

The Influence of Reading and Writing Literacy in Introducing Islamic Values in Early Childhood at TK Putra II Serang

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ABSTRACT

This study aims to analyze the effect of reading and writing literacy on the understanding and acceptance of Islamic values in early childhood at Putra II Kindergarten, Serang District. Using associative method and quantitative approach, this study examines the relationship between the independent variable, namely reading and writing literacy, and the dependent variable, namely understanding and acceptance of Islamic values. This study used SPSS version 24 software to analyze numerical data obtained from questionnaires and observations. The research subjects were early childhood children with an age range of 4 to 6 years old with a total of 54 children. This research is required to make an important contribution to the development of more effective Islamic religious education methods at the early childhood education level. The hypothesis tested is that there is a positive and significant influence between reading and writing literacy and understanding of Islamic values in early childhood. The research was conducted at TK Putra II Serang from May to June 2024. The limited time for data collection and analysis may have affected the findings. This research will also analyze the long-term impact of implementing learning that integrates literacy and Islamic values in early childhood. Thus, this study can provide empirical evidence on the benefits and effectiveness of this approach in preparing children to have good literacy skills and a strong understanding and appreciation of religious values. The results showed that the value of r is smaller than the level α used which is 0.000 or $0.000 < 0.05$ so that H_0 is rejected and H_a is accepted, which means that there is a significant effect of reading and writing skills on Islamic values at Putra II Serang Kindergarten.

Keywords: Reading Literacy, Writing Literacy, Islamic Values, Early Childhood

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INTRODUCTION

Literacy education in early childhood is an important foundation for developing skills and abilities in literacy. One of the first ways to do this is by starting activities such as reading books or listening to children tell stories as a daily activity. By reading, children become more familiar with the world of literacy and make literacy a necessity for them. Basic literacy education should start in the home and preschool environment before children enter primary school. By developing literacy skills in early childhood, we can help

them enter the world of literacy more easily and improve their abilities in all aspects of life. (Zati, V., D., 2018).

Literacy skills in early childhood can be in the form of stories to help satisfy their curiosity. Through oral and written storytelling activities, children receive information from teachers or parents, transfer knowledge, hone their imagination, and gain new knowledge. Early childhood education is very important in developing children's literacy skills, including reading literacy, math literacy, and science literacy. Stories told to children should attract their attention and not distract from the learning objectives. The stories that are read should be stories or things that are unfamiliar to the child, so teachers or parents need to ensure the child gets valuable experiences to encourage their future development. (Syamsiyah & Hardiyana, 2021).

Islamic values need to be introduced and understood by children through a structured and comprehensive approach. This introduction is expected to encourage children to live these values in their daily lives. Islamic education is tasked with instilling Islamic values in children and developing their ability to dynamically practice these values and adapt quickly. This shows that Islamic values are not an option but must be able to develop maturity in faith, piety, and the implementation of the lessons learned. (Abdiyah, 2021).

Despite its importance, introducing Islamic values in early childhood is not easy. There are various challenges faced by PAUD institutions, including TK Putra II Serang, in carrying out this task. One of the main challenges is how to present religious material in a fun and interesting way for children. Early childhood has a short concentration span and prefers to learn through active interaction and play. Based on observations, literacy activities such as storytelling and reading picture storybooks at Putra II Serang Kindergarten have not utilized material content that contains Islamic values. Literacy activities are limited to training motor and thinking skills without paying attention to the input of religious values. Whereas at that age, children begin to be sensitive to the things around them.

Early Childhood Literacy

Literacy is the result of language, writing, speaking, mathematics, and problem-solving skills at various levels of work competence in accordance with predetermined goals. In addition, literacy is also a recreational activity or activity that encourages the development of literacy as a reader and writer (Wiendsy & Nalurita, 2017). Therefore, interaction with other individuals regarding literacy is very important. Also involved in literacy is the ability to utilize written or printed information to gain knowledge, as well as the ability to read and write as a means of communication. In addition, literacy encourages the development of confidence in one's own abilities and increases the desire for continuous learning.

