

Use of Container Materials as an Enhancement Effort to identify the letters of hijayah in the Child

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DOI: [10.31849/paud-lectura.v%vi%i.11515](https://doi.org/10.31849/paud-lectura.v%vi%i.11515)

Received 28 September 2022, Accepted 29 September 2023, Published 1 Oktober 2023

Abstrak

Tujuan penelitian untuk mengetahui bagaimana peningkatan mengenal huruf hijaiyah pada anak usia dini, faktor penghambat dan pendukung dengan menggunakan bahan bekas. Penelitian lapangan di TK Dharma Wanita Kauman I dengan bentuk penelitian ini adalah penelitian deskriptif kualitatif studi kasus. Metode yang digunakan pengumpulan data penelitian melalui wawancara, observasi dan dokumentasi. Adapun metode untuk menganalisis data penelitian yaitu reduksi data, penyajian data (display), dan penarikan kesimpulan atau verifikasi. Hasil penelitian adalah: (1) setelah dilakukan tindakan pembelajaran melalui media bahan bekas meningkat mencapai 90% (22 dari 25 siswa) sudah mampu mengenali huruf hijaiyah dengan baik, (2) dengan adanya media bahan bekas juga dapat menarik minat belajar anak karena memiliki bermacam-macam bentuk dan warna, (3) factor penghambat: kurangnya perhatian orang tua, orang tua hanya mengandalkan belajar anak di sekolah saja. Factor pendukung: adanya semangat anak dalam mengenalkan huruf hijaiyah dengan menggunakan berbagai APE, media bahan bekas membuat anak tambah semangat dan tidak mudah bosan.

Kata Kunci: Media Bahan Bekas, Huruf Hijaiyah, Anak Usia Dini

Abstract

The purpose of the study was to find out how to improve recognizing hijaiyah letters in early childhood, inhibiting and supporting factors by using used materials. Field research in Kindergarten Dharma Wanita Kauman I with the form of this research is a descriptive qualitative case study. The method used to collect research data is through interviews, observation and documentation. The methods for analyzing research data are data reduction, data presentation (display), and drawing conclusions or verification. The results of the study were: (1) after the act of learning through the media of used materials increased by 90% (22 of 25 students) they were able to recognize hijaiyah letters well, (2) the presence of used material media could also attract children's interest in learning because it has a variety of -various shapes and colors, (3) inhibiting factors: lack of parental attention,

parents only rely on children's learning at school. Supporting factors: the enthusiasm of children in introducing hijaiyah letters using various APEs, used media media make children more enthusiastic and not easily bored.

Keywords: *Used Material Media, Hijaiyah Letters, Early Childhood*

INTRODUCTION

Al-Qur'an is a Muslim way of life which incorporates important ideals that can be utilized as role models in everyday life. A good human being is one who is eager to learn and teach the Qur'an. Al-Qur'an learning and teaching activities are recommended not just for adults, but also for children of all ages, especially young children. According to Fajriyatul's research, early children learning the Al-Quran with the correct methods, media, and stimulation will be able to memorize 30 juz (Islamiah et al., 2019). This demonstrates that early childhood is the ideal period to introduce children to the fundamental stage of the Qur'an, specifically the introduction of hijaiyah letters. Early childhood Al-Qur'an education will be successful if the appropriate learning methods and media are used. The muraja'ah technique of implementing Al-Qur'an education in early childhood provides positive outcomes in the development of Al-Quran education for early childhood (Windi Astuti, 2021). Due to diverse cultures and learning materials, the progression of learning hijaiyah letters varies considerably from one region to the next. However, the purpose of studying the hijaiyah letters, also known as makhraj letters, is for students to be able to discern and name letters clearly and accurately. The capacity to recognize indications and qualities of characters in the writing system that are members of the alphabet is referred to as letter recognition (Yulida Izatusholihah, Elan, 2021).

