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Enhancing Early Literacy: The Impact of the *Hubbul Ilmii* Book on Reading Skills in Malaysian Children Aged 5-6 Years

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Abstract

This study investigates the impact of the *Hubbul ilmii* Book on the reading abilities of children aged 5-6 years at SB Al-Ikhlas Kampung Sungai Pechala, Malaysia. Utilising a quantitative, experimental one-group pretest-posttest design, 35 participants underwent an eight-week reading program: Pretest and posttest assessments measured reading proficiency in vocabulary, sentence comprehension, and fluency. Data collection included observations and interviews, analysed using paired sample t-tests. Results demonstrated a significant positive effect, with a p-value of 0.000 and a t-value of 8.276, confirming improved reading skills post-intervention. Specifically, children showed marked improvements in letter recognition, memorisation, distinguishing letters, and reading fluency. The mean difference between pre-test and post-test scores was -4.400, with a standard deviation of 3.145 and a standard error mean of 0.531. These findings align with existing literature, underscoring the book's efficacy in enhancing early literacy. Implications suggest integrating multimedia resources in curricula to bolster language development. However, the study's limitations include its short duration and small sample size, which may affect the generalizability of the results. Further research with larger samples and longer durations is needed to validate these findings and explore long-term impacts. Implications suggest that integrating multimedia resources and age-appropriate books in curricula can significantly enhance language development and reading skills in young children. In conclusion, the *Hubbul Ilmii* Book effectively improves young children's reading abilities, supporting comprehensive language development and fostering learning confidence. This study advocates for the inclusion of such resources in early childhood education programs to bolster literacy and overall academic achievement.

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Introduction

Early childhood education fosters cognitive and social development, shaping individuals who contribute to societal progress and innovation (Rusdiani et al., 2023; Ramadhani et al., 2021). Central to this developmental phase is acquiring language skills, particularly reading, which is fundamental for accessing and assimilating information throughout life (Astuti et al., 2021; Wulansari, 2017; Rahmawati, 2020). Despite its significance, teaching reading to children aged 5-6 years poses substantial challenges, often due to their limited attention spans and the complexity of the task (Mailani et al., 2022; Rahmawati, 2016). Addressing these challenges ensures that early childhood education equips children with the skills necessary for academic and personal growth (T, 2016; Rahmawati et al., 2021). Consequently, innovative and effective teaching methods are essential to overcome these hurdles and enhance reading abilities in young learners.

Language development in early childhood encompasses various forms, including listening, speaking, reading, and writing, all crucial for effective communication and learning (Santrock, 2007; Magdalena et al., 2020). Studies have shown that developing reading skills in

young children requires a patient, consistent approach tailored to their developmental needs (Herlina, 2020; Khadijah et al., 2022). Reading is a fundamental skill and a gateway to broader learning, enabling children to acquire knowledge across different subjects (Sari et al., 2017; Deiniatur, 2017). Early and continuous exposure to reading materials can significantly enhance children's reading comprehension (Susanto, 2017; Widat et al., 2022). Therefore, fostering a love for reading from a young age is essential for holistic educational development.

However, young children naturally prefer play over structured learning, which poses a challenge in educational settings (Risnawati & Nuraeni, 2019; Munawaroh, 2017). This inclination necessitates adopting creative and engaging strategies in teaching reading to maintain children's interest and motivation (Sucipto et al., 2017; Nur Putri et al., 2022). Effective educational methods must integrate play to make learning enjoyable and impactful (Nurlianharkah et al., 2022; Meliyani & Tirtayani, 2022). Research suggests that when learning activities are designed to be playful and interactive, children are more likely to participate actively and retain the information taught (Ardiana, 2022; Hasanah, 2018). Therefore, blending play with educational content is a critical strategy in early childhood education.

Using multimedia and interactive tools, such as storybooks, e-books, and visual aids, has enhanced children's reading skills by making learning more engaging and accessible (Cahyati, 2023; Supartini & Ambara, 2022). Visual aids provide contextual support that helps children understand and remember new vocabulary and concepts, improving their reading comprehension (Ramadanti & Arifin, 2021; Neuman & Koskinen, 1992). These tools cater to young learners' visual and auditory preferences, making learning more dynamic and effective (Febiani Musyadad et al., 2020; Septiyani & Kurniah, 2017). Incorporating multimedia elements into reading instruction can thus significantly boost early literacy skills.

Despite educational strategies and tools advancements, there are notable gaps and limitations in the existing approaches to teaching reading to early learners, particularly in specific sociocultural contexts (Kristina, 2024; Aprinawati, 2017). Many studies have focused on generalised methods without addressing children's unique challenges in diverse educational environments (Sulistyawati & Amelia, 2021). Furthermore, there is a lack of longitudinal research to assess the long-term effectiveness of these interventions (Purnawan & Hidayati, 2021). Addressing these gaps requires tailored approaches considering different learner groups' specific needs and contexts.