Reading can be considered an activity that involves comprehension of written language as well as the ability to understand and express feelings, ideas, and concepts through written language. Through reading, a person will acquire a lot of information and knowledge that will broaden their understanding. This vast learning capacity is a

fundamental resource in the early stages of literacy or a foundation for improving later skills. Reading is thus considered the most basic literacy skill (Nuraisyah et al., 2023).

Types of Literacy

a. Reading and Writing Literacy

Early childhood literacy is the process by which children are introduced to the basic concepts and skills of reading and writing a specific language from an early age. This includes introducing children to the basic concepts of letters, words, and language, as well as developing basic reading and writing skills. In addition, early childhood reading and writing skills include an understanding of basic reading and writing concepts, such as the alphabet, phonemes, and capital letters, as well as the shape and direction of writing. Children can be introduced by parents and caregivers to basic literacy activities such as writing names or recognizing commonly used letters and words. The development of reading skills in early childhood is very important, as it can help them develop good communication skills, expand their vocabulary and understanding of language, and prepare them for future literacy learning.

b. Numeracy Literacy

Numerical literacy is a person's ability to understand and use numbers, mathematics, and everyday data. It is related to understanding numbers, symbols, and analyzing quantitative information (Mulyati & Watini, 2022). Numeracy skills such as financial planning, time management, and understanding statistics are needed to make effective decisions in various life situations. Children's counting and reading skills must be mastered from an early age, as these skills can be used to solve everyday math problems. To make ECD learning fun, children should be taught to count simple objects during play (Wahyuni, 2022).

c. Science Literacy

According to Barnethien et al. (2020), science is an important component of early childhood education. Children naturally have respect for and want to study the world around them to understand it. They also want to explore their environment (Sativa & Eliza, 2023). In general, science literacy refers to a person's ability to understand, analyze, and use scientific concepts and information in everyday life. Science literacy includes an understanding of the scientific method, basic concepts, and scientific information, as well as the ability to analyze and evaluate scientific information. Science literacy is essential for students, as it can help them address increasingly complex issues related to information and technology (Zahro et al., 2019).

d. Digital Literacy

A person's ability to use, understand, analyze, and evaluate information found online is called digital literacy. It is defined as the ability to find, understand, evaluate, create, and communicate digital information in various forms from multiple sources when presented by computers (other information and communication technologies) (Lindriany et al., 2022). Digital literacy is the knowledge and skills needed to function effectively in a society that is increasingly

connected and dependent on digital technologies. It includes an understanding of technology, the ability to critically evaluate information, and the skills to engage productively in digital environments.

e. Financial Literacy

Financial literacy generally refers to a person's understanding and ability about matters such as income, expenses, savings, investments, financial planning, debt, insurance, and financial risk, as well as the ability to make informed financial decisions. In general, financial literacy refers to the knowledge, skills, and understanding of financial concepts that enable a person to make wise decisions about their personal finances, manage their money wisely, understand their rights and responsibilities as financial consumers, and build long-term financial stability.

f. Cultural and Civic Literacy

The ability of a person and society to relate to their society as part of the culture and nation is called cultural and civic education (Muniroh et al., 2020). It also includes a person's ability to understand and actively participate in community activities so that they understand cultural values, norms, and practices, as well as their rights and responsibilities as citizens (Muniroh et al., 2020).

Introduction of Islamic Values

Islamic values are the values contained in the Quran and involve various daily activities, including religious, moral, and social issues. In the context of education, Islamic principles have a significant impact on the development of human abilities and attitudes that are conducive to the harmony and welfare of society and the state (Hayati, 2018). According to M. Dawam Rahardjo, the introduction of religious values involves two aspects of life: the cultivation of devotion to God and the development of human interest in others. Cultivating a sense of devotion to God is done through the implementation of formal religious duties, such as worship. The meaning of living and understanding the meaning of worship is emphasized; this is not just a formal implementation but is intended to be learned through the intelligence of human nature (Rahardjo, 2012).

