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**Research Article**

# The factors that influence of reading ability the Hijaiyah alphabet on pre-school children

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| Article Info | Abstract |
|---|---|
| | This study was conducted in order to determine the factors that influence the read ability of Hijaiyah Alphabet in pre-school age children. These factors are the worship places distance, worship frequency, study duration, and parental education. The research was conducted with a quantitative approach using survey methods. The sample of the research was 131 students from Kindergarten 'Aisyiyah Bustanul Athfal (ABA) Karangharjo Berbah, Yogyakarta, Indonesia. Data collection techniques in this research were using documentation and questionnaires. Data analysis with multiple regression analysis path analysis models. The results of data analysis showed that there was a large influence of the frequency of worship through length of study on the ability to read the Hijaiyah alphabet by 0.85. Distance of places of worship has little effect on the ability to read the Hijaiyah alphabet by 0.09. While parental education does not affect the ability to read the Hijaiyah alphabet with a coefficient of 0.04. Therefore, active participation from parents is needed to improve the read ability the Hijaiyah alphabet of pre-school children by always providing assistance and supervision in performing worship continuously with the help of technology that makes it easy for them to read the Hijaiyah alphabet. |

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## Introduction

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, defines that Early Childhood Education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have the readiness to enter further education levels. Early childhood education is the foundation for further education, so that early childhood education is very important to be provided and managed properly for optimizing the growth and development of children at that age. Preschool education or early childhood education is a coaching effort aimed at children from birth until the age of six years conducted through the provision of educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter further education (Permendikbud, 2014). Preschool or Kindergarten education is carried out in a pleasant atmosphere and there is no compulsion in its implementation. Play is a characteristic and educational characteristic for pre-school children. The play has an important role in kindergarten and can be used to advance children in all areas of kindergarten programs and it has long been recognized that there is a strong relationship between play and learning for children (de La Riva & Ryan, 2015; Putranta, Jumadi, & Wilujeng, 2019). A very important aspect that needs a priority in pre-school education is

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the affective aspect in which there is mental and character. Currently, parents have done a lot of business and these efforts are through education both formally and informally, one of which is to equip and educate children about religious learning.

Indonesian people who are predominantly Muslim, it is natural to equip the morals of the next generation from an early age by the guidance in the Islamic religion contained in the Qur'an. To understand the contents of the Qur'an, the initial step is to learn how to read writing in the form of the Hijaiyah alphabet which is very different from the writing and language used in Indonesia. One form of learning in early childhood to be able to read the Hijaiyah alphabet and the Qur'an is through the Iqro' method. The Iqro' method 'is a method of learning to read the Hijaiyah alphabet that emphasizes direct reading practice consisting of six volumes which are carried out step by step with increasing levels of difficulty. Srijatun (2017) states that the learning process using the Iqro' 'method is emphasized from reading Hijaiyah alphabet to reading the Qur'an correctly and fluently which is more active and individual by evaluating the achievement of learning to read Hijaiyah alphabet through an assessment at stages learning where the child will not be able to proceed to the next material if the method is not read correctly on the material being studied. According to Hewitt, Buxton, and Thomas (2017) the achievement is the result of an activity that has been done, created, both individually and in groups. Achievement of learning to read using the Iqro' method 'is a form of the results of the learning process that has been done by the child either with the guidance of the teacher or without the guidance of the teacher. Boot, Zijlstra, and Geenen (2017) also argues that reading is a skill to recognize and understand writing in the form of sequences and graphic symbols and the change into meaningful descriptions in the form of tacit understanding. Glenberg (2017) states that the need for early childhood to be taught to read is because a) children under five can easily absorb large amounts of information, b) children under five years can capture information with extraordinary speed, c) the more information absorbed by a child under the age of five, the more he can remember, d) a child under the age of five has tremendous energy, e) a child under five can learn a language as a whole and can learn almost as much as was taught to him. In many studies of children's reading achievement, so far more towards formal education and very little research on non-formal education such as learning achievement to read the Hijaiyah alphabet and children's Qur'an.

Many factors affect a child's ability to learn to read, but in general can be grouped into two parts, namely factors from within and factors from outside. Factors originating from within the child such as IQ, psychological and factors outside the child such as the environment both the family environment where the child lives and performs daily activities. Putranta and Kuswanto (2018) explains that social environmental factors that can affect children's learning achievement include school environment, family environment, and social environment. According to Slameto (2015), external factors that influence learning achievement consist of family factors, school factors, and community factors. Community factors which are also environmental factors include student activities in the community, associate friends, and the life of the surrounding community. MacDonald, LaMarr, Corina, Marchman, and Fernald (2018) research results state that general environmental factors play a more significant role in learning interventions related to children's age. Aspects of the social and family environment are also major contributors to the facilitation of children's reading development. Related to environmental influences, the existence of worship places also has an influence on children's development, not least in children's learning, especially in learning to read the Hijaiyah alphabet (Burke & Heller, 2016).

