



The creativity of the Hijaiyah Kite Educational Game Tool Increases Religious and Moral Values of Early Childhood

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ABSTRAK

Kesalahan dalam penggunaan alat permainan edukatif (APE) akan berakibat fatal bagi perkembangan anak usia dini. Adapun tujuan utama yaitu untuk menganalisis APE layang-layang hijaiyah dalam meningkatkan nilai agama dan moral pada anak usia dini. Jenis penelitian ini menggunakan deskriptif kualitatif dengan pendekatan studi kasus. Subjek yang terlibat dalam penelitian ini yaitu 15 anak usia dini, guru, dan orang tua siswa kelas A. Subjek yang dipilih sebanyak 15 siswa melalui pengamatan dan observasi dengan kriteria: anak kelas A yang berusia 3-4 tahun, melakukan kegiatan pembuatan APE layang-layang hijaiyah, serta orang tua siswa, guru, dan kepala sekolah yang diwawancarai. Pengumpulan data dalam penelitian dilakukan dengan menggunakan metode wawancara, observasi, studi dokumentasi, dan identifikasi data dengan instrumen penelitian berupa pedoman wawancara dan observasi. Data hasil penelitian kemudian dianalisis menggunakan metode wawancara, observasi, studi dokumentasi, dan identifikasi data dengan instrumen penelitian berupa pedoman wawancara dan observasi. Data hasil penelitian kemudian dianalisis menggunakan teknik analisis deskriptif kualitatif dengan mendeskripsikan hasil penelitian. Hasil penelitian menunjukkan bahwa APE layang-layang hijaiyah memiliki peran penting dalam meningkatkan aspek perkembangan nilai agama dan moral anak usia dini karena banyak anak yang menggemari dan menyukai APE tersebut sehingga dapat menciptakan suasana pembelajaran yang bermakna serta berdampak baik bagi motivasi belajar anak usia dini.

ABSTRACT

Errors in using educational game tools (APE) will be fatal for early childhood development. The main objective is to analyze APE hijaiyah kites in increasing religious and moral values in early childhood. This type of research uses descriptive qualitative with a case study approach. The subjects involved in this study were 15 early childhood children, teachers, and parents of class A students. The subjects were selected as many as 15 students through observation and observation with the criteria: class A children aged 3-4 years making APE kites kite hijaiyah, and parents of students, teachers, and principals who were interviewed. The study collected data using interviews, observation, documentation studies, and identification of data with research instruments in the form of interview guides and observations. The research data were then analyzed using a qualitative descriptive analysis technique by describing the research results. The results showed that APE kite hijaiyah has an important role in improving aspects of the development of religious and moral values in early childhood because many children like APE can create a meaningful learning atmosphere and positively impact learning motivation.

1. INTRODUCTION

Language is a communication activity carried out by one community with another community (Karmiani, 2018; Sukrin, 2021). Every child has different abilities, and early childhood language skills are divided into three categories: understanding language, expressing language, and literacy (Dari et al., 2017; Fitriani et al., 2019). Language skills in early childhood are generally self-oriented and are obtained through direct experience and adapting to the environment (Wahyundari & Handayani, 2021). The development of children's language skills is generally hierarchical, and when one ability is complete, it will continue with the next ability (Angraini et al., 2019; Dewi et al., 2019). Early childhood has language development

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characteristics that are slightly different from adults, such as being able to speak in simple sentences better, being able to carry out three simple verbal commands, using and answering several question words, being able to compose sentences, and recognizing simple writing (Milana, 2021; Yulsyofriend et al., 2019). The characteristics of these developments indicate that language skills are one of the important aspects that children must master, this is because language skills will shape the ability to communicate, interact, and solve problems and the cognitive abilities of children (Shaleha & Yus, 2020; Simamora et al., 2019). In addition, language skills greatly influence other abilities, such as cognitive and social-emotional (Etnawati, 2022; Syam & Damayanti, 2020).

