sounds, and distinguishing between letters and their sounds. (Sriwijaya, 2026 dalam sari et al 2021).

Hijaiyah letters are used by Muslims when reading the Koran. Understanding and studying the hijaiyah letters is a basic stage in the ability to read the Qur'an (Gunawan,2019). According to (Nurhayati et al., 2021) Kindergarten children's learning to recognize the hijaiyah letters begins with their ability to recognize the shapes of the letters. Unlike drawing and coloring, learning the hijaiyah letters requires stronger memory skills. Therefore, Hijaiyah letter picture cards and appropriate learning methods are needed to make it easier for children to remember each letter. When using picture cards, students become more active and enthusiastic in learning, improving their understanding of the material. Positive results on picture card media make them more interested and focused on learning, making students develop their imagination. (Amelia & Nasih, 2022) .

In terms of introducing the Kaaba, we use engaging images. The image is shown while briefly explaining that the Kaaba is a holy place for Muslims and the direction of the Qibla during prayer. The images make it easier for children to understand because they can directly see the shape of the Kaaba, even if they have never seen it in person. Next, the children are encouraged to color the image. This activity improves children's focus and actively engages them in the learning process. During the coloring activity, children not only develop their creativity but also deepen their understanding of the shape and unique characteristics of the Kaaba. In addition, students are encouraged to verbally express their knowledge about the Kaaba. Some children are already able to express simple opinions, such as stating that the Kaaba is located in Mecca, is black, and is used as a place of worship for Muslims. While still simple, this demonstrates that the children's understanding is developing and they are becoming more confident in speaking.

According to (Sari et al 2024) Kaaba images are a visual medium applied in Islamic Religious Education, particularly in the study of Hajj rituals and the construction of an understanding of the pillars of Islam. This medium serves to help children understand the form, function, and meaning of the Kaaba concretely through engaging pictorial representations. According to (Andyani et al., 2022) Images of the Kaaba also support the education of religious and moral values from an early age by teaching children to recognize the holy place of Islam and fostering a love for worship. Through this media, children not only recognize the shape of the Kaaba but also values such as discipline, patience, and orderliness in the Hajj pilgrimage. Furthermore, the use of images of the Kaaba in Early childhood learning can be reviewed through the constructivism theory put forward by Lev Vygotsky in (Daniels, 2022) which emphasizes that children's learning occurs through social interaction and guidance from more competent individuals. This approach not only impacts cognitive aspects but also strengthens the internalization of religious values in children. With the help of teachers using images of the Kaaba, children can gradually understand the meaning and function of the Kaaba.

Lawrence Kohlberg's theory of moral development provides a conceptual framework for understanding the development of moral reasoning through organized stages. Moral

reasoning often emerges during the preconventional stage in young children, when direct influence from adult authority and reinforcement influences their moral judgments. This pattern is crucial for the implementation of Hajj rituals in early childhood education (PAUD), where direct instruction, habituation, and positive reinforcement are often used to guide children's behavior during the activity. Jean Piaget highlighted aspects of children's cognitive development, which influence their ability to understand symbols and rules. Children's symbolic abilities develop during the preoperational stage, but they do not yet understand abstract concepts and intention. Real-life and manipulative experiences are crucial for supporting the understanding of moral and religious concepts; Hajj rituals that use concrete media, simulations, and demonstrations provide stimuli that are appropriate to developmental characteristics, thus improving value learning more efficiently. (Piaget dalam Ayu Srik Rejeki 2026)