The process of learning to read Hijaiyah alphabet is a form of learning that is identical to a religious activity, in this case, is reading the holy book of the Qur'an so that learning to read Hijaiyah alphabet informally is mostly done in worship places such as in mosques, the Qur'an Education Park and performed before or after the prayer. Glenberg (2017) states that one of the children's reading abilities is influenced by the environment in both the school environment, family environment, and social environment. The opportunity to play and socialize with a different environment from the home environment is also related to the development of concepts and vocabulary. According to Sweller (2016) the state of the community environment also determines learning outcomes. If in the vicinity of the residence the condition of the community consists of educated people, and good morals, one of which is diligently shown in worship, then encourages children to learn more actively to read the Hijaiyah alphabet carried out in worship places.

According to Najafi and Shariff (2014) besides having the main function as a place of worship, a mosque also has other functions such as being used as a place of formation, education, and others. The social, economic, and cultural influence of the existence of the mosque allows an influence on children's development in learning to read the Hijaiyah

alphabet where children who live near the mosque have more opportunities to worship, following the guidance carried out at the mosque. Such an environment also results in more worship frequency and duration of study time reading. The frequency and duration of learning is also an indicator of intensity in learning. This is by what was stated by Sardiman (2012) that the frequency and duration of learning is part of the intensity of learning very determines the level of achievement of learning objectives, namely the level of learning outcomes.

About the process of learning to read the Hijaiyah alphabet, the high worship frequency allows children to make the process of learning to read the Hijaiyah alphabet also high. Besides, Clark, Harbaugh, and Seider (2019) argues that the provision of practical material on children's learning will affect the intensity of children in learning. Concerning the provision of practical and informal material in learning to read the Hijaiyah alphabet carried out in the mosque, children are more motivated to spend more time learning to achieve reading achievement. While the duration has a meaning that is the length of time in carrying out an activity, in this case, is doing learning activities. The average duration in a certain period in the learning process carried out by children of course also depends on the frequency of children in learning, so that the worship frequency and the duration of learning to read have a directly proportional relationship.

The research of Connor (2016) shows that the social environment that has the strongest influence on reading comprehension is literacy in the home environment. Research conducted by Mahfud (2014), states that someone who lives in a closed environment in a mosque has a higher observance of worship than those who live in an environment far from the mosque. This is in line with how children learn through habituation obtained through more learning frequency. Regarding parental education, Jeynes (2017) states the level of parental education attainment is used as a basis for determining the atmosphere of home environmental education, in this case, parents are educators at home, and because students spend most of their time at home, their parents are the main learning input for these students. Sunain's research results (2017) show that the higher the level of parental education, it can increase the value of the student achievement index at school. However, the level of parental education does not affect the level of activity of students in the classroom during the learning process. The level of education in this study is formal education that is structured and tiered with a certain period and has programs and goals that are tailored to the level followed in educating.

Different results obtained from research on the influence of parental education level conducted by McMillan (2016), which states that parents with a high level of education, may not be able to give full attention to the education of their children, and there are parents whose education level is low but very concerned about the education of their children. Learning time is when someone learns meaningful, what time they study and how long they experience this learning process since they do not know it. Giving 15-30 minutes every day will be enough to increase their reading interest. The length of time this research is in line with the characteristics of learning in early childhood is by habituation. The habituation process starts from imitation, then habituation is done under the guidance of parents, and teachers, so students will become more accustomed. If it has become a habit that is embedded deep in his heart, students will find it difficult to change from that habit (Widiawati, 2012).

From the description above, it is clear that it is necessary to research how a chain of relationships and factors that influence to realize a learning achievement, especially learning achievement reading Hijaiyah alphabet, namely the distance of a place of worship affects the observance of worship which is seen in the form of worship frequency at the mosque. The worship frequency affects the long duration of learning to read and ultimately affects the learning achievement of reading the Hijaiyah alphabet and the Qur'an.

**Problems of Research**

As a successor to a quality generation both in terms of science and technology and spiritually, the younger generation in Indonesia or other countries that are predominantly Muslim certainly needs to learn the Qur'an by increasing the ability to read the Hijaiyah alphabet correctly. The important ability to read the Hijaiyah alphabet correctly is seen as the best way to produce young people, especially pre-school children who have morality and quality. However, this raises questions about how relationships and factors influence the ability to read the Hijaiyah alphabet of preschool children. In this connection, it is important to test the exploration of the experiences of parents and pre-school children in reading the Hijaiyah alphabet.

**Focus of Research**

This research focuses on highlighting the experiences of parents and pre-school children in reading the Hijaiyah alphabet. The experience of parents and pre-school children in reading the Hijaiyah alphabet intended in this research is to highlight factors that affect the ability to read the Hijaiyah alphabet of pre-school children, such as distance to places of worship/mosques, frequency of worship, and parental education.

