



**THE TARTILUNA METHOD AND SMART TV: STRATEGIES FOR
INTRODUCING HIJAIYYAH LETTERS IN EARLY CHILDHOOD EDUCATION
AT NASIMA KINDERGARTEN, SEMARANG**

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Abstrak

Huruf hijaiyyah adalah bagian penting dalam memahami dua pedoman utama dalam hidup, yaitu Al-Qur'an dan Hadits. Oleh karena itu, penting untuk memperkenalkannya kepada anak-anak di usia dini, baik melalui pendidikan formal maupun non-formal. Mengajarkan huruf hijaiyyah pada anak usia dini sering kali menghadirkan permasalahan seperti tidak adanya metode yang menarik, rendahnya minat belajar anak, dan penggunaan teknologi digital yang kurang tepat dalam pembelajaran. Penelitian ini bertujuan untuk mengenalkan huruf hijaiyyah sedari awal sebagai dasar untuk belajar membaca Al-Qur'an, serta meningkatkan pemanfaatan teknologi digital dalam pendidikan anak-anak dengan menggunakan Metode Tartiluna dan Smart TV. Metode yang diterapkan dalam penelitian ini adalah pendekatan deskriptif kualitatif, yang mengumpulkan data melalui pengamatan, wawancara, dan dokumentasi. Subjek penelitian mencakup guru dan anak-anak di TK Nasima, Semarang. Untuk analisis data, data dikumpulkan, disajikan, dan disimpulkan. Hasil penelitian menunjukkan bahwa metode pengenalan huruf hijaiyyah dengan menggunakan Metode Tartiluna dan Smart TV dapat memberikan pengalaman belajar yang menarik, efektif, dan sesuai dengan kebutuhan anak usia dini. Pemanfaatan Smart TV memudahkan anak-anak untuk mengenali, mengingat, dan mengucapkan huruf hijaiyyah dengan benar. Selain itu, Metode Tartiluna yang menekankan ketenangan dan keteraturan, bila dipadukan dengan teknologi Smart TV, menciptakan suasana belajar yang interaktif, menyenangkan, dan bermanfaat bagi anak-anak di usia dini.

Kata Kunci: *Metode Tartiluna, Smart TV, Huruf Hijaiyyah, Anak Usia Dini*

Abstract

The Hijaiyyah alphabet is an essential component in understanding the two primary guides in life: the Quran and the Hadith. Therefore, it is important to introduce it to children at an early age, through both formal and non-formal education. Teaching the Hijaiyyah alphabet to young children often presents challenges such as the lack of engaging methods, low student interest, and the inappropriate use of digital technology in learning. This study aims to introduce the Hijaiyyah alphabet from the very beginning as a foundation for learning to read the Qur'an, as well as to enhance the use of digital technology in children's education by employing the Tartiluna Method and Smart TV. The method applied in this study is a qualitative descriptive approach, which collects data through observation, interviews, and documentation. The research subjects included teachers and children at Nasima Kindergarten, Semarang. For data analysis, the data was collected, presented, and summarized. The

results of the study indicate that the method of introducing the Hijaiyyah letters using Tartiluna and Smart TV can provide a learning experience that is engaging, effective, and appropriate for the needs of early childhood. The use of Smart TV makes it easier for children to recognize, remember, and pronounce the Hijaiyyah letters correctly. Additionally, the Tartiluna method, which emphasizes calmness and order, when combined with Smart TV technology, created an interactive, fun, and beneficial learning atmosphere for children at an early age.

Keywords: *Tartiluna Method, Smart TV, Hijaiyyah letters, Early Childhood*

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A. INTRODUCTION

The instruction of Hijaiyyah letters for early childhood requires profound pedagogical consideration from educators, as it serves as a critical foundation for children to comprehend the Qur'an and Hadith in accordance with their developmental stages. Hijaiyyah letters constitute the Arabic script – also referred to as '*Huruf al-Hija'*' and '*Huruf al-Tahajji'*' – which represent the symbols utilized in written communication.¹ The introduction of these letters is a fundamental component of the early educational process, essential for ensuring that children develop a robust understanding of religious knowledge.

The introduction of Hijaiyyah letters constitutes a crucial initial stage in mastering the recitation of the Qur'an and Hadith. Introducing these scripts from an early age yields a significant positive impact on a child's overall development. Furthermore, by familiarizing children with these letters, educators prepare them for future reading competencies, ensuring a smoother transition to more advanced literacy skills in later years.² Hijaiyyah letters are a fundamental element in understanding the two primary guides of life to be followed. Consequently, it is imperative to introduce these letters to Muslim children through both formal and informal educational

¹ Imroatus, *Pembelajaran Huruf Hijaiyyah Bagi Anak Usia Dini*, in *Proceedings of The 2nd Annual Conference on Islamic Early Childhood Education*, Vol. 2 (2017), p. 177.