Observations conducted at the Dharma Wanita Kauman I Kindergarten indicate that the provision and exploitation of learning media by teachers is suboptimal; 18 out of 25 children are not yet developed, while the remaining 7 are beginning to develop. In the field of education, the selection of utilised learning material has been widely adopted. The research of Puri Handayani indicates that the use of used material media can increase the singing abilities of fifth grade primary school kids (Handayani, 2014). Used material media can improve both physical and cognitive creativity in children. (Agustina et al., 2018). Siarni's research demonstrates that utilised media can increase the learning outcomes of youngsters (Siarni, 2015). Utilized materials media are teaching media used by teachers as mediators in the instruction delivery process. According to Cicik Setyowati's research, children's creativity rises significantly when they use engaging and effective used media (Setyowati, 2021).

The problem-solving strategy involves using used cardboard with hijaiyah letters inscribed on it, which will then be affixed to the wall for the children to see. In addition to used cardboard, the teacher employs old bottle caps with hijaiyah lettering and creative coloring. The research questions in this study are as follows:

1) how is the ability to recognize hijaiyah letters in early childhood at Dharma Wanita Kauman I Kindergarten, 2) how to improve the ability to recognize hijaiyah letters in early childhood at Dharma Wanita Kauman I Kindergarten through used material media, 3) Inhibiting factors and supports in enhancing the ability to detect hijaiyah letters in early childhood Dharma Wanita Kauman I Kindergarten through the use of used materials.

The teacher is a critical component in the success of teaching and learning activities since the teacher's primary duty is to create, manage, administer, and assess learning. Furthermore, the teacher's role in learning activities will influence the end outcome of learning. Teachers have the authority to select and categorize relevant learning media. The teacher is the principal character in both classroom and out-of-classroom teaching and learning activities (Wahid, 2018). Used items are home waste that has not been used; examples include cardboard, bottles, and so forth. (Agustina et al., 2018). Rahma Yuni's research demonstrates that incorporating used products into the learning activities of group B students at the Cut Meutia Kindergarten in Banda Aceh is both practical and effective (Yuni, 2020). In PAUD, a range of used things can be used as learning media. (Siron et al., 2020). The use of used products as teaching materials stresses an active participation in learning, so that learning is focused not only on the teacher but also on the students, in order to enhance, raise, and encourage students' creativity (Urwatun Naziah, 2020).

METODE

This research was performed out at TK Dharma Wanita Kauman Widodaren Ngawi on April 15-15, 2021. The following research procedures were used: a. preparation, which includes obtaining a research location permit, determining informants (*purpose*), and preparing a research schedule; b. data collection, data analysis, data reduction, data presentation, conclusion drawing, or verification; and c. report preparation, which includes the preparation of initial reports, review reports, and final reports. This research took the style of descriptive qualitative research, with the goal of understanding the phenomena encountered by the research subjects and providing a clear, detailed, and in-depth image of the ability to distinguish hijaiyah letters in early childhood. A research report was chosen as the research strategy. This is based on the idea that case studies are the best technique for answering the "why and how" questions so that an accurate classification of the nature of the research questions can be established. This research's data is divided into two categories: main data and secondary data. The source and method triangulation validation test is used.

RESULTS AND DISCUSSION

The capacity of children at TK Dharma Wanita Kauman to recognize hijaiyah letters. It demonstrates that children's capacity to recognize hijaiyah letters varies; some are able to detect hijaiyah letters accurately, while others are less able to

distinguish hijaiyah letters. Only 10 of the 25 children, 14 boys and 11 girls, were familiar with the hijaiyah letter, which included a description of BSB (Very Well Developed) and BSH (Developing As Expected) scores. The remaining 15 children are still unable to recognize hijaiyah letters with the descriptions MB (Beginning Development) and BB (Not Developing). Researchers began using blackboard media as a learning tool for children to recognize hijaiyah letters in order to improve their capacity to recognize hijaiyah letters. Following the use of the whiteboard media, the following results were achieved. Based on these results, the researchers conducted an examination of the process of memorizing hijaiyah letters. Researchers and teachers discussed the shortcomings of using blackboard media to learn to recognize hijaiyah letters. There were 14 children in this research who knew the hijaiyah letters well and had information on their BSB (Developing Very Well) and BSH (Developing As Expected) scores. The remaining 11 children are still unable to recognize hijaiyah letters with the descriptions MB (Beginning Development) and BB (Not Developing).