Developing religious values in early childhood is a crucial aspect in shaping a child's character and behavior. Research shows that spiritual health in children contributes to positive psychological, social, moral, and religious well-being, and therefore needs to be instilled from an early age through various forms of educational stimulation. (Safara, et al., 2023). In learning activities using images of places of worship, children are introduced to various types of places of worship, such as mosques, churches, and temples, through engaging and colorful images. These images are presented in eye-catching colors, capturing their attention from the start of the lesson. Then, the teacher explains the function of each house of worship in simple terms, so that children can understand that each religion has a different place of worship. When teachers show pictures of various houses of worship and explain their functions simply, children learn that although the buildings are different, they all have the same purpose: a place of worship and to teach goodness. Research combining interactive and immersive media also finds that contextual visual representations help children understand the differences without causing confusion. (Hasibuan & Eza, 2023). According to Piaget, early childhood is in the preoperational stage, where they understand concepts more easily through concrete and visual objects. Therefore, using images of places of worship is very effective in helping children recognize the form and function of places of worship. Furthermore, familiarizing children with places of worship also helps foster tolerance. Through learning activities, children are facilitated to recognize the plurality of religious practices and recognize the variations in worship procedures among individuals. In general, it can be understood that visual media demonstrates effectiveness in optimizing children's learning attention while simultaneously constructing religious and ethical values. These media not only act as cognitive facilitators in simplifying material but also orchestrate interactive learning situations, thus making children's participation more responsive and stimulated. According to (Rohimah, Kenedi, & Irawan, 2023) Visual media containing religious and moral messages, such as illustrations of children praying, play a strategic role in early childhood education. These visual images facilitate children's understanding of expected values and behavior because they are concrete and engaging. When children view illustrations depicting good and religious behavior in visual media, they not only hear verbal instructions but also see concrete visual examples (Tini, Ningsih, Dora, & Feriza, 2025).

CONCLUSION

Based on the results of research in group B of Aisyiyah 1 Kindergarten, Palu, it can be concluded that the use of visual media shows effectiveness in optimizing children's learning interest through the integration of religious values and moral ethics. This phenomenon is reflected in the escalation of children's achievements after learning, which is marked by an increase in the proportion of students at the BSB and BSH levels. Visual media such as hijaiyyah letter cards, images of the Kaaba and places of worship help children more easily understand, remember, and begin to identify religious values in simple forms. Thus, the learning process is more contextual, meaningful, and aligned with the child's developmental phase.

DECLARATIONS

The author expresses his academic appreciation and gratitude to all parties who participated in the preparation of this article. In particular, he expresses his appreciation to his supervisor for his contributions in conceptual direction, methodological supervision, and scientific guidance throughout the research process. He also expresses his appreciation to the Aisyiyah 1 Kindergarten in Palu. The students involved in this research, as well as their families and colleagues who provided moral support and prayers, contributed to the completion of this article. The author acknowledges that this output still has limitations, therefore, input, corrections, and constructive suggestions are highly appreciated for the improvement of future research. Hopefully, this journal will be useful to readers.

BIBLIOGRAPHY

- Agusniatih, A. (2020). *Development of Moral Religious Values Through Audio Visual Media in Group B of Aisyiyah Kindergarten 1 Palu*. 487(Ecpe), 158–164.
- Amalia, N., Anwar, O., & Cholimah, N. (2023). *Strategi Penanaman Nilai Agama dan Moral di PAUD*. 7(6), 7649–7660. <https://doi.org/10.31004/obsesi.v7i6.4682>
- Amelia, A., & Nasih, A. M. (2022). *Improving Students ' Writing Skills Using Hijaiyyah Letters Through the Flashcards In El Mu ' jizah Malang Kindergarten Peningkatan Keterampilan Menulis Huruf Hijaiyyah melalui Media Kartu Bergambar pada Siswa TK El Mu ' jizah Malang*. 2(12), 1682–1695. <https://doi.org/10.17977/um064v2i122022p1682-1695>
- Andyani, P., Majidah, N. N., Maulifia, R. R., & Aeni, A. N. (2022). *Penggunaan Virtual Reality Sebagai Sarana Edukasi Dalam Mengenal Kabah Bagi Siswa Kelas 1 SD*. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 16(4), 1335. <https://doi.org/10.35931/aq.v16i4.1074>
- Ayu, R., Wardani, D., Hermanto, B., & Rusdiani, N. I. (2025). *Penerapan Nilai Agama dan Moral Anak Usia 4-5 Tahun melalui Metode Pembiasaan*. 8, 13164–13169.
- Ayua, B., Etta, C., Nkemdilim, M., Ntol, A., Ndifon, A., Obun, M., ... Oluwatobi, J. (2024). *Social Sciences & Humanities Open Electronic media learning technologies and environmental education pedagogy in tertiary institutions in Nigeria*. 9(May 2023).
- Gusmayanti, E. (2021). *Analisis Kegiatan Mendongeng dalam Meningkatkan Perkembangan Nilai Moral Anak Usia Dini*. 6(2), 903–917. <https://doi.org/10.31004/obsesi.v5i2.1062>
- Hasibuan, H. A., & Eza, G. N. (2023). *Pengembangan Media Pembelajaran Labyrinth Places*

