



## Application of Pop Up Book Media to Introduce Hijaiyah Basic Letters for Children Aged 4-5 Years

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### Abstract

Early childhood education requires a learning approach that is appropriate to the characteristics of cognitive development and the multisensory needs of children. The learning of hijaiyah letters in PAUD-based institutions still faces challenges in the application of conventional methods that are less effective in arousing the interest of children aged 4-5 years. This study aims to describe the implementation of Hijaiyah Pop Up Book media in introducing hijaiyah basic letters, identifying supporting and inhibiting factors, and evaluating learning outcomes. The study used a descriptive qualitative approach with a case study at RA Tarbiyatus Shibyan Banyuwangi on 16 children aged 4-5 years. Data collection techniques used participatory observation, in-depth interviews, and documentation. The data were analyzed using the Miles and Huberman interactive analysis model with data triangulation. The results of the study showed that the Hijaiyah Pop Up Book media significantly increased children's involvement and ability to recognize basic hijaiyah letters. This media creates a multisensory learning experience that combines visual, kinesthetic, and cognitive aspects according to the characteristics of child development. Most children achieve the Expected Development (BSH) and Very Good Developed (BSB) categories in cognitive, linguistic, social-emotional, and fine motor aspects. Supporting factors include children's high enthusiasm and teacher support, while the limited number of media is the main obstacle. The Pop Up Book media has proven to be effective as an innovative alternative to learning hijaiyah letters that integrates Islamic values in early childhood education.

**Keywords:** pop up book, hijaiyah basic letters, children.

### Introduction

Early childhood (0-6 years) is an important phase in human development known as the golden age, in which a child's brain growth and learning abilities develop rapidly (Suyadi & Maulidya Ulfah 2013). Education today plays a very important role in shaping the foundations of a child's character, morals, cognition, and spirituality (Von Suchodoletz et al. 2023). In the context of Islamic education, one of the aspects that must be introduced from an early age is hijaiyah letters, because the mastery of this letter is the entrance to be able to read and understand the Qur'an as the main source of Islamic teachings (Afrianingsih, Putri, and Munir 2019).

According to Law Number 20 of 2003 concerning the National Education System (Laws 2003) Early childhood education is a coaching effort aimed at children from birth to the age of six, which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. One

of the important forms of stimulation in the context of Islamic-based PAUD is the introduction of hijaiyah letters as part of strengthening Islamic values from an early age (Saputra 2018).

However, in its implementation, there are still many PAUD institutions that use conventional methods such as lectures or providing materials through two-dimensional media that are less interactive. Based on initial observations made by researchers at RA Tarbiyatus Shibyan, it was found that lecture methods and the use of media such as magazines were less effective in arousing children's interest and involvement in the process of learning hijaiyah letters. This causes low absorption and participation of children in learning the basic letters of hijaiyah.

Meanwhile, the characteristics of early childhood are very unique; They tend to have short attention spans, love to play, and learn more easily through visual media and direct touch (Phillips and Boyd 2023). Therefore, innovation is needed in learning hijaiyah letters that are able to combine visual, kinesthetic, and interactive elements in order to optimize the children's learning process. In answering these challenges, the Hijaiyah Pop Up Book media is present as an alternative educational media that is fun and in accordance with the characteristics of child development.

Pop Up Book is a type of interactive book with three-dimensional elements that appear when the page is opened, accompanied by various educational games that provoke children's interaction, such as matching games, provoking letters, ordering letters, and mentioning the names of letters based on color or shape (Fitriani, Fauzy, and Jaya 2020). This media is not only visually appealing, but can also stimulate children's creativity and symbolic ability in recognizing the shape of hijaiyah letters.

A number of studies have revealed that the use of Pop Up Book media has been shown to increase children's interest in reading and the ability to understand basic concepts in learning (Jannah, Sundari, and Fitriani 2025). However, there have not been many studies that specifically discuss the implementation of Pop Up Book in the context of learning hijaiyah letters in Islamic-based PAUD institutions such as RA. This research is here to fill this gap and provide an empirical contribution on the effectiveness of the Hijaiyah Pop Up Book media in learning the basic letters of hijaiyah in early childhood.