Islamic values seek to elevate the individual to a figure that has honorable traits, morals, faith, and devotion to Allah SWT. Its presence is complete and provides significant commitment (Ismail et al., 2022). The core beliefs of Islam are intended to instill in each individual a genuine sense of personal value that is absorbed through daily life. The goal is to increase the child's awareness of self-ability and understanding of everyday life, as well as utilizing Islamic principles in everyday situations. Islamic educational doctrine serves as a guide that facilitates students' religious beliefs in the school environment. The doctrine states that students should utilize Islamic principles in their daily lives.

METHOD

The research method used by researchers is an associative method with a quantitative approach, and SPSS version 24 software is used for data processing. According to (Sugiyono, 2018) the quantitative research approach can be explained as a research method based on the positivist philosophy and used to study a population or

sample. In some cases, data collection uses research instruments and quantitative or statistical data analysis, and the aim is to test predetermined hypotheses. Research in quantitative methods focuses on analyzing numerical data obtained from questionnaires processed using statistical methods.

The research used by researchers uses associative methods, which aim to determine the relationship that exists between two or more variables. Research basically aims to show the truth to solve the problem being studied. Appropriate and relevant research methods can help achieve goals. In this study, it is expected to determine the effect of reading literacy (X1) and writing literacy (X2) on Islamic values (Y).

RESULTS AND DISCUSSION

To be able to find out the simple linear regression of the effect of reading ability and writing ability on Islamic values, see the following table:

The Effect of Reading Ability on Islamic Values

Table 1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.793 ^a	.628	.621	3.995

a. Predictors: (Constant), Kemampuan Baca

Table 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1403.375	1	1403.375	87.927	.000 ^b
	Residual	829.958	52	15.961		
	Total	2233.333	53			

a. Dependent Variable: Nilai Keislaman

b. Predictors: (Constant), Kemampuan Baca

From the Model Summary table, the value of R^2 is 0.628, meaning that the reading ability variable is able to increase the value of the Islamic value variable by 62.8%. The remaining 37.2% is increased by other factors outside the regression. Based on the output above, the R value is also 79.3%. So it can be concluded that there is a strong relationship between reading ability and Islamic values. From the Anova table, the F value is 87.927 with a test significance of 0.000. Testing is done using the significance or sig criteria with the following conditions: If the significance of the study is <0.05 , H_a is accepted and H_o is rejected. If the significance number > 0.05 , H_a is rejected and H_o is accepted. Based on the results of the calculation with the SPSS program above, it appears that the value of r is smaller than the level α used, which is 0.000 or $0.000 < 0.05$, so that

Ho is rejected and Ha is accepted. This means that there is a significant effect of reading ability on Islamic values.

The Effect of Writing Ability on Islamic Values

Table 3. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.978 ^a	.956	.955	1.379

a. Predictors: (Constant), Kemampuan Tulis

Table 4. ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2134.447	1	2134.447	1122.409	.000 ^b
Residual	98.887	52	1.902		
Total	2233.333	53			

a. Dependent Variable: Nilai Keislaman

b. Predictors: (Constant), Kemampuan Tulis

From the Model Summary table, the value of R² is 0.956, meaning that the reading ability variable is able to increase the value of the Islamic value variable by 95.6%. The remaining 4.4% is increased by other factors outside the regression. Based on the output above, the R value is also 97.8%. So it can be concluded that there is a very strong relationship between writing ability and Islamic values. From the Anova table, the F value is 1122.409 with a test significance of 0.000. Testing is done using the significance or sig criteria with the following conditions: If the significance of the study is <0.05, Ha is accepted and Ho is rejected. If the significance number > 0.05, Ha is rejected and Ho is accepted. Based on the results of the calculation with the SPSS program above, it appears that the value of r is smaller than the level a used, which is 0.000 or 0.000 <0.05, so that Ho is rejected and Ha is accepted. This means that writing ability has a significant influence on Islamic values.