² Ria Oktafera, Sri Watini, and Pendidikan Anak Usia Dini, "Implementasi Model Pembelajaran ATIK Untuk", 6 (2023), p. 3302.

channels. Teaching Hijaiyyah letters to young learners, therefore, necessitates appropriate instructional methods or tools and effective strategies, as these factors contribute significantly to the efficacy of the teaching and learning process.³

Learning activities are, in essence, a form of communication. Educational success is achieved when the material delivered by the teacher is effectively transformed into comprehensive understanding by the students. Consequently, educators require instructional media as a means of communication. The utilization of teaching materials in early childhood education is highly beneficial for reinforcing comprehension, as children at this stage tend to engage in concrete operational thinking. Children better grasp and internalize information when presented with realistic contexts, ultimately leading to the attainment of educational objectives: the enhancement of knowledge, attitudes, and skills.⁴

Success in introducing Hijaiyyah letters to children involves more than mere instructions to read; it must be guided and directed in a manner congruent with their developmental phases. Each child possesses unique characteristics and varying levels of ability, necessitating that educators recognize individual temperaments to determine the most appropriate instructional methods. Consequently, the learning process must be meticulously tailored to align with the specific traits and developmental stages currently experienced by the child.⁵

Along with advancements in digital technology—such as the utilization of smartphones, computers equipped with multimedia, internet connectivity, and various other audio-visual media—educational tools for learning and communication have evolved significantly. A skilled educator must leverage technology to facilitate the learning process effectively. Furthermore, teachers must exercise prudence in its

³ Nova Noor et al., 'Rancang Bangun Aplikasi Mobile Learning', *Jurnal Teknologi Pendidikan*, 13.2 (2019), p. 40.

⁴ Muthmainnah, "Pemanfaatan Video Clip untuk Meningkatkan Keterampilan Sosial

Anak Usia Dini", *Jurnal Pendidikan Anak*, 2(2) (2015), p. 373.

⁵ Herawati, 'Memahami Proses Belajar Anak', *Bunayya: Jurnal Pendidikan Anak*, 4.1 (2020), p. 40.

implementation to ensure that technological progress is utilized to its full potential. Young children generally possess a high degree of curiosity toward novel experiences, and technology often represents a new frontier for them. Consequently, educators should harness technology to enhance children's engagement and interest in learning.⁶

The rapid pace of modern advancements offers educators numerous opportunities to utilize or create innovative instructional resources. A prime example is the innovation of learning tools frequently employed in the classroom. Instructional media must be capable of capturing students' attention to foster engagement; various tools have been developed for this purpose, ranging from traditional books and animated films to specialized 'smart boards' specifically designed for Hijaiyyah letter recognition.⁷

This medium effectively addresses contemporary educational challenges by stimulating children's curiosity and motivation during the learning process. At Nasima Kindergarten in Semarang, Smart TV technology is utilized to bolster children's interest in Hijaiyyah letter recognition. A Smart TV—defined as an intelligent, programmable display capable of presenting diverse visual content—serves as a versatile instructional tool. This type of media is increasingly integrated into primary and early childhood education to introduce fundamental concepts, such as literacy and numeracy, to young learners.⁸

The Smart TV utilized in this context features a standard design with an approximately 30-inch display, equipped with a wheeled bracket to ensure safety and mobility across different learning environments. Operationally, instructional modules in PDF format are transmitted from a

⁶ Eem Kurniasih, 'Media Digital pada Anak Usia Dini', *Jurnal Kreatif: Jurnal Kependidikan Dasar*, 9.2 (2019), p. 88.

⁷ Afrilliany, 'Pengembangan Media Smart Little Board (Hijmalib) untuk Pengenalan Huruf Hijaiyyah pada Anak Usia 5–6 Tahun', *Aulad: Journal on Early Childhood*, 8.1 (2025), p. 172.