- Of Worship Berbasis Nilai Agama dan Moral Anak Usia 5-6 Tahun Di tk Dahlia Indah. *Jurnal Usia Dini*, 9(3), 407. <https://doi.org/10.24114/jud.v9i3.55415>
- Nafiah, Q. N. (2021). *Analisis Pembiasaan Berbahasa Terhadap Perkembangan Bahasa Anak Usia Dini*. 10(2), 278–288.
- Nanda permata et al Collins, S. P., Storrow, A., Liu, D., Jenkins, C. A., Miller, K. F., Kampe, C., & Butler, J. (2021). *penanaman nilai agama dan moral anak usia dini melalui metode pembiasaan di TK IT AN-NAHL PERCIKAN IMAN*. 9(1), 167–186.
- Nurhayati Agusniatih, A., & Suwika, I. P. (2022). *Pengenalan Huruf Hijaiyyah melalui Media Kartu Gambar pada Anak*. 6(3), 2183–2191. <https://doi.org/10.31004/obsesi.v6i3.1850>
- Nurhayati, N., Agusniatih, A., Amrullah, A., & Suwika, I. P. (2021). Pengenalan Huruf Hijaiyyah melalui Media Kartu Gambar pada Anak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(3), 2183–2191. <https://doi.org/10.31004/obsesi.v6i3.1850>
- Nurhayati Nurhayati, Nurhaeming Sudamara, Amrullah Amrullah, & Durrotunnisa Durrotunnisa. (2024). Pengembangan Pengenalan Nilai Keagamaan dan Akhlak pada Masa Golden Age: Melibatkan Kegiatan Bernyanyi Religi dalam Pembelajaran Anak. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 91(1), 78–88. <https://doi.org/10.25299/al-thariqah>.
- Pendidikan, J., Anak, I., Dini, U., & Sriwijaya, U. (2026). *Peningkatan kemampuan mengenal huruf hijaiyyah anak tk b melalui media flashcard*. 9, 29–41.
- Piaget, J., & Et, A. S. R. (2026). *Jurnal Penelitian dan Pengkajian Ilmiah*. 2(11), 2026–2038.
- Rohimah, S., Kenedi, A., & Irawan, M. N. L. (2023). Peningkatan Nilai-Nilai Agama Dan Moral Melalui Media Gambar Pada Anak Usia 4-5 Tahun Di Ra Raudhatul Huda Wonosari Kecamatan Gadingrejo Kabupaten Pringsewu. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 1, 4.
- Safara, M., Moosavi, S., & Gholamnejad, H. (2023). Outcomes of Spiritual Health in Children : A Qualitative Content Analysis. *Hamadan University of Medical Sciences*, 10(2), 109–114. <https://doi.org/10.34172/jech.2023.2032>
- Sari, S. A., Sari, S. A., & Faruq, U. (2024). Pengembangan Media Pembelajaran Maket Ka'bah pada Materi Haji di Kelas IX MTs Hidayatullah Kota Palopo. *Indonesian Journal of Islamic Educational Review*, 1(2), 115–121. <https://doi.org/10.58230/ijier.v1i2.86>
- Sidiq, N. J., Nur, A., Islami, M., Rusliana, F., & Manga, D. (2025). *Pentingnya Penggunaan Media Visual dalam Meningkatkan Pemahaman Nilai Agama pada Anak Usia Dini*. 14(3), 488–504. <https://doi.org/10.26877/paudia.v14i3.1504>
- sugiyono 2020, K. (n.d.). *Metode Peneitian Kuantitatif kualitatif dan R&d*.
- Tini, J. A., Ningsih, T. A., Dora, Y. M., & Feriza, V. (2025). *Metode Perkembangan Agama dan Moral bagi Anak Usia Dini di TK Witri 1 Kota Bengkulu*.