The difference between this study compared to the previous research lies in its focus which examines the direct implementation of the Hijaiyah Pop Up Book in the learning of children aged 4-5 years in the RA environment based on Islamic values. This study also presents contextual data from real-world practices in the classroom, including the planning, implementation, and evaluation processes, as well as analyzing the supporting and inhibiting factors in the use of these media.

The purpose of this study is to describe the implementation of the Hijaiyah Pop Up Book media in introducing the basic letters of hijaiyah in early childhood, identify supporting and inhibiting factors for its implementation, and evaluate the learning outcomes achieved through the media. The thesis argument of this study is that learning hijaiyah letters through the Hijaiyah Pop Up Book media is not only more effective cognitively, but also able to increase children's involvement and emotional motivation (Nurtiani and Simatupang 2022). This is because the

visual-tactile approach used is in accordance with early childhood learning styles and is able to create a pleasant learning atmosphere and stimulate language and cognition development simultaneously (October and July 2024).

Based on the observation of the characteristics of early childhood learning and the importance of mastering hijaiyah letters as the foundation of Qur'anic literacy, this study is based on the assumption that the implementation of Hijaiyah Pop Up Book media can have a substantial positive impact on the Arabic letter learning process. The fundamental assumption in this study is that children in the early age range have a more optimal tendency to learn through multisensory experiences. Pop Up Book media with a three-dimensional design allows children to not only see the shape of the letters, but also feel the texture and physically manipulate the components in the book. This kind of direct interaction is expected to be able to strengthen children's memory and understanding of the characteristics of each hijaiyah letter (Afrianingsih et al. 2019).

The next conjecture is that the element of surprise and novelty that appears when the page is opened will spark the child's curiosity and enthusiasm for learning. In contrast to conventional methods that tend to be static, this medium offers visual dynamics that can maintain the child's concentration for a longer duration. This is expected to have an impact on increasing students' active involvement during the learning process. From a pedagogical perspective, the Pop Up Book media allows for the creation of child-centered learning, where they can explore the material at their own pace and way. This condition is thought to reduce the psychological pressure that often arises in formal learning, so that children can absorb information more relaxed and natural (Setiyanigrum 2020).

This research is also based on an opinion that the learning of hijaiyah letters is not only related to the cognitive aspect, but also includes affective and spiritual dimensions. In the context of Islamic-based early childhood education, interesting and fun media is expected to foster children's positive attitudes towards the Arabic language and the Islamic values contained in it. With an approach that is in accordance with the characteristics of children's development, the learning process is expected not only to result in technical mastery of letters, but also to foster a love for the Qur'an from an early age. Therefore, overall, the hypothesis of this study is that the use of Hijaiyah Pop Up Book media will be more effective than conventional learning methods in increasing hijaiyah letter mastery, learning engagement, and children's positive attitude towards Islamic value-based learning.

## **Literature Review**

Learning media has a central role in the world of early childhood education (PAUD) because it is able to be an intermediary between abstract material and concrete experiences that can be understood by children (Utama, Rahayu, and Hapidin 2023). In the context of early childhood education based on Islamic values, learning media must not only be interesting and educational, but also contain Islamic values that are able to shape children's morals and personality from an early age.

Pop Up Book is one of the visual-tactile learning media that is classified as innovative because it combines a three-dimensional display with interactive elements that are in accordance with the characteristics of early childhood development. Fitriani et al. (2020) states that the use of Pop Up Books has been shown to increase children's interest in learning and literacy skills through visual stimulation and fun play experiences. In this study, the Pop Up Book used was specifically designed to introduce hijaiyah letters to children aged 4-5 years, by integrating elements of games, colors, and simple narratives. This makes media not only a visual aid, but also a learning strategy that arouses children's intrinsic motivation.

The introduction of hijaiyah letters is the first step in Qur'anic education. The ability of children to recognize and pronounce hijaiyah letters is an indicator of their readiness to learn to read the Qur'an at the next stage (Setiawati 2024). In traditional learning, the hijaiyah letter recognition method is often done orally or memorized, which is not in accordance with the early childhood learning style. In the introduction of hijaiyah letters, it is very important that children can understand and enjoy the learning process naturally. Therefore, alternative media are needed that support the introduction of hijaiyah letters with a play-and-learn approach, one of which is through the Pop Up Book media (Suriyanti, Fakhruddin, and Nural 2024).