## Method

**Research Design**

The research approach used in this research is quantitative. While the method used in this research is a survey method using questionnaires and documents. The survey method is a method of research conducted on large and small populations, but the data studied is data from samples taken from these populations, so it is found relative events, distribution, and relationships between variables (Ladd & Kochenderfer-Ladd, 2016). This method is expected to be able to find the effect between the variables studied, namely the dependent variable (worship frequency, worship places distance, parents' education, length of learning to read Hijaiyah alphabet) with independence (learning achievement of reading Hijaiyah alphabet) with the concept of relationships illustrated through Figure 1 relationship between variables.
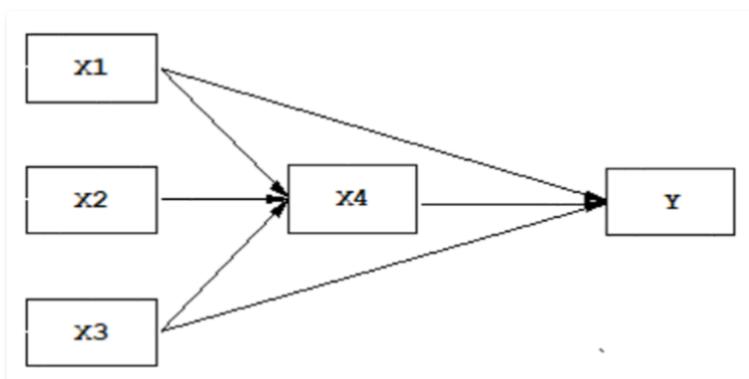


**Figure 1.**

*Relationship between Variables*

Based on Figure 1, X1 shows the worship frequency, X2 is the worship places distance, X3 is the education of parents, X4 is the length of learning to read, and Y is the achievement of learning to read Hijaiyah alphabet.

**Participants**

The population in this research was 135 'Aisyiyah Bustanul Athfal (ABA) kindergarten students Karangharjo, Berbah, Sleman, Yogyakarta, Indonesia. Meanwhile, the sample technique in this research uses a purposive sampling method. Marshall and Rossman (2014) state that the purposive sampling method is a technique for taking research subjects that are not based on level and random but are based on the existence of certain objectives. Therefore, the sample used in this research is a sample that meets the criteria established by researchers registered as students since the first new academic year, lives in the community and fills in incomplete data according to research needs.

Meanwhile, the data collection techniques used in this research used an open questionnaire developed by the researcher as shown in Figure 2. Respondents who filled out the questionnaire were parents of all samples in this research. The questionnaire was given to parents as many as 135 questionnaires, then filled out and returned to researchers. Based on the 135 questionnaires returned, some questionnaires were not filled out completely or incorrectly so that the questionnaires that could be used as data in this research were 131 questionnaires or the sample used was 131 children.

*Arifin et al.*                    *Journal for the Education of Gifted Young Scientists 8(2) (2020) 667-680*

**Figure 2.**

*Research Questionnaire*

**Data Collection Tools and Analysis**

Data collection in this research was conducted by questionnaire and documentation. Data collection through a questionnaire that is used in the form of a collection of questions that must be filled out by parents of students including the level of parental education, children's worship activities, the distance from home to the mosque, and the length of learning to read Hijaiyah alphabet. Questionnaire filling is done by parents based on consideration of the condition of students who have not been able to read and write and interpret the meaning of questionnaire questions. Meanwhile, the documentation technique is carried out by finding data in the form of school documents relating to student data which includes student personal data, parent data, and learning achievement in reading the Hijaiyah alphabet.

Meanwhile, the questionnaire used to collect data in this research that had been developed by the researchers then analyzed its validity and reliability. The feasibility of the questions in the questionnaire that was developed was obtained from the validity score given by five expert validators. Therefore, to analyze the feasibility, especially the validity of questionnaire items obtained from the five validators was carried out using the Aiken V equation as shown in Equation 1.

$$V = \sum \frac{s}{[n(c-1)]} = \sum \frac{r - l_0}{[n(c-1)]} \qquad (1)$$

In this case, $s$ is the judge to *n*, $l_o$ is the lowest validity score, $c$ is the highest validity score, and $r$ is the number given by the assessor to *n*. The Aiken coefficient is then compared with the Aiken table. The items in the questionnaire are said to be valid if the Aiken coefficient value is greater or equal to the minimum value listed in the Aiken table (Azwar, 2015). Meanwhile, the reliability of the questionnaire was tested using Cronbach's Alpha coefficient through the SPSS program. The results shown by the SPSS program show that the reliability of a questionnaire or test item

can be declared reliably if the Cronbach 'Alpha coefficient value is equal to or greater than 0.70 (Subali & Suyata, 2011).