The Effect of Reading and Writing Ability on Islamic Values

Table 5. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.980 ^a	.961	.959	1.314

a. Predictors: (Constant), Kemampuan Baca, Kemampuan Tulis

Table 6. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2145.286	2	1072.643	621.309	.000 ^b
	Residual	88.048	51	1.726		
	Total	2233.333	53			

a. Dependent Variable: Nilai Keislaman

b. Predictors: (Constant), Kemampuan Baca, Kemampuan Tulis

From the Model Summary table, the value of R^2 is 0.961, meaning that the reading ability variable is able to increase the value of the Islamic value variable by 96.1%. The remaining 3.9% is increased by other factors outside the regression. Based on the output above, the R value is also 98%. So it can be concluded that there is a very strong relationship between the ability to read and write simultaneously and Islamic values. From the Anova table, the F value is 621.309 with a test significance of 0.000. Testing is done using the significance or sig criteria with the following conditions: If the significance of the study is <0.05 , H_a is accepted and H_o is rejected. If the significance number > 0.05 , H_a is rejected and H_o is accepted. Based on the results of the calculation with the SPSS program above, it appears that the value of r is smaller than the level α used, which is 0.000 or $0.000 < 0.05$, so that H_o is rejected and H_a is accepted. This means that there is a significant simultaneous effect of reading and writing ability on Islamic values. The regression equation obtained is as follows::

$$Y = a + b_1x_1 + b_2x_2$$

$$Y = -0.059 + 1.022 + 0.158$$

From this equation, it can be concluded that every reduction of 1 unit of the independent variable of reading ability will increase the value of the dependent variable of Islamic values by 1.022, and writing ability will increase the value of the dependent variable of learning quality by 0.158.

Table 7. Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.059	1.834		-.032	.975
Kemampuan Tulis	1.022	.049	.895	20.730	.000
Kemampuan Baca	.158	.063	.108	2.506	.015

a. Dependent Variable: Nilai Keislaman

This study aims to examine the effect of reading and writing literacy on introducing Islamic values in early childhood at TK Putra II Serang. This study uses a quantitative method with a quasi-experimental design to measure the extent to which reading and writing literacy contribute to instilling Islamic values in children. Data were collected through observations, interviews, and questionnaires distributed to teachers and parents. Based on the results, reading literacy has a significant influence on introducing Islamic values in early childhood. Children exposed to Islamic storybooks showed a better understanding of basic Islamic concepts such as tawhid, adab, and worship.

Classroom observations showed that children who read Islamic stories regularly were able to identify and remember the names of prophets, exemplary stories, and simple prayers. Written literacy was also found to have a positive impact on introducing Islamic values. Children who were given the opportunity to write hijaiyah letters, the names of Allah (Asmaul Husna), and short Arabic sentences showed progress in understanding and appreciating Islamic values. This writing activity not only helps children recognize letters and words but also strengthens their memory of the material taught. The results show that the combination of reading and writing literacy provides more optimal results in introducing Islamic values. Children who engaged in both activities consistently demonstrated a deeper and more thorough understanding of Islamic teachings. They were not only able to recall information but also apply it in their daily lives.

Observations of interactions between children and teachers in the classroom show that reading and writing literacy activities can create a fun and interactive learning environment. Children are more motivated to learn when they feel involved in the learning process through various activities that stimulate their interest.

CONCLUSION

Reading literacy has a significant influence on introducing Islamic values to children. Children who are exposed to Islamic storybooks show a better understanding of basic Islamic concepts such as tawhid, adab, and worship. Reading literacy helps children develop vocabulary related to Islam, which is then used in daily conversations and in answering questions related to Islamic teachings. Written literacy has a positive impact on introducing Islamic values. Children who are given the opportunity to write the hijaiyah letters, the names of Allah (Asmaul Husna), and short Arabic sentences show progress in understanding and appreciating Islamic values. Writing activities help strengthen children's memory of the material taught and develop a disciplined and positive attitude towards religious learning. The combination of reading and writing literacy provides more optimal results in introducing Islamic values. Children involved in both activities consistently demonstrated a deeper understanding and were able to apply Islamic values in their daily lives. Reading and writing literacy activities create a fun and interactive learning environment, increasing children's motivation to learn.

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