The reality shows that developing children's language skills still cannot be done optimally. Language development applied by teachers still focuses on reading and writing skills without paying attention so that children can express ideas through language (Juniarti & Siagian, 2021). Learning is also still centered on teachers who tend to be authoritarian, resulting in children being inactive and creative. Educators have not used fun learning models and appropriate media in developing language, so the learning activities seem monotonous and need help understanding the right solutions for thematic learning (Kurnia et al., 2018; Murdijanti et al., 2022). In this case, the teacher is also having problems understanding how to make the right learning media, for example, audio-visual media used in online learning to help learning activities during this pandemic (Harahap et al., 2021; Rizki Tiara & Pratiwi, 2020). If left unchecked continuously, these problems will certainly impact the child's low language skills, which will certainly affect the decline in cognitive abilities.

One effort that can be made to overcome these problems is by implementing interactive multimedia in the learning process. Interactive multimedia is a form of technological development in the field of education. Interactive multimedia can generally be used as learning media which contains various aspects such as images, text, audio, and video (Ambara & Wulandari, 2021; Kurniawan et al., 2020). The use of interactive multimedia in the learning process can increase the level of knowledge and skills of students in the field of education. Multimedia can create a fun learning process for students (Agung & Dewi, 2021; Sembiring et al., 2018). The application of multimedia in the learning process has several benefits, such as making the learning process more interesting, creating interaction between computers and students in learning, making learning time more efficient, can improve the quality of learning, and increasing student interest in learning material (Aryani & Ambara, 2021; Rahmadani & Taufina, 2020; Rasmani et al., 2023; Yama et al., 2018). The application of interactive multimedia in the learning process will be more effective if it is accompanied by thematic learning-based. It is because thematic learning allows teachers to assist students in developing language skills in a holistic, meaningful, and authentic manner (Krissandi, 2018; Susilawati & Rusdinal, 2022). Thematic learning is a learning approach that is carried out by associating some learning content with one topic of discussion (Riani et al., 2019; Suryana & Hijriani, 2021). Using thematic-based interactive multimedia allows students to learn in a structured manner and learn language processes gradually (Donna et al., 2021). Language learning through thematic-based multimedia can be related to everyday life, making it easier for students to understand.

Several previous studies have revealed that using interactive multimedia in the learning process can significantly improve children's reading skills (Ardi, 2020). Other studies revealed that interactive multimedia based on Android applications for basic English material in sixth-grade elementary school students was declared feasible for learning (Damayanti & Kristiantari, 2022). Further research revealed that PowToon-based interactive multimedia proved valid and practical, potentially affecting fifth-grade elementary school thematic learning. (Donna et al., 2021). Based on some of these studies, interactive multimedia research in the learning process can significantly improve student learning outcomes. In previous studies, no studies, So this research is focused on this study to develop thematic-based interactive learning multimedia in the development of early childhood language.

Early childhood education aims to help children's growth and development, focusing on aspects of development found in early childhood (Sakti & Eliza, 2022; Syakuro, 2021). Therefore, early childhood education is an educational forum that provides opportunities for children to fully develop their personality or character, potential, and intelligence (Astini et al., 2019; Wijoyo & Indrawan, 2021). Early childhood education institutions are important in facilitating various aspects of child development, namely cognitive, physical-motor, social-emotional, language, and religious morals (Budyawati, 2020; Hendayani, 2012). Early childhood education services must be implemented optimally to support this potential period (golden age). The law on the national education system states that early childhood education is a coaching effort aimed at early childhood, starting from birth up to the age of six, which is carried out through the provision of educational stimuli in assisting the growth and development of children so that they are ready to enter the education level (Fathurrahman et al., 2020; Raharja et al., 2021). Early childhood education aims to develop all the potential contained in children by facilitating the growth and development of children as a whole (Monica & Yaswinda, 2021; Palupi & Watini, 2022). Early childhood education instills various values

in students, such as religious and moral values. Religious education transforms values developed within a person (Yunita, 2020). It is further explained that religious and moral values are related to the good and bad of human actions/behavior related to religion (Hardiansyah et al., 2021; Nurtiani & Destisatifa, 2019). Religious and moral values are important to develop from an early age, to form students into individuals who obey religious teachings and can foster a sense of unity and oneness among religious communities (Fahmi et al., 2019; Makhmudah, 2020).