**Results of Validity and Reliability of Measurement Instruments**

In this research first presents the feasibility results of the measurement instruments that have been developed. The feasibility data of this measurement instrument includes the validity and reliability of the questionnaire. The first result is the validity of the Hijaiyah alphabet reading ability questionnaire that is analyzed using the Aiken V formula, which is shown in Table 1.

**Table 1.**
*Validity of Measurement Instruments*

| Item | Validator | | | | | V | Category |
|------|---|---|---|---|---|---|----------|
|      | 1 | 2 | 3 | 4 | 5 |   |          |
| Item_01 | 4 | 4 | 4 | 4 | 3 | 0.93 | High |
| Item_02 | 4 | 4 | 4 | 4 | 2 | 0.87 | High |
| Item_03 | 4 | 4 | 4 | 4 | 2 | 0.87 | High |
| Item_04 | 4 | 4 | 4 | 3 | 3 | 0.87 | High |
| Item_05 | 4 | 4 | 4 | 4 | 2 | 0.87 | High |
| Item_06 | 4 | 4 | 4 | 4 | 2 | 0.87 | High |
| Item_07 | 4 | 4 | 3 | 4 | 3 | 0.87 | High |
| Item_08 | 4 | 4 | 4 | 4 | 3 | 0.93 | High |
| Item_09 | 4 | 4 | 4 | 3 | 3 | 0.87 | High |
| Item_10 | 4 | 3 | 4 | 4 | 3 | 0.87 | High |
| Item_11 | 4 | 3 | 4 | 4 | 4 | 0.93 | High |
| Item_12 | 4 | 4 | 4 | 4 | 4 | 1.00 | High |
| Item_13 | 4 | 4 | 4 | 4 | 3 | 0.93 | High |
| Item_14 | 4 | 4 | 4 | 4 | 3 | 0.93 | High |
| Item_15 | 4 | 4 | 4 | 4 | 3 | 0.93 | High |
| Item_16 | 4 | 4 | 4 | 4 | 3 | 0.93 | High |
| Item_17 | 4 | 4 | 4 | 4 | 2 | 0.87 | High |
| Item_18 | 4 | 4 | 4 | 4 | 2 | 0.87 | High |
| Item_19 | 4 | 4 | 4 | 4 | 3 | 0.93 | High |
| Item_20 | 4 | 4 | 4 | 4 | 3 | 0.93 | High |

Based on the validator assessment of 5 expert validators with the number of assessment criteria is 4, then based on the Aiken table the item is considered to have high validity, if it has a validity index value of 0.87. Meanwhile, based on the results shown in Table 1, it is produced that all items have Aiken value >0.87 with the smallest value of 0.87 and the largest 1.0, which means that the questionnaire has high validity and is feasible to measure the reading ability the Hijaiyah alphabet of pre-school children.

**Table 2.**
*Reliability of Measurement Instruments*

| Reliability Statistics | |
|------------------------|---|
| **Cronbach's Alpha** | **No of Items** |
| 0.746 | 5 |

Reliability was also used to determine the feasibility of the questionnaire that had been developed by the researchers. The reliability results can be presented in Table 2. It can be observed that the coefficient of the Cronbach's Alpha is greater than 0.7, which is equal to 0.746 which is included in the reliable category. Furthermore, this questionnaire shows the consistency of children answers. In other words, each questionnaire shows the same score if it is assessed by different children. So, it can be stated that the measurement instrument is feasible to be used in measuring the ability to read the Hijaiyah alphabet of pre-school children.

**Data Analysis**

The data analysis technique used is descriptively to determine the characteristics of sample data in general and to use the path of analysis to look for relationships and influences between variables both directly and indirectly using the Lisrel program (Kim, Sefcik, & Bradway, 2017). In addition, researchers also conducted data analysis using data triangulation techniques, which were carried out by comparing interview data between respondents. This stage is

carried out with the aim of ensuring the reliability of the data collected. Meanwhile, the focus of data analysis in this research is to reduce data, describe data, and draw conclusions based on data obtained in interview activities that are tailored to the research topic related to the ability to read the Hijaiyah alphabet of preschool students.

## Results

This section will show some important things in the findings obtained by researchers during conducting research activities. After the researchers compiled a data collection instrument in the form of an interview questionnaire and tested its feasibility, the researcher then conducted a research of the ability to read the Hijaiyah alphabet of pre-school children. Therefore, in this section the researcher will show the effect of distance of places of worship, frequency of worship, and education of parents on the ability to read the Hijaiyah alphabet of pre-school children. Based on the analysis of previous data, the characteristics of the variables used in this research are as in the Table 3.