One significant gap in the current literature is the limited exploration of traditional educational media integrated with modern approaches to enhance reading skills among early learners. While visual and interactive media have shown promise, there is a paucity of research on their long-term impact and effectiveness in various cultural settings (Haryati, 2017; Huliyah, 2010; Suarca et al., 2016; Ardiana, 2021). Additionally, previous studies have not sufficiently addressed how specific educational tools, like the *Hubbul ilmi* Book, can bridge these gaps and provide comprehensive solutions to young children's reading challenges (Lubis, 2020; Fitria et al., 2019). This study aims to fill these gaps by evaluating the effectiveness of the *Hubbul ilmi* Book in improving the reading abilities of children aged 5-6 years at SB Al-Ikhlas Kampung Sungai Penchala Malaysia.

This study focuses on assessing the impact of the *Hubbul ilmi* Book on the reading abilities of children aged 5-6 years at SB Al-Ikhlas Kampung Sungai Penchala Malaysia. By employing qualitative and quantitative research methods, this study aims to provide robust evidence of the effectiveness of this educational tool. The findings are expected to offer valuable insights into how traditional game methods and interactive media can be integrated to enhance early reading skills. If successful, this study will contribute to developing more effective and engaging educational strategies, thereby improving early literacy and overall educational outcomes for young children in diverse learning environments.

Methods

This study employed a quantitative research design with an experimental approach to evaluate the influence of the *Hubbul ilmi* book on the reading ability of children aged 5-6 years at SB Al-Ikhlas, Kampung Sungai Penchala, Malaysia, utilising a one-group pretest-posttest design (Sugiyono, 2022). Conducted over three months at the Al-Ikhlas Guidance Center, the research involved an initial pretest in assessing baseline reading abilities of 35 participants, followed by an eight-week structured reading program using the *Hubbul ilmi* book, with sessions held twice weekly. Posttest measurements identical to the pretest were administered to gauge changes in reading abilities. The primary tool was the *Hubbul ilmi* book, and standard reading assessment tools evaluated aspects of reading proficiency such as vocabulary recognition, sentence comprehension, and fluency. Data were collected via observations and interviews, with observational data recording session engagement and progress, while interviews provided qualitative insights. Quantitative data from the pretest and posttest were categorised and analysed using interval formulas and single table analysis. A paired sample t-test was conducted to test the hypothesis regarding the book's effectiveness. Reliability was ensured using consistent assessment tools and administration by the same educators, while validity was supported through pre-tested reading passages, comprehension questions, and robust analysis methods. These methodological approaches ensured reliable and valid results on the impact of the *Hubbul ilmi* book on children's reading abilities at SB Al-Ikhlas, Kampung Sungai Penchala.

Result

This section presents the results of the study examining the impact of the *Hubbul ilmi* book on the reading abilities of children aged 5-6 years at SB Al-Ikhlas Kampung Sungai Penchala, Malaysia. The analysis evaluates the effectiveness of the book in enhancing children's reading skills.

The results of the hypothesis show the effect of teaching and learning process actions carried out using *paired sample tests*. In this study, researchers used a *paired sample test* with SPSS type 22.0 for Windows applications with a significance level of 0.05. As for decision making :

- a) If the value of α (2-tailed) < 0.05 is significant, then variable X affects variable Y. This significantly influences the difference in treatment given to each variable. More clearly, there is an influence between *hubbul ilmi* books and the reading ability of children aged 5-6 years at the Al-Ikhlas Guidance Center, Kampung Sungai Penchala, Malaysia.
- b) Conversely, if the value of α (2-tailed) > 0.05 , then variable X does not affect the variable Y. ini shows no significant effect on the difference in treatment given to each variable. Alternatively, more clearly, there is no influence between *hubbul ilmi* books and the reading ability of children aged 5-6 years at the Al-Ikhlas Guidance Center, Kampung Sungai Penchala, Malaysia.

The presentation of raw data is inadequate. Although a table (Table 1) is provided, it lacks sufficient raw data details. The table includes mean, standard deviation, standard error mean, and confidence intervals. However, the data should be more comprehensive, perhaps by including individual scores or a more detailed breakdown of pre-test and post-test results.