It's just that the reality on the ground shows that students' understanding of religious and moral values still needs to be improved again. In contrast, the teacher needs media to help increase students' religious and moral values in the learning process. The results of observations and interviews at Salsabila Kindergarten, Karduluk Village, Pragaan District, Sumenep Regency, East Java, show that in the learning process, the teacher still needs to develop learning media that can help the child's religious learning process. In addition, students also still need help understanding the religious material presented by the teacher. If left continuously, this will certainly impact the lack of students' understanding of religious values. One of the efforts that can be made to overcome this problem is by implementing educational games in the form of hijaiyah kites. Educational game tools can be used to play and contain educational value to develop all children's abilities (Hasanah, 2019; Lisa et al., 2020). Educational game tools can stimulate all aspects of early childhood development, such as religious and moral values, cognitive, language, physical-motor, social-emotional, and artistic (Haryani & Qalbi, 2021; Rahma et al., 2017). The learning process is said to be interactive if the teacher can serve children and act as a facilitator in the learning process.

Traditional kite game media is one of the innovations in learning that can create a fun teaching and learning atmosphere that is close to students and can help visualize the shape of a kite, as well as instill character values in students and can foster a sense of love for local culture (Kuswidi et al., 2021; Lindawati, 2019). In religious learning, kite media can be accompanied by presenting hijaiyah letters. Hijaiyah kite media has important benefits for children and helps stimulate children in creativity and early childhood religious morals. The use of hijaiyah kite media can help develop children's creativity and religious morals, so it is very useful in institutions to add stimulation so that children can get to know these hijaiyah letters better and increase children's creativity through making these kites. With creativity, one's quality of life will increase, making it easier for someone to find a way out when facing problems, especially in early childhood, as a provision for a more complex life (Warsito, 2019). Creativity in question is very closely related to the imagination so that the gates of the world open better. Creativity in early childhood provides opportunities for children to participate in the social world so that there is an imaginative relationship between the past, present and future (Putri et al., 2020). Hijaiyah kite media in this activity is very helpful for children's teaching and learning activities. It is because using media images in the teaching and learning process can arouse children's desire and interest in learning and generate motivation and stimulation of learning activities to psychologically affect children's early age.

Several studies that have been conducted previously revealed that the shape of a line through the media of the Striped Kite educational game tool can significantly train students' fine motor skills (Salamah & Agustina, 2022). The results of other studies revealed that using kite teaching aids can increase fourth-grade students' interest in learning mathematics (Warsito, 2019). Based on some of these research results, kite educational game media positively impacts student learning outcomes. In previous studies, no studies specifically discussed the creativity of the hijaiyah kite educational game tool in increasing religious and moral values in early childhood. So this research is focused on analyzing the hijaiyah kite educational game tool in increasing religious and moral values in early childhood.

2. METHOD

This research belongs to the type of case study research using a qualitative descriptive approach. The research was conducted to describe the increase in creativity and religious morals through the Hijaiyah Kite Educational Game Tool. In this study, the information collected under reasonable circumstances can be formulated into a generalization accepted by human common sense. This qualitative research depends on the researcher's ability to use instruments that do not change a natural situation into a situation different from what occurs daily in the data source environment. The data collected is descriptive and in the form of descriptions or sentences that provide information about the situation as it is the data source concerning the investigated problem. This research was conducted at Salsabila Kindergarten, Karduluk Village, Pragaan District, Sumenep Regency, East Java. The subjects involved in this study were 15 early childhood children who made hijaiyah kites, members of class A Tk Salsabila aged 3-4 years, teachers, principals, and parents.

Data collection in the research was carried out using the methods of observation, interviews, data identification, and field studies. Data obtained through interviews and observations in this study were in the form of responses, reasons, opinions, feelings, and knowledge of data sources about everything that was

questioned by researchers, namely increasing creativity and religious morals in 15 early childhood children in class A TK Salsabila through kite-making activities kite hijaiyah and everything related to research. The types of data used in this study are primary and secondary. Primary data sources were obtained through interviews, observation, and documentation in implementing the activities of making APE hijaiyah kites which were carried out by 15 early childhood children in class A of Salsabila Kindergarten, teachers, principals, and several children's parents. The type of interview used is a semi-structured interview included in the in-depth interview category, which is more flexible in its implementation than structured interviews.

In this case, the researcher uses non-participant observation in which the researcher is directly involved with the activities of the people being observed. Still, the researcher is not involved as a teacher and only as an independent observer. Researchers only review, pay attention to, and examine the phenomena in Salsabila Kindergarten. Primary data can be obtained by visiting data sources directly to obtain data whose results are actual and can be accounted for. The research instrument grids are presented in [Table 1](#) and [Table 2](#).