**Table 3.**
*Data Characteristics of Research Variables*

| Parent Education | Primary School | Junior High School | Senior High School | College |
|---|---|---|---|---|
| Number of Respondents | 2 | 12 | 83 | 34 |
| (in Percentage) | 1.53 | 9.16 | 63.36 | 25.95 |
|  | **Min** | **Max** | **Mean** | **Std. Dev** |
| Worship frequency | 1 | 5 | 2.74 | 1.03 |
| Study duration (per week) | 6 | 151 | 48.83 | 31.07 |
| Worship places distance | 10 | 1000 | 192.18 | 173.48 |
| Reading Ability | 9 | 151 | 48.83 | 31.07 |

Based on Table 3 above it is found that the formal education level of parents varies greatly from elementary to tertiary level and most of them have a high school educational background of 83 people (63.36%). The worship frequency with an indicator of the number of times a child performs compulsory prayers five times in a mosque in a day, it is obtained a sample of the least performing worship once a day, at most 5 times, an average of 2.74 with an SD = 1,03. The study duration is obtained by calculating the average length of learning to read the Hijaiyah alphabet per week in units of minutes so that the lowest study duration is 6 minutes, 151 minutes and an average of 48,83 with SD = 31,07. Distance to worship places is obtained by calculating the distance of the mosque to the house in meters so that the closest distance is 10 meters, the farthest distance is 1000 meters, and an average of 192,18 with SD = 173,48. Whereas the ability to read Hijaiyah alphabet is obtained by looking at the child's ability to read through the page achievements in Iqro' books that have been mastered by children so that the lowest is 9, the highest is 151, and the average is 48,83 with SD = 31,07.

**Model Match**

In the first path analysis model in analyzing a research data is analyzing the suitability of the model or Goodness of Fit Index (GIF). The suitability of a model can be seen based on the value of Chi-square, P-value and RMSEA which are summarized in Table 4.

**Table 4.**
*Model Match (Goodness of Fit)*

| No. | The goodness of Fit Index | Estimated Results | Cut off value | Conclusion |
|---|---|---|---|---|
| 1. | $\chi^2$ | df = 1 $\chi_2$ = 0.70 | $0 \ df < \chi_2 \leq 2 \ df$ | Fit |
| 2. | *p-Value* | 0.40 | $p \geq 0.05$ | Fit |
| 3. | RMSEA | 0.00 | $\leq 0.08$ | Fit |
| 4. | GFI | 1.00 | $> 0.90$ | Fit |
| 5. | ECVI | 0.94 | $\leq$ saturated ECVI (1.37) | Fit |
| 6. | TLI or NNFI | 1.00 | $> 0.90$ | Fit |
| 7. | NFI | 1.00 | $> 0.90$ | Fit |
| 8. | AGFI | 0.97 | $> 0.89$ | Fit |
| 9. | RFI | 0.98 | $0.8 < RFI < 0.90$ | Fit |
| 10. | IFI | 1.00 | $> 0.90$ | Fit |

| No. | The goodness of Fit Index | Estimated Results | Cut off value | Conclusion |
|-----|---------------------------|-------------------|---------------|------------|
| 11. | CFI | 0.99 | > 0.90 | Fit |
| 12. | PNFI | 0.71 | must be large | Fit |
| 13. | Model AIC | 28.70 | ≤ saturated AIC (30.00) | Fit |
| 14. | Model CAIC | 82.95 | ≤ saturated CAIC (88.13) | Fit |

According to Gefen (2019), a model is said to meet criteria or model fit if it meets at least three indexes of model fit, so based on the values in Table 4 above it can be explained as follows.

a. The Chi-square test statistic value of the model is above 0.70, relatively small compared to the critical value of 5% (3.84). This value can be used as an initial indication that the model is supported by data.

b. P-value 0.404> alpha value 5% (this value is related to point a). This shows that the path analysis model above is statistically significant so that it can be concluded that the model is supported by data.

c. RMSEA Error 0.0 <0.08. This model has a relatively small error, and thus this research can be said that the model used has fulfilled the model compatibility requirements.

In addition to the three indicators, the fact that the GOF estimation results are all "Fit". Thus, overall it can be concluded that the above model is "Fit".

**Direct and Indirect Effects of Variables**

The amount of direct influence between variables is shown through the standardized path output diagram as shown in Figure 3 and the output direct effects (DE), total effects (TE) and indirect effects (IE) as follows.