Early childhood is in the symbolic and pre-operational stages of development. They learn through concrete experiences, repetition, and activities involving the five senses (Piaget and Cook 1952). Therefore, verbal and abstract learning approaches are less effective for this age group. The Pop Up Book media is in accordance with the principles of play-based and multisensory learning. Rusanti et al. (2023) explained that Pop Up Books can increase children's interaction with teaching materials because they stimulate imagination, increase attention focus, and enrich children's learning experiences through visualization and direct touch.

From the explanation above, it can be concluded that learning media plays an important role in early childhood education as a bridge between abstract concepts and concrete experiences. In early childhood education based on Islamic values, the media must educate and instill Islamic values. Pop Up Book is an effective medium to introduce hijaiyah letters because it combines visual, tactile, and simple narrative elements that are suitable for early childhood development. This media supports learning to play while learning, increasing children's interest, focus, and learning experience in a fun and meaningful way.

## Method

This study uses a descriptive qualitative approach with a case study type. This approach was chosen because the focus of the research is to describe in depth the implementation of the Hijaiyah Pop Up Book media in the process of recognizing hijaiyah basic letters in early childhood. The research location is located at RA Tarbiyatus Sibyan Banyuwangi. The case study was chosen to gain a comprehensive understanding of the learning process based on 3D visual media in a real and specific context.

The presence of researchers was carried out directly in observing learning activities, conducting interviews with teachers and RA chairs, and documenting the media implementation process. The researcher is not actively involved in the learning process, but rather acts as a non-

participatory observer, in order to maintain the authenticity of the subject's natural behavior in the everyday context (Creswell 2017). The subject of this study is group A students at RA Tarbiyatus Shibyan Banyuwangi, consisting of 16 children, consisting of 6 boys and 10 girls, with an age range of 4-5 years. The subjects were determined by purposive sampling, which was based on characteristics that were in accordance with the purpose of the study, namely early childhood who was in the early stages of recognition of hijaiyah letters (Miles, Huberman, and Saldaña 2014).

The data collection technique in this study uses three main methods, namely non-participatory observation, interviews, and documentation. Non-participatory observations were made during the learning process to observe children's interaction with the Hijaiyah Pop Up Book media and their responses during the activity without direct involvement from the researcher (Sigh, 2019). Interviews were conducted with classroom teachers and principals to gain a deeper understanding of the planning, implementation, and evaluation of learning using this medium (Creswell 2017). Meanwhile, documentation techniques are used to collect data in the form of Daily Learning Implementation Plans (RPPH), learning notes, assessment sheets, children's work, and photo documentation of relevant activities during the research.

In this study, the development of children's ability to recognize hijaiyah letters was measured based on four assessment categories that refer to the assessment standards for early childhood development. The first category is Very Good Developed (BSB), which is a child who is able to recognize, pronounce, and identify hijaiyah letters independently without help from a teacher. Children in this category also show initiative in learning and can even help friends who are having difficulties. Furthermore, the Developing According to Expectations (BSH) category includes children who are able to recognize and pronounce hijaiyah letters with little verbal or visual assistance from teachers, as well as show a consistent understanding of the material being taught.

The next category is Beginning to Develop (MB), which reflects children who are beginning to show the ability to recognize hijaiyah letters but still need intensive guidance and assistance. Children in this category show interest and effort in participating in learning, even though they have not reached the expected development targets. Finally, the Undeveloped (BB) category refers to children who have not shown the ability to recognize hijaiyah letters, even though they have been given maximum assistance. Children in this category require special attention as well as a more individualized and intensive approach to learning. These four indicators are used to obtain a complete and measurable picture of the development of children's abilities in the context of hijaiyah letter recognition.

The data obtained was analyzed using an interactive analysis model from Miles and Huberman (Miles et al. 2014) which includes three stages, namely data reduction, data presentation, and conclusion drawing and verification. Data reduction is done by filtering important information from field records, interviews, and documentation to focus on relevant data. This study uses a triangulation method, namely by comparing the results of observations, interviews, and documentation. In addition, the researcher also checks members of teachers and

principals as the main informants to ensure that the data that has been transcribed and concluded truly reflects the reality that occurs in the field.