Table 1. Interview Guidelines

No	Research subject	Question
1.	Class A students of Salsabila Kindergarten	<ol style="list-style-type: none"> How do you feel about making these hijaiyah kites? What hijaiyah letters are attached to your kite? Try to mention....
2.	Salsabila Kindergarten Teacher and Principal	<ol style="list-style-type: none"> Why do the teachers choose hijaiyah kite educational games as learning media? How is the process of making this hijaiyah kite? What aspects of children's development can be obtained from making hijaiyah kite educational games? What are the rules (SOP) for using hijaiyah kite educational games?
3.	Parents of class A Salsabila Kindergarten students	<ol style="list-style-type: none"> What is your opinion regarding making hijaiyah kite educative game tools carried out by class A students of Salsabila Kindergarten? What developments have occurred to your child from making kites?

Table 2. Observation Guide

No	Observation object	Observational focus
1.	The process of making hijaiyah kites by 15 class A students of Salsabila Kindergarten	<ol style="list-style-type: none"> The way children glue paper How the child modifies the kite The way children paste and choose hijiyah letters on kites Children's mastery and knowledge of hijaiyah letters
2.	The work of making hijaiyah kites	<ol style="list-style-type: none"> The colors between kites among classmates Selection of affixed hijaiyah letters The shape of a hijaiyah kite
3.	The way the teacher operates the hijaiyah kite educational game tool	<ol style="list-style-type: none"> The way the teacher provides assistance and teaching when children are doing hijaiyah kite-making activities

To complete the data in this study, secondary data is still needed. Then the secondary data sources consist of books, journals, reports, and other literature relating to the major themes in this study. Secondary data sources mean sources that do not directly provide data to data collectors, for example, through other people or documents. The data analysis used is non-statistical; the researcher reveals and describes the phenomenon in the field. In this case, the data being analyzed is collected in transcripts of observations, interviews, and data identification, which are then analyzed and interpreted, and made into a written report. While the analytical knife used is an increase in creativity and religious morals of early childhood through educational game tools of hijaiyah kites which are studied from the implementation of their manufacture and analyzed using the theory of creativity and children's religious morals. Researchers, in this case, use source triangulation techniques and method triangulation. So that in the future, this research will provide results that are accurate, detailed, and able to be accounted for. Furthermore, this study's data and data sources will be described in [Table 3](#).

Table 3. Data and Research Data Sources

No	Data	Data Sources	Data Collection Tools
1.	The identities of 15 early childhood children in class A of Salsabila Kindergarten	Process of Assembling Hijaiyah Kites by 15 Class A Students of Salsabila Kindergarten	Observation and documentation
2.	The development of religious and moral values of 15 Class A students of Salsabila Kindergarten through the activity of making Hijaiyah Kite educational game tools	Class A teacher, child's parents, principal	Interview, data identification
3.	The development of creativity of 15 Class A students of Salsabila Kindergarten through the activity of making the Hijaiyah Kite educational game tool	Class A teacher, child's parents, principal	Interview, data identification
4.	The work of making Hijaiyah Kites by 15 Class A students of Salsabila Kindergarten	The shape of a hijaiyah kite	Observation and documentation

3. RESULTS AND DISCUSSION

Result

The data analyzed from this study is the activity of making APE hijaiyah kites by 15 early childhood children in class A of Salsabila Kindergarten. Based on the results of data analysis, the use of the hijaiyah kite educational game tool is a play activity carried out by the institution to stimulate the development of students there. Based on this, the researcher is interested in describing or describing the increase in creativity and religious morals of early childhood through APE hijaiyah kites by observing 15 students in class A of Salasabila Kindergarten with an average age of 3-4 years. The findings of this study are as follows:

The first finding relates to the activities of 15 early childhood children in class A of Salsabila Kindergarten in carrying out hijaiyah kite-making activities. Based on the results of the interviews, in general, shows that high enthusiasm for learning is shown by children when children are doing hijaiyah kite-making activities. The results of the information obtained from the principal named Imalah showed that activities to increase the creativity and religious morals of the students in his institution, one of which was honed through APE hijaiyah kites because these educational game tools were an alternative way of testing the level of achievement of the development of students in Salsabila Kindergarten. In line with the class teacher named, Najhatin said that in this activity, the first child was given rules in the game so that kite-making activities could meet the targets expected by the teacher, and the child's development was by his development standards. In addition, the resource person conveyed the steps in making a hijaiyah kite, namely the tools and materials needed include woolen thread, origami paper, glue markers, scissors, and straws, then continued with the method of making it, namely by drawing candy-shaped origami paper as needed, make a circle with a diameter of 2.5 cm then the child writes hijaiyah letters on candy-shaped origami paper, glue the straw behind the circle to the candy shape using glue, make a kite like a face image which has eyeballs, nose, and mouth, the last step is to glue one by one according to its location and make a hole in the bottom to insert the thread and tie the string tightly then the kite is ready to be played. More details can be seen in [Figure 1](#).



Figure 1. Hijaiyah Kite-Making Activities

Based on the results of observations in class A of Salsabila Kindergarten in the activity of making hijaiyah kites to completion, it can be seen that, as a whole, the children can carry out the instructions given by the class teacher in making hijaiyah kites as exemplified by the teacher. However, some children the class teacher still accompanies in making it with the program are given more direction and stimulation than children who can already work on making hijaiyah kites in their way and imagination. There is a uniqueness in the process of making hijaiyah kites, with some of the results that are various or different from each other regarding the color, size of the kite, and the use of the hijaiyah letters affixed to the kite. The researcher tries to unravel the differences in the results of this manufacture because there is creativity and the ability of children to recognize hijaiyah letters which are also not the same between one child and another. In the process of making it, it can be seen that the children are very happy and enthusiastic about completing their tasks with ideas and ideas that the teacher has stimulated at the beginning of making hijaiyah kites. Therefore, the skills and abilities displayed by children are very good and varied, which is clear when the child is choosing a different color of paper according to their preferences and imagination as well as the method of making it also shows the cunning of the child in sticking kite paper, inserting thread, to the process of pasting hijaiyah letters which are very patterned.

The second finding relates to increased religious and moral aspects of 15 early childhood children in class A of Salsabila Kindergarten through making hijaiyah kites. Based on the observation that children's religious and moral aspects can be known from making hijaiyah kites, children can recognize the letters attached to their kites, so it is known from this process that children can read the hijaiyah letters written on their kites. Therefore the class teacher already knows the level of children's ability to recognize and read hijaiyah letters and also knows the extent to which each child's creativity increases because the kite's educational game tools in the manufacturing process are known to involve children's creative abilities in completing their tasks. Children can have additional knowledge of religion by directly selecting and writing the hijaiyah letters on the kites they make.

The observations and interviews above were also reinforced by data identification in the form of daily assessment results of Salsabila Kindergarten, which showed that most of the increase in creativity and religious morals of class A students developed as expected. Some of them developed very well, which was known from 15 students in class A of Salsabila Kindergarten 6 students are developing according to expectations, and nine students are developing very well in religious and moral values. Therefore, the hijaiyah kite educational game tool has increased early childhood creativity and religious morals. As written in the daily assessment of Salsabila Kindergarten, most children can do what is already contained in the Salsabila Kindergarten daily assessment indicator.

Based on the analysis results, it can be concluded that the hijaiyah kite educational game tool has influenced and a role in increasing the development of religious and moral values of Salsabila Kindergarten students. There is evidence of a development in class A students of Salsabila Kindergarten, who have experienced an increase in the development sector of religious values and oral and children's creativity. Therefore, with the influence of the hijaiyah kite educational game tool on early childhood development, it can be said that the educational game tool is appropriate as an educative learning medium that can be used fully in enhancing aspects of the development of religious and moral values, even in other aspects. The media can also be used to develop other aspects of development found in early childhood.