Chi-Square=0.70, df=1, P-value=0.40398, RMSEA=0.000
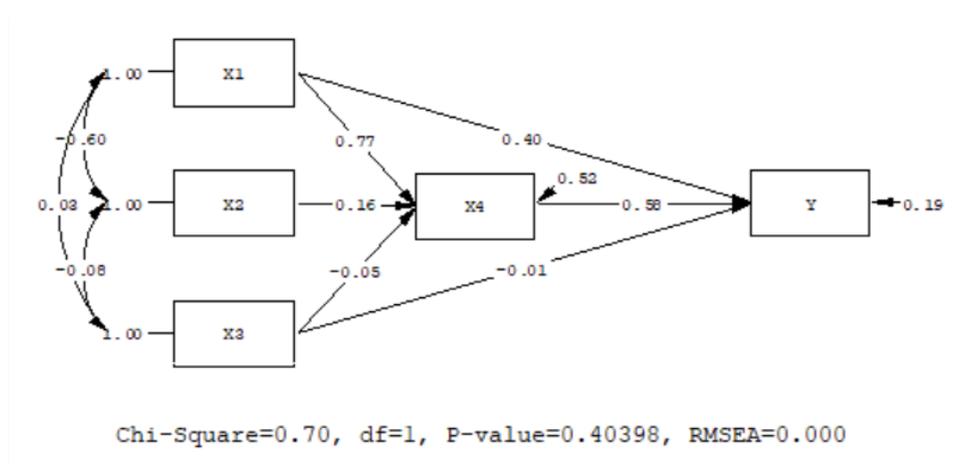
**Figure 3.**
*Standardized Solution Path Diagram*

The direct effect (DE) shown in Figure 3 is a standardized solution path diagram, while the indirect effect (IE) and total effect (TE) between variables are explained from the results of indirect effects and total effects summarized as in Table 5.

**Table 5.**
*Influence between Variables*

| Variable | Correlation Coefficient | Impact | | |
|----------|-------------------------|--------|----|----|
| | | TE | DE | IE |
| X1 – X4 | 0.67 | 0.77 | 0.77 | - |
| X2 – X4 | -0.30 | 0.16 | 0.16 | - |
| X3 – X4 | -0.04 | -0.05 | -0.05 | - |
| X1 – Y | 0.79 | 0.85 | 0.40 | 0.45 |
| X2 – Y | -0.41 | 0.09 | - | 0.09 |
| X3 – Y | -0.02 | -0.04 | -0.01 | -0.03 |
| X4 – Y | 0.85 | 0.58 | 0.58 | - |

Based on Table 5, it can be explained the effect of variable worship frequency (X1), worship places distance (X2), education of parents (X3) and length of learning to read (X4) on the achievement of learning to read Hijaiyah alphabet (Y) as follows. The direct effect of the worship frequency variable (X1) on the variable of learning achievement in

reading the Hijaiyah alphabet is 0.40. While the indirect effect of worship frequency variable (X1) through reading learning length variable (X4) on the variable of learning achievement reading Hijaiyah alphabet (Y) is 0.45, so that the total effect given worship frequency variable (X1) on the learning achievement variable reading Hijaiyah alphabet ( Y) is a direct effect coupled with an indirect effect of 0.85 which means that the worship frequency (X1) through the variable length of learning to read (X4) has a very large influence on the variable of learning achievement reading Hijaiyah alphabet (Y).

The direct effect given by the distance between worship places (X2) and the variable in learning achievement to read the Hijaiyah alphabet (Y) is absent. But it has an indirect effect on the distance between worship places (X2) through the variable length of learning to read (X4) on the variable of learning achievement in reading Hijaiyah alphabet (Y) is 0.09, so that the total effect given by the distance between worship places (X2) on the achievement variable learning to read Hijaiyah alphabet (Y) is 0.09 which means that indirectly the variable distance between worship places (X2) through the length of learning to read (X4) variables has very little effect or it can be concluded that it does not affect the learning achievement variable Hijaiyah alphabet (Y).

The direct effect given by the education variable of parents (X3) on the variable of learning achievement in reading the Hijaiyah alphabet (Y) is -0.01. While the indirect effect of parental education variable (X3) through the length of reading learning variable (X4) on the variable of learning achievement in reading Hijaiyah alphabet (Y) is -0.03, so the total effect given by the variable of parental education (X3) on the variable of learning achievement read the alphabet Hijaiyah (Y) is the direct effect coupled with the indirect effect of -0.04. Based on the calculation above, it is known that the value of direct influence and indirect effect is -0.04 which indicates that the education variable of parents (X3) through the variable of learning length of reading (X4) has very little effect on the learning achievement variable in reading Hijaiyah alphabet (Y). The influence of the total variable duration of learning to read (X4) on the variable of learning achievement to read the Hijaiyah alphabet (Y) is the same as the direct effect of 0.58 because it does not have an indirect relationship.

**Significance between Variables**
The significance of the influence between variables is shown in Figure 4 following the t-values path diagram.