## Results

The results of this study show that the implementation of the Hijaiyah Pop Up Book media at RA Tarbiyatus Shibyan makes a significant contribution to increasing the involvement and ability of children aged 4–5 years in recognizing basic hijaiyah letters. The learning process carried out is not only to present media as a visual aid, but to construct a learning experience that is multisensory and contextual in accordance with the characteristics of early childhood development. Teachers actively use this media in various play-and-learning activities, which are designed to combine the recognition of hijaiyah letters with motor, visual, and cognitive activities. From the observation results, it appears that children show high enthusiasm when interacting with the Pop Up Book media which is large and has a three-dimensional shape. The media is equipped with interesting educational elements such as font pools, picture cards, and color classification systems that are able to attract attention and maintain children's focus for a long learning duration.

The learning process takes place in a dynamic and collaborative atmosphere. Children actively participate in educational games such as letter fishing, matching letters with pictures, and compiling letter sequences from alpha to yes. Through these activities, children's involvement is seen to be very high, even in children who previously tended to be passive in classroom activities. They show expressions of excitement, curiosity, and a desire to repeat the activity again in the following days. This is an early indicator that this media is effective in arousing intrinsic motivation to learn in children. In-depth interviews with teachers revealed that the use of Pop Up Books helps teachers bridge the difficulties of teaching hijaiyah letters that have been done through conventional methods such as writing on a board or using letter cards. This medium allows children to learn actively and concretely. Children not only memorize the shape of the letters, but also begin to understand the concepts of grouping, the association of letters with words or pictures, and the order of the hijaiyah alphabet intuitively.

The impact of the use of this media can be identified in improving various aspects of child development. Cognitively, children show improvements in recognizing, sorting, and classifying hijaiyah letters. Linguistically, they become more verbal in naming letters and associating them with images or meanings. Social-emotional development is also seen through cooperation, empathy, and the spirit of mutual cooperation when completing group activities. Meanwhile, from the fine motor aspect, the manipulative activities in the Pop Up Book provide stimulation that is beneficial for children's hand-eye coordination.

On the other hand, the implementation of this media also faces challenges. One of the main obstacles is the limited number of media available, which is only one unit for the entire class. This causes children to have to wait their turns, which in some cases can decrease their focus and interest. In addition, differences in individual characteristics of children also affect the effectiveness of the media. Children who are more shy tend to be passive at first and require a more intensive interpersonal approach from the teacher to be actively involved in learning activities.

Thus, the results of this study confirm that the Hijaiyah Pop Up Book media is an effective and relevant learning innovation in the context of Islamic education for early childhood. Although its implementation is inseparable from its limitations, this medium has proven its ability to transform conventional learning approaches into more enjoyable, meaningful, and holistic learning experiences. Therefore, this media has great potential to be replicated and further developed as part of the Islamic literacy learning strategy at the PAUD level.

Table 1. Research Findings on the Implementation of Hijaiyah Media Pop Up Book in Children Aged 4–5 Years

Aspects	Indicators	Description of Results
Child Involvement	Enthusiasm, active participation, duration of attention	Children show high interest in 3D Pop Up Book media. Activities such as "letter fishing" and "matching pictures" increase attention and participation even in children who were previously passive.
Multisensory Stimulation	Visual, motor, cognitive	The medium presents colorful visual elements, three-dimensional shapes, as well as subtle motor activities (sticking, matching). This process strengthens the understanding of letters in a concrete and fun way.
Instructional Effectiveness	Comprehension of letters, classification, order	Children not only recognize hijaiyah letters, but are also able to sort (Alif to Yes), group them by color/picture, and associate letters with meaning intuitively.
Cognitive Development	Identification, association, visual memory	Children are able to identify letters and associate them with picture words. Cognitive ability increases with the repetition of Pop Up Book-based educational activities.
Language Development	Expressive verbal, letter pronunciation, naming	Children are increasingly fluent in pronouncing letter names, showing an increase in verbal expression when discussing with teachers and friends.
Social-Emotional Development	Interaction, empathy, collaboration	Group learning through the Pop Up Book encourages children to work together, wait for their turn, and show concern between friends. There is an improvement in the aspects of empathy and patience.
Fine Motor Development	Hand-eye coordination, manipulative skills	Activities such as unfolding, sticking letter cards, and sliding 3D elements encourage children's fine motor skills.
Implementation Constraints	Media availability, differences in children's characteristics	Only one unit of media is available, causing children to take turns. Shy children need a special approach to dare to engage in group activities.
Teacher's Response	Ease of teaching, innovation, effectiveness	Teachers feel helped by this medium because it is able to replace the monotonous conventional method. Pop Up Books are a tool that enriches the learning experience in an active and concrete way.
Potential for Development	Replication, strategy enrichment, Islamic literacy	The media is considered very potential to be replicated in various Islamic-based PAUD units. It is necessary to develop an integrative thematic model with Islamic values and basic literacy.