Discussion

Based on the findings obtained in the activity of making APE hijaiyah kites carried out by 15 early childhood children in class A of Salsabila Kindergarten, it was found that class A students of Salsabila Kindergarten were able to show creativity and increase their religious morals through kite hijaiyah educational tools. In the making activity, it can be seen that the class teacher takes several steps in starting his activities by giving children the rules of play and procedures for making hijaiyah kites to stimulate or stimulate children so that children can carry out activities properly and achieve the desired aspects of development or are targeted in a daily learning implementation plan. Therefore, in learning in early childhood education, media is needed that can be explored by children so that children can do fun activities and avoid feeling bored (Astini et al., 2019; Budyawati, 2020; Wijoyo & Indrawan, 2021). The activity of making hijaiyah kites itself is intended to train the creativity and religious morals of Class A children of Salsabila Kindergarten by carrying out learning activities that start from the process of making the rules to the process of the children assembling, drawing, and gluing hijaiyah kites until everything is ready to be played. Concrete media can provide real form and meaning to early childhood than media in abstract form (Cahyani, 2020; Hasanah, 2019; Lisa et al., 2020). To achieve optimal and optimal early childhood learning and education outcomes, early childhood education must be supported by several technical and non-technical aspects, including the required facilities and infrastructure, especially educational game tools (Haryani & Qalbi, 2021; Rahma et al., 2017; Yunita, 2020).

The second finding shows that in making hijaiyah kites, the children can carry out the instructions given by the class teacher in making hijaiyah kites, as exemplified by teacher. However, some children are still accompanied by the class teacher in making them by giving directions. And more stimulation from children who can already work on making hijaiyah kites in their way and imagination. Creativity usually appears in children with imagination, curiosity, and high motivation (Widiastuti et al., 2021). There is a uniqueness in the process of making hijaiyah kites, with some of the results that are various or different from each other regarding the color, size of the kite, and the use of the hijaiyah letters affixed to the kite. The researcher tries to unravel the differences in the results of this manufacture because there is creativity and the ability of children to recognize hijaiyah letters which are also not the same between one child and another. In the process of making it, it can be seen that the children are very happy and enthusiastic to complete their tasks with ideas and ideas that the teacher has stimulated at the beginning of making hijaiyah kites. The choice of various learning media, for example, serial images that are attractive to children, images can be adjusted to the theme so that it raises the attractiveness of children as teaching materials (Fahmi et al., 2019; Maharani et al., 2019; Makhmudah, 2020). It shows that the skills and abilities displayed by the children are very good and varied, which is evident when the child chooses a different color of paper according to his preferences and imagination and the way of making it also shows the cunning of the child in sticking the kite paper, inserting the thread, to the pasting process—highly patterned hijaiyah letters (Haryani & Qalbi, 2021; Rahma et al., 2017). The key to the success of creativity is the crossroads between children's skills in a field that is implemented in work skills and creative thinking, and there is high motivation in children (Budyawati, 2020; Hendayani, 2012).

In the religious and moral aspects, it can be seen that from making hijaiyah kites, children can recognize the letters affixed to their kites, so it is known from this process that children can read the hijaiyah letters written on their kites. Therefore the class teacher already knows the level of children's ability to recognize and read hijaiyah letters and also knows the extent to which each child's creativity increases because the APE kite in the manufacturing process is known to involve children's creative abilities in completing their tasks. Children can have additional knowledge of religion by directly selecting and writing the hijaiyah letters on the kites they make. The ability to recognize is the ability to do something by recognizing the signs and characteristics of script marks in the written system, which are members of the alphabet that symbolize language sounds (Mauliyah, 2020). Introducing letters to children should be done by introducing easy letters first, while difficult letters can be taught after the child can assemble words (Cania et al., 2020). Letter recognition is usually done indirectly by showing letters rather than through images or media familiar to the child (Akbar et al., 2019; Rahayuningsih et al., 2019). The results obtained in this study align with previous research results, which also revealed that the shape of a line through the media of the Striped Kite educational game tool could significantly train students' fine motor skills (Salamah & Agustina, 2022). The results of other studies revealed that using kite teaching aids can increase fourth-grade students' interest in learning mathematics (Warsito, 2019). Based on the results of this study, kite educational game media positively impacts student learning outcomes.

4. CONCLUSION

Based on the findings and discussion in this study, it can be concluded that the hijaiyah kite educational game tool has an important role in improving aspects of the development of religious and moral values in class A children of Salsabila Kindergarten. Therefore, early childhood education teachers can use hijaiyah kite educational game tools as learning media to increase children's knowledge of recognizing hijaiyah letters. Hijaiyah kite educational game tools are suitable for use as learning media because many children like and enjoy these educational game tools, which will later be able to easily activate children in the teaching and learning process so that the learning process will be fun and meaningful and have a good impact on early childhood motivation in the study.

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