Chi-Square=0.70, df=1, P-value=0.40398, RMSEA=0.000
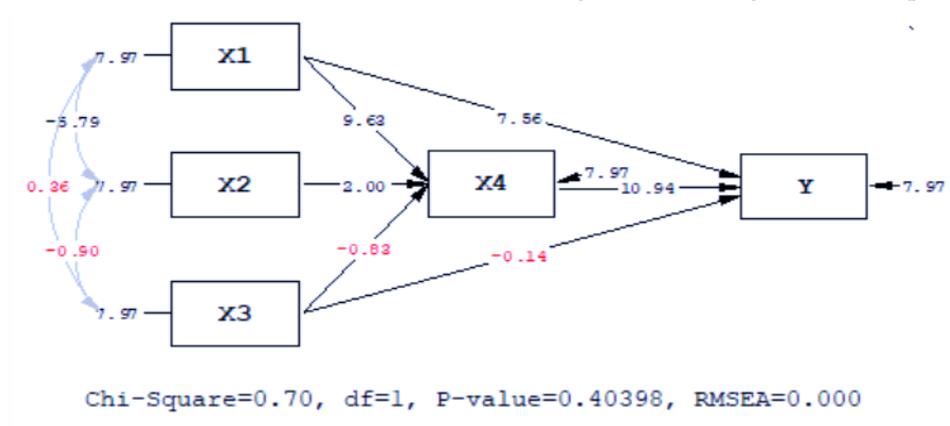
**Figure 4.**
*T-Values Path Diagram*

Based on Figure 4 the path diagram of t-values can be summarized in the following Table 6.

**Table 6.**
*Significance of Influence between Variables*

| Latent Variable | t-values | Critical t-values | Significant |
|:---:|:---:|:---:|:---:|
| X1 – X4 | 9.63 | > 1.96 | Significant |
| X2 – X4 | 2.00 | > 1.96 | Significant |
| X3 – X4 | -0.82 | > 1.96 | Not Significant |
| X1 – Y | 7.56 | > 1.96 | Significant |
| X3 – Y | -0.14 | > 1.96 | Not Significant |
| X4 – Y | 10.94 | > 1.96 | Significant |

The significance of the effect of independent variables with the dependent variable on table 6 can be explained as follows. The worship frequency variable influences the length of learning to read has an at-value of 9.63 > Critical t-values of 1.96 which means significant. The worship place distance has an influence on the length of learning to read with t-values of 2.00> Critical t-values of 1.96, which means significant and parental education (X3) has an influence on the length of learning to read with t-values of -0.82 < Critical t-values of 1.96 which means it is not significant. In addition to the significance between these variables, I also produced an equation between the worship frequency (X1), the worship place distance (X2) and the education variable of parents (X3) to the variable of reading learning duration (X4) as follows.

$$X4 = 27.37 * X1 + 0.034 * X2 - 3.10 * X3, \text{ Errorvar} = 692.62, R2 = 0.48$$

From the above equation the value of R2 or R Square of 0.48, this shows that the contribution or contribution of the influence of the worship frequency (X1), worship places distance (X2) and parental education (X3) to the length of learning to read (X4) is by 48% while the remainder is contributed by other variables. Variable length of learning to read (X4) to the achievement of learning to read the Hijaiyah alphabet (Y) has a relationship with t-values of 10.94 > critical t-values of 1.96 which means significant. The worship frequency (X1) on the achievement of learning to read the alphabet Hijaiyah (Y) has a relationship with t-values of 7.56> critical t-values of 1.96, which means significant. Parent education variable (X3) has a relationship to learning achievement in reading the Hijaiyah alphabet (Y) with a t-value of -0.14 < critical t-values 1.96 which means it is not significant.

While the resulting equation between worship frequency variables (X1), parental education variables (X3), intervening variables of long learning to read (X4) to the variable of learning achievement to read Hijaiyah alphabet (Y) as follows.

$$Y = 0.49 * X4 + 12.09 * X1 - 0.28 * X3, \text{ Errorvar.} = 185.64, R^2 = 0.81$$

From the above equation, the value of R2 or R Square is 0.81, it shows that the contribution of worship frequency variable (X1), parental education variable (X3), intervening variable of reading learning length (X4) to the variable of learning achievement in reading alphabet Hijaiyah (Y) is 81%, while the remaining 19% is contributed by other variables not examined.

## Discussion and Conclusion

Based on the data obtained, it shows that the background of the children used in this research sample has heterogeneous data. The data collected shows that the frequency of student worship, the length of learning to read by each child is not the same, the distance of a child's home from a place of worship (mosque) also varies. Likewise, the education of parents of students is quite varied from elementary school graduates to College. Such conditions certainly have an impact or influence on the child's ability to absorb and master learning to read Hijaiyah. According to Dawkins (2017), children's motivation in reading is strongly influenced by the role of parents in the home, teacher and social environment. Knowledge does not develop as a linear development, but as a network of relationships, dynamically intertwining connected elements.