Fig.1. Introduction to Hijaiyah Pop Up Book media



Fig.2. Learning process using Pop Up Book



Fig. 3. Students interact with the *Hijaiyah Pop Up Book media*



## Discussion

The results of this study show that the use of Hijaiyah Pop Up Book media plays a significant role in improving the ability of children aged 4-5 years to recognize hijaiyah letters. These findings are in line with Piaget's theory of cognitive development, which states that early childhood is in the preoperational stage, which is the phase when children learn most effectively through concrete and visual experiences (Piaget and Cook 1952). Therefore, learning that uses abstract symbols without visual and tactile support will be difficult for early childhood to understand. In this context, Pop Up Book media presents a visual, kinesthetic, and tactile multisensory experience that suits the child's developmental needs at that stage.

Media Pop Up Book works by utilizing visual appeal and physical exploration that makes the learning process feel like play. When children open a page, draw a certain section, or touch a letter that appears in three dimensions, they not only see the shape of the letter, but also feel it concretely. This approach encourages the active involvement of children in learning and allows for the process of independent construction of meaning. This is reinforced by Rusanti et al (2023) that direct experience with tactile and manipulated teaching materials contributes greatly to long-term memory and mastery of literacy symbols. In this study, the improvement shown by the students in the cognitive aspect includes the ability to recognize the shape of hijaiyah letters, pronounce them orally, arrange them in the right order, and associate the letters with appropriate images or concepts. This shows that the learning process is built through interactive media.

From the point of view of Vygotsky's sociocultural theory, the Pop Up Book media can be categorized as a mediation tool (*mediated tool*) which serves to bridge children's learning experiences with more complex symbolic worlds through guidance from adults, in this case teachers (Vygotsky and Cole 1978). Teachers play the role of *more knowledgeable other* which provides support and scaffolding to children as they interact with hijaiyah letter symbols in activities such as letter fishing, matching pictures, and compiling the hijaiyah alphabet. This activity allows children to be in the proximal developmental zone (ZPD), which is the range of abilities that children can achieve with help, before they are able to do it independently. In such situations, learning becomes dialogical and participatory, not just one-way instruction.

The role of teachers in facilitating children's interaction with the Pop Up Book media is very important, because through responsive and empathetic guidance, children are given the opportunity to express themselves, ask questions, and solve simple problems that arise during the exploration process. It establishes a learning pattern based on social interaction and symbolic communication, which according to Vygotsky is the foundation of the entire process of internalizing knowledge. In the context of Islamic values-based early childhood education, this approach is very relevant because it is able to combine cognitive learning with affective and moral-spiritual values at the same time (Suriyanti et al. 2024). Thus, high child involvement is a strong indicator of the emergence of intrinsic motivation, which is the learning impulse that arises from within the child without having to be given external rewards. Children will feel in

control of their activities, experience success in composing letters, and feel joy when interacting with peers in an inclusive and supportive classroom setting.