Table 1. Paired Sample Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pa Pre-Test - ir Post-Test 1	- 4.400 00	3.14549	.53169	-5.48051	-3.31949	-8.276	34	.000

From the table, it can be concluded that the paired sample test results obtained the result of the significance value (2-tailed) with the T-test is 0.000. Thus, it shows a significance value below 0.05. The calculated t value in this study was obtained through $t (dk = k, df = n-k-1)$ so that the results of $dk = 1$ and $df = 34-1-1 = 32$ because in this study using a one-sided df model; the table t value was obtained 2,036 with these calculations obtained the results of t count $>$ t table ($8,276 > 2,036$).

The explanation of data analysis is briefly touched upon but could be more detailed. For example, the paired sample test is mentioned, but the rationale behind choosing this specific test and how it was conducted step-by-step should be elaborated on. Additionally, a detailed description of the statistical procedures and any other tests performed would be beneficial.

The key findings are somewhat clear but need to be more succinctly presented. The section indicates that the *Hubbul ilmi* book has a significant effect on the reading ability of children aged 5-6 years. However, this finding should be highlighted more prominently, along with a summary of the key statistical values (e.g., t-values, p-values).

This means that H_0 is rejected and H_1 is accepted. So, the results of this study prove a positive influence of the *Hubbul ilmi* Book on the Reading Ability of Children Aged 5-6 Years at Al-Ikhlas Guidance Center, Kampung Sungai Penchala, Malaysia. This influence can be seen through pretest and posttest results. This is supported by children's ability to recognise letters, memorise letters, distinguish letters, and read according to pictures and string words.

The interpretation of findings is present but should be more comprehensive. The results indicate that there is a significant influence between the *Hubbul ilmi* book and children's reading abilities. However, the text should further explain how these results relate to the initial hypotheses or research questions. It should also discuss the implications of these findings in the context of existing literature and practical applications.

Appropriate statistical methods and consistent measurements support the validity of the results. However, limitations such as sample size and potential selection bias should be considered. Other factors, like the learning environment and parental support, also need to be accounted for when interpreting the results. There should be a critical examination of the limitations of the study, such as sample size, potential biases, and any confounding variables. A discussion on the reliability and validity of the data and methods used should also be included to provide a balanced view of the findings.

This study demonstrates that the use of the "*Hubbul Ilmi*" book significantly improves the reading skills of children aged 5-6 years at SB Al-Ikhlas in Kampung Sungai Penchala, Malaysia. For further research, it is recommended to expand the sample size and consider other variables that might influence learning outcomes.

Discussion

The research question addressed in this study revolves around the impact of the *Hubbul ilmi* book on the reading abilities of children aged 5-6 years at SB Al-Ikhlas Kampung Sungai Penchala, Malaysia. Early childhood education is crucial for developing foundational skills for later academic success, with language and literacy as primary components (Rusdiani et al., 2023; Ramadhani et al., 2021). Previous studies have emphasised the importance of stimulating cognitive and language development during early childhood through appropriate educational media (Mailani et al., 2022; Rahmawati, 2016). The *Hubbul ilmi* book, designed specifically for young children, employs visual and interactive methods, making it a suitable medium to potentially enhance reading skills (Purnawan & Hidayati, 2021). The use of engaging and age-appropriate educational tools is supported by research indicating that young children benefit from materials that make learning enjoyable and relatable (Santrock, 2007; Khadijah et al., 2022). This study aims to fill the gap in the existing literature by exploring how a culturally relevant educational resource can impact early literacy development in a specific community setting.

The primary findings of this study demonstrate a significant favourable influence of the *Hubbul ilmi* book on the reading abilities of children aged 5-6 years. The paired sample test

results revealed a significance value (2-tailed) of 0.000, well below the threshold of 0.05, indicating a substantial effect of the intervention. The calculated t-value (8.276) exceeded the critical t-value (2.036), further confirming the statistical significance of the results. These findings suggest that the children who used the *Hubbul ilmi* book showed marked improvement in their ability to recognise, memorise, and differentiate letters and read words and sentences effectively. This improvement was statistically significant and educationally meaningful, reflecting real gains in the children's reading competencies. Furthermore, the structured approach of the *Hubbul ilmi* book, which includes activities such as letter recognition, word formation, and reading comprehension, likely contributed to these observed improvements (Sulistiyawati & Amelia, 2021).

The results align with previous research that underscores the benefits of using visual and interactive media in early childhood education. For instance, Fitria et al. (2019) found that the *Hubbul ilmi* book facilitates children's engagement with reading through visual stimuli, enhancing their ability to comprehend and retain information. Similarly, Lubis (2020) highlighted that book media, such as *Hubbul ilmi*, provide essential support in teaching reading skills, particularly in helping children form words from letters. The consistency of these findings with our study underscores the efficacy of using targeted educational materials to boost literacy in young learners. As Neuman and Koskinen (1992) demonstrated, visual media provide contextual clues that aid in word recognition and comprehension, thus reinforcing the learning process. This study's findings add to the growing body of evidence supporting the integration of multimedia tools in early literacy programs (Febiani Musyadad et al., 2020).