⁸ Suyadi and Ulfah Nabilla Maghfi, 'Meningkatkan Kemampuan Bahasa Anak Melalui Media Papan Pintar (Smart Board)', *Jurnal Program Studi PGRA*, 6.2 (2020), p. 164.

mobile device to the Smart TV, which educators then access via remote control through the device's file management system. Each classroom teacher is required to utilize modules tailored to the children's developmental levels, specifically the 'Tartiluna Method.' Developed by the Quran Learning Center (QLC) team at Nasima School, the Tartiluna Method is a pedagogical approach designed for learning the Qur'an in a rhythmic (*tartil*), structured, comfortable, and engaging manner. The integration of the Tartiluna Method with Smart TV technology represents a unique instructional innovation at Nasima Kindergarten, aimed at fostering an appealing and enjoyable environment for Hijaiyyah letter recognition.

Previous research serves as a vital reference to support and strengthen the theoretical framework of a study. By leveraging existing research, insights can be gained regarding relevant findings, methodologies employed, and potential areas for further

exploration. One such significant study was conducted by Darajaatul Uula et al., which investigated the utilization of digital learning tools through Smart TVs for teaching daily prayers (*doa*) at RA Al-Munawwarah in Pamekasan. In their study, the researchers explored how Smart TV integration facilitates the instruction of daily supplications, highlighting a practical application of this technology within the learning process at that institution.⁹

Existing literature on the utilization of Smart TVs provides a foundational basis for this study. However, the current research, which centers on the implementation of Smart TVs for Hijaiyyah letter recognition, is distinctive. Its uniqueness lies in the fact that it does not merely focus on the electronic medium itself but integrates it with the specialized 'Tartiluna Method' tailored for early childhood education at Nasima Kindergarten, Semarang. This study analyzes how the synergy between the Tartiluna Method and Smart TV technology creates a

⁹ Darajaatul Uula and Muliatul Maghfiroh, 'Penerapan Media Pembelajaran Elektronik Smart TV sebagai Media Belajar Doa Sehari-Hari di RA Al-Munawwarah Pamekasan', *ARJI: Journal of Education*, 7.1 (2025), pp. 303-304.

learning experience that is engaging, effective, and developmentally appropriate. Furthermore, this research offers an instructional model that can be adopted by other Early Childhood Education (ECE) institutions, particularly in integrating religious education with continuous technological advancements. Consequently, the primary objective of this study is to examine the implementation of the Tartiluna Method and Smart TV integration and to evaluate its benefits in facilitating Hijaiyyah letter recognition for young learners.

B. METHOD

This study employs a descriptive qualitative approach, utilizing data collection techniques such as field observations, in-depth interviews, and documentation analysis. By adopting a qualitative framework, this research aims to provide an authentic and detailed representation of the phenomena as they occur in situ. The

research was conducted at Nasima Kindergarten, located at Jl. Puspanjolo Tengah Raya No. 69, Bojongsalaman, West Semarang, Semarang City, Central Java. The primary participants of this study consisted of 18 children within the 4–5 year age range (Group A).

Data were obtained through direct observation, interview sessions, and documentation. Observation served as the preliminary stage in examining the subject, during which the researchers engaged in participant observation.¹⁰ This approach was employed to examine the interactive dynamics between educators and students during the implementation of the Tartiluna Method and Smart TV. Regarding the interviews, this study utilized a semi-structured interview technique, which allowed for conversational flexibility while remaining systematically aligned with a predetermined set of research questions.¹¹

Documentation encompasses the collection of various written records, photographs, and

¹⁰ Ina Magdalena, Tini Sundari, Silvi Nurkamilah, Nasrullah and Dinda Ayu Amalia, 'Analisis Bahan Ajar', *Nusantara: Jurnal Pendidikan dan Ilmu Sosial*, 2.2 (2020), p. 312.

¹¹ Hani Subakti, Roberta Uron Hurit and others, *Metodologi Penelitian Kualitatif* (2023), p. 59.

video recordings, which serve as empirical evidence to substantiate and reinforce the observational findings.¹²

Table 1. Framework of Hijaiyyah Letter Recognition Using the Tartiluna Method and Smart TV

No	Identification Category	Description
1.	Instructional methods for Hijaiyyah letter recognition	Implementation of the Tartiluna Method and Smart TV integration
2.	Definition of the Tartiluna Method and Smart TV	Identification and conceptualization of the Tartiluna Method and Smart TV technology
3.	Student response toward Hijaiyyah recognition activities	Evaluation of children's engagement and responses during learning activities
4.	Implementation of the Tartiluna Method and Smart TV	Analysis of the pedagogical application of the Tartiluna Method and Smart TV
5.	Benefits of the Tartiluna Method and Smart TV	Facilitating Hijaiyyah recognition and strengthening character building in early childhood

The interactive data analysis process ensures that the research findings emerge from a dynamic and iterative procedure. In the first stage, data reduction, unorganized information is sorted and categorized

to highlight the most significant elements. In the second stage, data display, the research findings are processed into a structured narrative that describes observed relationships, trends, and patterns. Finally, the conclusion drawing and verification stage allows the researcher to synthesize insights while rigorously examining the validity and consistency of the results.¹³ This analysis provides a robust foundation for delivering meaningful insights into how the integration of the Tartiluna Method and Smart TV influences Hijaiyyah letter recognition for young learners at Nasima Kindergarten, Semarang.