Based on the results of the analysis, the researcher felt that he had not obtained the best results possible, at least not in accordance with the plan. As a result, researchers must plan their next action in the hopes of increasing it. Following a discussion, the researcher concluded that media could be used as a learning tool for children to recognize hijaiyah letters. Researchers interact with students more and provide motivation, conduct activities to recognize hijaiyah letters inside and outside the classroom, and give rewards or praise so that children are more motivated and confident to participate in learning activities to recognize hijaiyah letters. This Dharma Wanita Kauman I Kindergarten teacher has utilized used media and hand notes (small notebooks) for recognizing hijaiyah letters. Each student has their own copy of the book. The following are the outcomes of the researchers' interviews with key informants:

1. It is difficult to recognize hijaiyah letters

There are still children in the Dharma Wanita Kauman I Kindergarten who are unfamiliar with the hijaiyah letter. The following is an interview with Mrs. Sri Paryanti, principal, conducted by a researcher:

"If you look at what the children at TK Dharma Wanita Kauman I have achieved, their ability to recognize hijaiyah letters can be said to be poor, as evidenced by the iqro' value / recognizing hijaiyah letters that are poor, lack of interest in learning Hijaiyah letters, and even among 25 children, only 10 children reached the target according to the child's age."

The Dharma Wanita Kauman I Kindergarten teacher confirmed this, saying:

"The level of children's ability to recognize hijaiyah letters in TK Dharma Wanita Kauman I is not perfect; every morning before children begin learning activities, children take the Koran by bringing a notebook; however, not all children want to participate in Koran activities every morning due to their lack of interest in getting to know each other letters to hijaiyah"

According to several interviews with researchers, nearly 60% of kindergarteners at Dharma Wanita Kauman I are unable to recognize the hijaiyah letter. In this situation, it is very concerning for children who are unable to read hijaiyah letters because it will be challenging for them to read in the future, in addition to the lack of support from the child's parents who do not provide them with an education to read iqra'.

2. Can recognize hijaiyah letters

Those who are already proficient in reading hijaiyah letters may have some difficulty reading other hijaiyah letters. Ibu Sri Paryanti, the principal, gave the following explanation:

"I'm relieved because some of the children still know hijaiyah letters." Only 40% of students in TK Dharma Wanita Kauman I can recognize hijaiyah letters. Despite the fact that their age has not yet reached the specified target for recognizing hijaiyah letters. It is very interesting for children to learn to recognize hijaiyah letters through the use of media.

According to the research results of the interviews, some children have difficulty recognizing hijaiyah letters due to various factors, while others know hijaiyah letters very well and perfectly.

Regarding the aspects developed by teachers in the use of used media media to improve the ability to recognize hijaiyah letters in TK Dharma Wanita Kauman I, among others:

a. Aspects of Religious And Moral Values

Using used media to recognize hijaiyah letters can promote religious and moral development in young children. Puzzle media made of used cardboard to introduce places of worship is one of the educative and in accordance with aspects of child development that does not violate the principles of choosing learning media so that it has a positive impact on children, both in terms of cognitive, affective, and psychomotor to improve their life skills. (Fauziyah, 2014). Variations in the use of natural media by teachers, such as leaves, twigs, bamboo, water, stones, and soil, are extremely beneficial to children's moral development (Oktari, 2017). According to Aning Rahayu's research, using natural media can improve the ability to recognize symbols and symbols (Rahayu, 2022).

b. Physical Aspects of Motor

Early childhood physical motor development can be aided by the use of used material media in recognizing hijaiyah letters. The activity of playing cards with hijaiyah letters is an example of activity in this research. Children's fine motor skills can be improved by using used media at Al-Fitrah Kindergarten in Aceh Besar District. (Fatimah et al., 2020). According to Sri Wahyuni's research, using natural media can improve children's fine motor skills by 15% between cycle 1 and cycle 2. (Wahyuni & Khotimah, 2014).

c. Social Emotional Aspects

The use of repurposed media in teaching young children to recognize hijaiyah letters can promote their social and emotional development. Children in this research can be responsible for completing teacher-assigned tasks and can play with peers, among other activities. The research of Luh Ayu Tirtayani indicates that the use of used media can improve the social and emotional skills of children in Budhi Kerti Kindergarten Buleleng.