Not only the cognitive and spiritual aspects of the media, Pop Up Book hijaiyah can also improve the social-emotional aspect. During the learning process, children not only interact with the media, but also with peers in a collaborative atmosphere. They engage in small discussions when matching letters, wait for each other's turns when using three-dimensional components in books, and show positive expressions such as smiles, laughter, and praise for friends' successes. This situation creates a collective and intersubjective learning experience, which is crucial in the formation of social-emotional skills in early childhood. These findings are reinforced by the results of the study Coyne et al. (2024) which emphasizes that interactive media that combines elements of play, narrative, and social cooperation can facilitate the development of children's social dimensions, such as the ability to empathize, manage emotions, and build healthy social relationships. In this study, students showed improvements in terms of recognizing their own emotions and others, learning to express their feelings, and adjusting behavior when interacting in groups, for example, by offering help to friends who have difficulty composing letters or taking turns voluntarily. Thus, interaction through Pop Up Book activities not only has an impact on academic aspects such as letter recognition, but also on the formation of children's social and moral identity as part of a supportive community.

The context of Islamic education adds its own layer of meaning. When children learn to take turns and help others in recognizing hijaiyah letters, they not only carry out cognitive activities, but also internalize moral values, such as helping (ta'awun), patience (shabr), and caring for others (Kurniyawan 2021). Therefore, the social-emotional learning that occurs in the use of Pop Up Books has the double implications of strengthening psychosocial functions and instilling Islamic characters in accordance with educational goals in RA. From the explanation above, it can be concluded that Pop Up Book functions not only as an auxiliary medium, but also as a holistic educational experience that unites affective, cognitive, social, and spiritual aspects in one complete learning platform.

The implementation of media has a very positive impact on the development of children's learning in recognizing hijaiyah letters, but in its implementation it is inseparable from challenges, one of the main obstacles is the limited number of Pop Up Book media available only one unit for the entire class. This has an impact on the length of the shift and the decrease in focus for some children. In addition, differences in the individual characteristics of children, especially those who are shy, require a more intensive interpersonal approach. According to Aryani et al. (2023) Obstacles like these can be overcome through classroom management strategies such as small group formation and flexible activity rotation timing.

This Pop Up Book media is also a solution to conventional lecture methods that have been considered less effective for early childhood. As stated by Jannah et al. (2025) The use of Pop Up Book media can significantly improve the learning outcomes of starting to read compared to lecture methods. These findings enrich the treasure trove of Islamic-based early childhood education research, because the media used not only brings children closer to hijaiyah letters as a symbol of language, but also as part of Qur'anic literacy. Children not only recognize

letters, but also begin to understand their relationship to their spiritual identity as Muslims from an early age (Mukaromah 2023).

## Conclusion

This study concludes that the implementation of Hijaiyah Pop Up Book media is effectively able to improve the ability of children aged 4-5 years in recognizing the basic letters of hijaiyah in RA Tarbiyatus Shibyan. These media facilitate kinesthetic visual learning that fits into early childhood learning styles, as well as create a fun, interactive, and contextual learning experience. The findings show that most children are in the categories of Developing Expectation (BSH) and Developing Very Good (BSB), which indicates the achievement of children's developmental achievements in cognitive, linguistic, social-emotional, and fine motor aspects.

The main value of this research lies in its contribution in integrating Islamic values in interesting and innovative learning media. This study not only presents empirical evidence on the effectiveness of Pop Up Book media in improving hijaiyah literacy, but also emphasizes the importance of a comprehensive learning experience combining affective, social, and spiritual aspects for early childhood. This approach is relevant in forming the foundation of Islamic character as well as early literacy skills, making the results of this research theoretically and practically significant in the development of Islamic-based learning in PAUD. However, this study has a number of limitations. First, the limited number of Pop Up Book media used only one unit causes limited exploration time for children's individuals. Second, because the approach used is a single case study, generalization of findings to the broader population should be done with caution. In addition, the child's individual characteristics are very diverse and affect the effectiveness of the media and are not entirely elaborated in the analysis.

Based on these findings and limitations, further research is recommended to develop a more varied and thematic version of the Pop Up Book media according to the integrative curriculum of Islamic PAUD. Follow-up studies can also expand the scale of research with a quasi-experimental approach, compare the effectiveness between similar interactive media, or examine their impact on tajweed mastery and Qur'an reading skills at a later stage. In addition, collaboration between teachers, parents, and learning media designers is an important aspect to be researched in the context of the implementation of value-based media and the needs of early childhood in a sustainable manner.

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