C. FINDINGS AND DISCUSSION

In the early stages of life, children enter a critical phase known as the 'golden age,' during which they exhibit heightened sensitivity and responsiveness to environmental stimuli. This sensitive period occurs when physical and mental maturation has reached a threshold, rendering the

¹² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabeta, 2013), pp. 239-240.

¹³ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, 2nd edn (Sage Publications, 1994), pp. 10-12.

individual ready to respond to external impulses from their surroundings.¹⁴

The Tartiluna Method and Smart TV integration serve as available instructional resources that can be effectively utilized within the learning process. The implementation of this synergy is of paramount importance, as children demonstrate significantly higher levels of responsiveness and interest when these learning tools are employed during instruction. Consequently, this study was conducted to evaluate the efficacy of activities incorporating the Tartiluna Method and Smart TV at Nasima Kindergarten, Semarang.

1. The Implementation of the Tartiluna Method and Smart TV in Hijaiyyah Letter Recognition

The Tartiluna Method is an approach designed for learning Al-Qur'an recitation in a rhythmic (*tartil*), systematic, comfortable, and engaging manner, conceptualized by the Quran Learning Center (QLC) team at Nasima School. Complementing this method,

the Smart TV serves as a programmable visual display tailored to instructional needs within the learning environment at Nasima Kindergarten, Semarang. The integration of the Tartiluna Method and Smart TV is sustained by several critical elements that enhance the efficacy of the teaching and learning process. A primary factor is the comprehensive support from the school principal, who actively promotes the adoption of this technology to foster a more interactive and captivating classroom atmosphere. Such leadership reflects a profound commitment to educational innovation. Ultimately, early childhood education is designed to facilitate holistic development, emphasizing the cultivation of every dimension of a child's character.

The recitation session commences with the 'Sholawat Qur'aniyah' prayer, followed by the memorization of the *wudhu* (ablution) intention, the *salat* (prayer) intention, and the sequence of movements and recitations in *salat*. The session continues with individual Al-Qur'an reading according to each

¹⁴ Rosa Bella Sukatin, Qomariyyah Yolanda Horin and Alda Afrilianti Alivia, 'Analisis Psikologi Perkembangan Sosial Emosional

Anak Usia Dini', *Bunayya: Jurnal Pendidikan Anak*, 6.2 (2020), p. 156.

student's respective page and concludes with a closing supplication. To support this process, the Smart TV – featuring a standard intelligent display of approximately 30 inches – is utilized. It is mounted on a wheeled bracket to ensure safety and mobility, allowing it to be easily transported across various learning environments as needed. The operational procedure is highly practical: teachers transmit the instructional modules in PDF format from their mobile devices to the Smart TV, then access the files via remote control by navigating to the designated folder.

Each classroom teacher is equipped with modules tailored to the children's specific abilities and developmental phases, known as the 'Tartiluna Method.' The integration of the Tartiluna Method with Smart TV technology remains a rare practice in other kindergartens, establishing it as a distinctive competitive advantage for Nasima Kindergarten in enhancing the learning process. This approach is designed to captivate young learners' interest in Hijaiyyah letter recognition through more engaging and enjoyable techniques. Consequently, instruction

shifts away from a reliance on traditional worksheets toward a more varied and stimulating educational experience. These sessions are consistently conducted every Monday. The synergy between the Tartiluna Method and Smart TV fosters a child-friendly learning environment, which is essential for improving the quality of students' comprehension and conceptual mastery.