d. Cognitive Aspects

Utilizing used media to teach young children to recognize hijaiyah letters can facilitate cognitive growth. Children can assemble a puzzle and categorize the types of patterns according to their color as an example of an activity in this research. The research of Sari Nurmila Hasri indicates that the use of natural media can enhance the cognitive abilities of group B children RA Mi'Rajus (Nurmila, 2021).

e. Language Aspects

Early language development can be supported by using recycled media to identify hijaiyah letters. Children who speak clearly, ask questions, and comprehend what is meant by the teacher when they give instructions or follow rules are examples of activities in this research.

Improving Children's Ability to Recognize Hijaiyah Letters in Kindergarten Dharma Wanita Kauman I, Widodaren District Using Used Materials (Consumables).

The results of the researcher's interview with Mrs. Sri Paryanti, principal of the Dharma Wanita Kauman I Kindergarten, are presented below.

"Our efforts at TK Dharma Wanita Kauman I to improve the ability to recognize hijaiyah letters in early childhood include the use of used media that have been transformed into APE (Educational Game Tools) such as hijaiyah letter cards, puzzles, and media made from used bottle caps." We use this method because it is very effective in teaching children hijaiyah letters."

A teacher uses learning strategies that children enjoy in order to improve their ability to recognize hijaiyah letters. This can pique children's interest and enthusiasm for learning to recognize the hijaiyah letters, each hijaiyah letter that is learned. Children are inspired and enthusiastic about learning. As a result, it is simple for children to remember every hijaiyah letter that they learn. The goal of this study was to see if there was an improvement in children's ability to recognize hijaiyah letters through the use of used materials as learning aids. This learning media is very useful during the teaching and learning process, as it makes learning more varied and enjoyable, increasing students' learning motivation. Observations were made three times, at the first, second, and third meetings. The first meeting

did not use any media, while the second meeting used blackboard media and the third meeting used recycled materials such as used cardboard, ice cream sticks, and bottle caps. To determine the initial conditions, a pre-test was administered to children to determine their level of ability to recognize letters. Following that, at the conclusion of each meeting, a post-test was administered to determine the outcomes of the media use. The pre-test and post-test results were kept as observation material.

The steps taken in this research were as follows: 1) preparation, 2) creation of pre-test questions, 3) administration of a pre-test prior to learning to determine the ability to recognize the initial hijaiyah letters. 4) Carrying out teaching and learning activities in which the first meeting did not use used material media but the second meeting did, 5) Conducted a post-test to determine the outcomes of student learning. 6) Data analysis (pre-test and post-test), 7 Making conclusions.

The study results of the researcher's interview with one of the students, Syifa, a TK Dharma Wanita Kauman I student:

"I'm very happy, ma'am, learning to recognize hijaiyah letters using this used material media has made us even more enthusiastic about learning to memorize hijaiyah letters."

Based on the interview, it is possible to conclude that the use of used material media has a significant impact on the learning process of students at TK Dharma Wanita Kauman I. In the following discussion, the researcher discovered that by using media-used materials (consumables) in TK Dharma Wanita Kauman I, 90% of students improved. Researchers studied the development of children in TK Dharma Wanita Kauman I who used media (consumables) in recognizing hijaiyah letters. They reached 22 children with information on BSB (Very Well Developed) and BSH (Developing Accordingly) scores. Only three children are still missing in recognizing hijaiyah letters with descriptions of the MB (Beginning to Develop) value. The research implementation went smoothly. Even if the second meeting's weaknesses are not ideal, they can be overcome. Researchers, assisted by teachers, have increased the ability to recognize hijaiyah letters with used media media to 90%. (22 of 25 students). According to the research data, there were differences in student learning outcomes between the three meetings mentioned above. The post-test results from the first meeting showed that many students had not memorized the BB and MB scores; however, the post-test scores of students in the second meeting had increased, albeit by only 60%, In the third meeting, the

average value of students who use used media media is 90%, indicating that learning using used media media in introducing hijaiyah letters is very important in student learning. When compared to the data and research presented above, efforts to improve the ability to recognize children's hijaiyah letters in early childhood at TK Dharma Wanita Kauman I are very useful and fun for children, and the teacher's methods in learning can be further developed. At the same time, it can make children more enthusiastic about learning. This was confirmed by the Dharma Wanita Kauman I Kindergarten teacher, who stated:

"One of these efforts is the teacher's use of media made from used (consumable) materials, such as used cardboard made into hijaiyah letter cards, ice cream sticks made into hijaiyah letter puzzles, and bottle caps made for grouping lessons." hijaiyah letters are classified based on their color. In addition to the use of used media, the teacher's efforts to improve the ability of children to memorize hijaiyah letters include the use of small notebooks to track the level of recognition of hijaiyah letters. APE (Educational Game Tool) from used materials is used so that children are more concentrated in increasing recognizing hijaiyah letters by planning the manufacture of APE (Educational Game Tool) from this used material, so that children do not get bored easily in recognizing hijaiyah letters by reading the Koran only.

Based on the data obtained, it is concluded that various learning methods using used media media are used to introduce hijaiyah letters to early childhood, so the efforts made can be said to be successful. Every day, parents and teachers can find out how well their children recognize hijaiyah letters. The teacher's planning in improving recognizing hijaiyah letters with the existence of this Koran notebook is so that the process of introducing hijaiyah letters to children can always be known both at school and at home.

Teachers' Inhibiting and Supporting Factors in Improving Children's Ability to Recognize Hijaiyah Letters Using Used Materials Media (Consumables) at Dharma Wanita Kauman I Kindergarten

The problem of early childhood in recognizing hijaiyah letters through the media of used materials stems from a family environment with different living environments; early childhood arrives at school with their own abilities and ways to grow and develop in their environment, Similarly, in TK Dharma Wanita Kauman I, there are children who can recognize hijaiyah letters and others who cannot, some who are obedient and others who are not obedient to advice, and some spoiled children like to be praised, some act arbitrarily without regard for other children, some like to interfere with the circumstances of each of these

children can affect the processes of learning activities in recognizing hijaiyah letters that require attention by the teacher, even the teacher acts to provide reward/gift so that children become enthusiastic Mrs. Sri Paryanti, Head of Kindergarten Dharma Wanita Kauman I, told the researcher:

"Knowing hijaiyah letters is obligatory for every Muslim and Muslimat, but there are still many children in kindergarten who find it difficult to recognize hijaiyah letters, which can be caused by environmental factors and parents, for factors that support introducing children to letters." Hijaiyah, the teacher here, has a method that can be used in teaching, namely the use of used materials as media (consumables). The use of this used material media aims to improve educational quality, and it is hoped that students will be able to quickly recognize the hijaiyah letters conveyed by the teacher."

This viewpoint was shared by Mrs. Setyaningrum, Chairperson of the Dharma Wanita TK Foundation, who stated:

"I strongly support the use of used media in learning; it is hoped that it will improve the teaching and learning process for teachers while also allowing students to be more effective, efficient, and creative. Another advantage of reusing media is that it reduces learning operational costs and makes teacher preparation easier. Furthermore, it circumvents the limitations of learning media that are not available in TK Dharma Wanita Kauman I, Widodaren District".

The research results of the researcher's interview with one of the students at TK Dharma Wanita Kauman named Wirda I said:

"After school, I was not allowed to play outside the house; I was only allowed to play inside, and my parents taught me the Koran at night."

This viewpoint is shared by Dharma Wanita Kauman I Kindergarten teacher, who stated:

"The environment and parents here should play an important role in teaching children to recognize the hijaiyah letter, so that children are more fluent and improve in recognizing the hijaiyah letter at home and school. Children should be introduced to the hijaiyah letter at a young age.", Therefore, the enthusiasm of children in playing hijaiyah letter cards, arranging pazzles, and sorting bottle cap colors is a factor that aids teachers in enhancing their students' ability to recognize hijaiyah letters via the media of used materials.