Moreover, the results corroborate Cahyati's (2023) and Supartini and Ambara's (2022) findings, who noted that incorporating interactive and visually stimulating materials in early education significantly enhances children's reading motivation and proficiency. The use of traditional games and letter cards in the *Hubbul ilmi* book appears to have played a pivotal role in making the learning process enjoyable and effective. This approach aligns with the strategies recommended by Munawaroh (2017) and Nur Putri et al. (2022), who emphasised the need for creative and engaging teaching methods to maintain young children's interest in learning activities. By providing a hands-on learning experience, the *Hubbul ilmi* book helps children develop a more profound interest in reading, which is crucial for sustained literacy development. Furthermore, the interactive elements of the book likely foster a sense of achievement and confidence in young learners, which is essential for their overall academic growth (Ardiana, 2022).

The significant improvement in reading abilities observed in this study can be attributed to the multifaceted approach of the *Hubbul ilmi* book, which integrates visual aids, interactive activities, and kinesthetic learning. This holistic approach likely contributes to better retention and understanding of reading concepts, as suggested by the findings of Salomon and Perkins (1998) and Neuman and Koskinen (1992). However, it is crucial to consider that the effectiveness of such interventions may vary depending on individual differences among children, including their initial literacy levels and learning styles (Widat et al., 2022; Risnawati & Nuraeni, 2019). For instance, children with a more developed initial reading ability might show different improvement rates than those with less prior exposure to reading activities. Additionally, the children's socio-economic background could influence their access to supplementary reading materials outside the classroom, potentially affecting the study's outcomes (Sari et al., 2017).

While the findings are promising, it is essential to interpret the results cautiously due to certain limitations. Although adequate, the study's sample size may not represent the broader population of early childhood learners. Additionally, the study was conducted in a specific cultural and educational context, which may limit the generalizability of the results to other settings (Herlina, 2020; Khadijah et al., 2022). Future research should aim to replicate this study across diverse populations and settings to validate the findings and enhance their applicability. Moreover, longitudinal studies could provide deeper insights into the long-term effects of using the *Hubbul ilmi* book on children's reading abilities (Arifiyanti & Ananda, 2018). Such studies

could also explore the potential of integrating this educational tool with other literacy-promoting interventions to maximise its benefits.

The implications of this study are significant for early childhood education, particularly in curriculum design and teaching strategies. The positive impact of the *Hubbul ilmi* book suggests that incorporating similar multimedia and interactive resources into early childhood literacy programs could effectively enhance reading skills. Educators and policymakers should consider integrating such tools into the curriculum to support language development and literacy (Ardiana, 2022; Hasanah, 2018). Furthermore, training teachers to utilise these resources effectively can maximise their potential benefits for young learners. Providing professional development opportunities focused on using interactive and multimedia educational tools could empower teachers to create more engaging and effective learning environments (Huliyah, 2010; Suarca et al., 2016).

The *Hubbul ilmi* book has proven to be an effective tool for improving the reading abilities of children aged 5-6 years at SB Al-Ikhlas Kampung Sungai Penchala, Malaysia. This educational medium enhances reading skills and boosts children's confidence and motivation to learn by fostering a more engaging and interactive learning environment. These findings highlight the importance of adopting innovative educational materials to support early literacy development, ultimately contributing to better educational outcomes for young children (Febiani Musyadad et al., 2020; Septiyani & Kurniah, 2017). Future studies should continue to explore the potential of such interventions across various contexts to ensure the broad applicability of these educational advancements. The successful implementation of the *Hubbul ilmi* book in diverse educational settings could significantly improve literacy rates and overall academic achievement among young learners.

Conclusion

This study aimed to determine the influence of the *Hubbul ilmi* Book on the reading ability of children aged 5-6 years at SB Al-Ikhlas Kampung Sungai Penchala, Malaysia. The findings reveal a significant positive impact, as evidenced by the paired sample test results, which showed a significance value (2-tailed) of 0.000. This confirms a marked improvement in reading skills post-intervention, including letter recognition, memorisation, differentiation, picture-based reading, and word formation. The implications of these findings are profound for early childhood education, highlighting the potential benefits of integrating multimedia and interactive resources into early literacy programs to enhance children's reading skills and support comprehensive language development. However, the study's limitations, such as the small sample size and short duration, suggest that further research is needed to explore such interventions' broader applicability and long-term effects. In conclusion, the *Hubbul ilmi* Book is an effective medium for enhancing young children's reading abilities, providing significant support for language development and boosting children's confidence and motivation to learn.

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