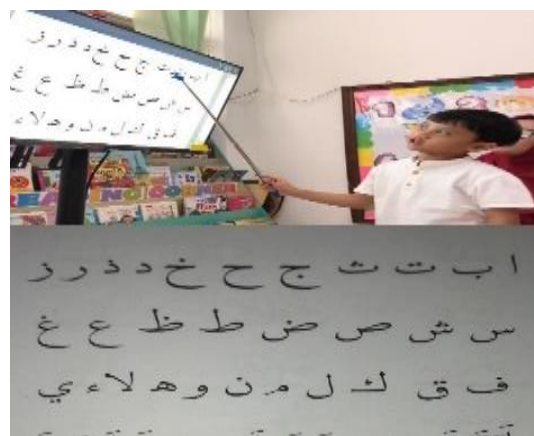


Figure 1. Students engaging in Hijaiyyah letter recognition through the Tartiluna Method and Smart TV integration

Figure 1 illustrates the instructional activities for Hijaiyyah letter recognition through the implementation of the Tartiluna Method, supported by the use of Smart TV as a learning medium. The children are directly engaged in observing and identifying the displayed letters, fostering a more interactive and captivating learning process. This

integration effectively enhances students' comprehension and focus in recognizing the forms of Hijaiyyah letters.

2. The Benefits of Implementing the Tartiluna Method and Smart TV in Hijaiyyah Letter Recognition for Early Childhood

By leveraging touchscreen technology, children find the process of recognizing Hijaiyyah letters more accessible and intuitive. The integration of the Tartiluna Method and Smart TV has been strategically selected by Nasima Kindergarten as a primary educational medium; it serves as an optimal solution to prevent instructional monotony while fostering a dynamic learning environment.¹⁵

The implementation of the Tartiluna Method and Smart TV integration significantly reinforces character development in early childhood by fostering several key values: (1) social awareness, as children learn to respect their peers' rights and maintain communal order,

demonstrating an ability to prioritize collective comfort over individual interest; (2) self-confidence, evidenced by the courage to perform or present in front of classmates, reflecting a strong belief in their own capabilities; (3) peacefulness, observed when children wait patiently in line without physical or verbal aggression, thereby respecting others' rights and maintaining a harmonious environment; (4) patience, demonstrated by the ability to wait calmly without distress or coercion, showing progress in emotional self-regulation and an understanding of turn-taking; (5) curiosity, manifested through active inquiry about their sensory experiences, indicating a high enthusiasm for exploring and understanding the world; (6) discipline, reflected in the adherence to classroom rules and the responsible completion of assigned tasks, which facilitates self-management skills; and (7) religious values, expressed through consistent devotion to religious teachings, respect for diverse beliefs, and the cultivation

¹⁵ Dinda Nur Rosyidah and Lida Fitri, 'Pemanfaatan Media Digital Ineraktif Dalam Pembelajaran Membaca Al-Quran

Untuk Anak Usia Dini: Melalui Media Smart Hafizh', 4.1 (2026), p. 600.

of a peaceful, supportive co-existence among peers.¹⁶



Figure 2. Hijaiyyah letter recognition through the integration of the Tartiluna Method and Smart TV technology

Figure 2 illustrates the process of Hijaiyyah letter recognition in early childhood through the implementation of the Tartiluna Method, supported by Smart TV media. The learning process is conducted gradually, utilizing both visual and auditory aids to facilitate children in identifying and pronouncing Hijaiyyah letters. This combination of method and media fosters a more interactive, engaging, and effective learning environment, significantly enhancing the children's foundational literacy skills.

D. CONCLUSION

The implementation of the Tartiluna Method and Smart TV for teaching Hijaiyyah letters at Nasima Kindergarten, Semarang, has proven to be highly instrumental in the instructional process. The visual presentation of materials significantly increases students' engagement and enthusiasm, while simultaneously facilitating better recognition and retention of the Arabic alphabet. Furthermore, the integration of technology encourages educators to adopt more innovative pedagogical approaches, fostering a vibrant and dynamic learning environment that effectively prevents instructional monotony.

Consequently, the utilization of the Tartiluna Method and Smart TV serves as a viable alternative to efficiently enhance the quality of Hijaiyyah instruction during the early stages of childhood development. The Tartiluna Method facilitates the mastery of correct pronunciation, which, when integrated with the visual capabilities

¹⁶ Naila Fikrina Afrih Lia, 'Penguatan Soft Skills Anak Melalui Pendidikan Karakter pada Anak Usia Dini: Studi Kasus di RA

Wathoniyah Kendal', *Jurnal Inovasi dan Teknologi Pendidikan*, 1.2, p. 228.

of Smart TV, yields optimal educational outcomes. This synergy enables educators to employ more innovative and captivating teaching strategies. In conclusion, the integration of these two elements is highly efficient in supporting Hijaiyyah literacy; the structured and disciplined nature of the Tartiluna Method, combined with Smart TV technology, fosters an engaging, enjoyable, and beneficial learning atmosphere for young learners.

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