There are three factors that contribute to children's inability to recognize hijaiyah letters on used material media:

- a. Environmental factor

An unfavorable environment has a significant impact on the development of a child who cannot distinguish between good and bad behaviors. Therefore, it impacts a child's soul. Mrs. Sri Paryanti, the principal of the Dharma Wanita Kauman I Kindergarten in the Widodaren District, was interviewed by the researcher and revealed the following:

"Children frequently play with friends who do not want to learn the Koran properly due to their environment, where the children's home environment has developed a variety of media for playing and relaxing, including mobile phones. They therefore do not wish to recite the Koran."

The results of the interview conducted by the researcher with one of the Daffa children at TK Dharma Wanita Kauman I said:

"After reciting the Koran and learning the hijaiyah letters at school until I arrived home, I immediately played with my friends and on my cellphone, which contained games and YouTube, and ceased reciting the Koran."

b. Parents

Parents are at-home educators who have a significant impact on a child's development at home and in the community. If a parent improperly educates a child, then the child will not be successful in recognizing hijaiyah letters and reciting iqra', Consequently, the child will not be able to read iqra', and the parents' efforts to educate the child will have failed. The results of the interview conducted by the researcher with one of the Rezza children at TK Dharma Wanita Kauman I said:

"My mother and father play their own cellphones by themselves and do not recite the Koran at home; after school, I play near the house with my friends."

Mrs. Erna, one of the guardians of the Dharma Wanita Kauman I Kindergarten, confirmed the same thing, saying:

"From what I see, the activities of children after school whose homes are quite close to those of other kindergarten children, do not rest but instead play with their friends without changing clothes first."

Some people do not want to recite the Koran and repeat the hijaiyah letters at home, and there is no place for afternoon or evening recitations in the area where the child lives. It is solely dependent on the school.

c. Children's disinterest in educational media

Students' disinterest in media is manifested by an unenthusiastic attitude toward carrying out the learning process when using specific learning media. As a result, forcing students will result in boredom and laziness. Finally, the learning objectives that should be carried out efficiently and effectively do not go well. In an interview with the principal, Ibu Sri Paryanti, the researcher stated:

"A creative teacher will never give up on a situation." The lack of funds forces the teacher to be creative in using used materials as learning media for students. It can foster children's interest in recognizing hijaiyah letters and encourage children's creativity by using this used material media, allowing the teaching and learning process to be maximized."

The findings of the researcher's interview with one of the children at TK Dharma Wanita Kauman named Raka I said:

"We are tired of only posters with hijaiyah letters and magazine books in the media; we will be happier with media made from recycled materials because it is very interesting to learn."



Figure 1. APE (Educational Game Tool) Hijaiyah letter cards from used cardboard



Figure 2. APE (Educational Game Tool) Hijaiyah letter cards from used cardboard



Figure 3. APE (Educational Game Tool) Hijaiyah letter cards from used cardboard

CONCLUSION

The level of recognition of children's hijaiyah letters varies depending on the age of the child. There are some children who have difficulty recognizing hijaiyah letters, while others are able to do so well despite not yet having reached the age requirement. Observations show that the ability to recognize children's hijaiyah letters has significantly improved. If a percentage of 40% (10 out of 25 students) had difficulty recognizing the hijaiyah letter before the action, the percentage after the learning action through the media used materials increased to 90% (22 out of 25 students) were able to recognize the hijaiyah letter well. Early childhood efforts in TK Dharma Wanita Kauman to improve the ability to recognize hijaiyah letters I am introducing hijaiyah letters to children by using used media (consumables) used by teachers. Materials used in the media can also pique children's interest in learning because they come in a variety of shapes and colors. The following factors inhibit the ability to recognize hijaiyah letters through fuel media (1) Parental neglect in teaching children to recognize the hijaiyah letters at home, (2) Parents rely solely on schooling for their children's education, (3) The factors that contribute to an increase in the ability to recognize hijaiyah letters through fuel media are (4) Various APE (Educational Game Tools) made from used materials (consumables), such as used cardboard, ice cream sticks, and bottle caps, are utilized to introduce the hijaiyah letters with a childlike spirit, (5) Materials utilized by the media excite children and prevent them from being bored. The use of used material media can reduce operational costs and overcome the limitations of learning media that are unavailable in TK Dharma Wanita Kauman I to facilitate teacher preparation in teaching.

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