Perceptions, actions, interactions with others and reflections develop, modify, and consolidate various aspects of the environment that give different intelligence results to children (Rainville, 2018; Dinçer, 2019). The Iqro' method 'is one method to teach reading the Hijaiyah alphabet and the Qur'an correctly synonymous with a religious activity because most of the learning is done in worship places such as mosques and done before or after the prayer. In this research, it was produced that the worship frequency has a relationship and influence on reading achievement Hijaiyah. Obedience is worship in the form of the worship frequency in the mosque often, resulting in a longer duration or longer learning to read too. The habit of reciting at the mosque is a step to improve the ability to read the Qur'an. By studying together in the mosque with friends to the teacher of the Qur'an or Ustadz will motivate children, because encouraged by other children who study together (Kabiri & Rezai, 2015; Kalayci & Coşkun, 2020). With the characteristics and characteristics of Iqro's learning so, the worship frequency will have a very big influence on the length of learning to read. According to Samsudin (2019), the ability to read the Hijaiyah alphabet will be better if the child learns to repeat reading or learning frequency frequently. From some of the literature and studies, obedience in worship must be instilled since early childhood in the form of habituation to discipline. Habituation is the spearhead in developing early childhood discipline.

According to Stormont and Young-Walker (2017), the better the application of habituation methods the better the discipline of children. This opinion is supported by Mulyasa (2012), who argues that discipline must be done with habituation in the field of educational psychology, a habituation method known as operant condition teaches children to get used to commendable behavior, discipline, study hard, work hard, be sincere, honest, and responsible for each task that has been given. Habit in reading to children can be done in various ways including the availability of reading time in daily life both with family and with the environment through informal learning. Posada et al. (2016) also says that children learn and develop by being active when conditions are by the world they live in, observe, and feel through all their senses to enable children to change their knowledge and understanding through direct experience in their lives and allow children to engage in concrete experiences which support the early stages of symbolic representation and later abstract thought.

Related to the influence of the place of learning on children's learning achievement, Keeffe (2017) in a study revealed that the distance traveled by children from home to learning has a positive correlation with children's learning achievement. The results of other studies conducted by Essel, Tachie-Menson & Owusu (2018) revealed that there is a positive relationship between the distance of learning and student achievement, but a positive relationship is very low and not significant in influencing student academic achievement. In this research, children's learning variables in learning to read Hijaiyah alphabet are worship places (mosques) which show that the worship places distance does not have a direct influence on the reading achievement of Hijaiyah alphabet, but it does affect the duration of learning to read, with a t value greater than t criticism.

This can be seen from the analysis of the data that has been done that students whose homes are close to worship places (mosques) have obedience in carrying out worship in mosques that are higher than students whose homes are farther away. With this more frequency, resulting in a long duration of learning to read for children whose homes are closer to the mosque have longer learning time to read too. People who live closer to the mosque have a higher level of worship observance compared to those who live far from the mosque.

Whereas in the parents' formal education variable, this research showed that the level of parental education did not affect the study duration and achievement in reading the Hijaiyah alphabet in the sample, which was indicated through the results of the t count smaller than t table. This result is different from what research conducted by Zulfitria (2018), that education that has been taken by parents greatly affects the learning achievement and education of a child. Another opinion was stated by McMillan (2016) that there was an influence of parents' formal educational background on the discipline of child prayer worship which certainly also affected the learning process of reading the Hijaiyah alphabet to be performed. There is no influence of parents' formal education level on the ability to read the Hijaiyah alphabet because children learn to read the Hijaiyah alphabet and the Qur'an is very different from learning to read in general that is not with hijaiyyah alphabet with the rules. According to van Bergen, Bishop, van Zuijen, & de Jong (2015), parents' ability to read influences children's reading outcomes partly through children's cognitive intermediaries and partly directly.

This is in line with the results of Ghanney's research (2018), that the level of parental literacy tends to influence parental assistance on children's achievement and the low level of parental literacy and limited formal education are major challenges in the education of their children and tend to depend on formal education, help from family members and their environment. Meanwhile, general education in Indonesia in general on the curriculum does not require every student to master or be able to read the Hijaiyah alphabet. Most of the process of learning to read the Hijaiyah alphabet, all done with the guidance of a teacher of the Qur'an and rarely taught by parents directly. This is by the opinion of Samsudin (2019), that to be able to read Hijaiyah understand the procedures and rules in reading the Qur'an, of course, it must be with the guidance of people who know how to read and understand the Qur'an.

With these characteristics, the influence of parents on children is not only at the level of formal education of their parents, but from other aspects such as the level of parental faith, discipline and parental authority in worship at the mosque, the ability of parents to read Hijaiyah alphabet (Qur'an) and so on. Zhao and Chang (2019) states that the attitude of parents who are responsible for teaching Islamic values to children by Islamic teachings such as (prayer, manners, reading the Qur'an), will motivate them to learn in children. Parents not only teach but parents must set an example in everyday life. Every parent certainly teaches something about life to their children so that the association is appropriate and able to overcome any existing problems. Exemplary parents, habituation and imitating activities seen in their environment are a very dominant way of doing early childhood learning and are very decisive in learning achievement.

Based on data analysis with path analysis model in this research it can be concluded that the frequency of students in worshiping in places of worship (mosque) directly or indirectly through the variable duration of learning to read has a very big influence on the ability to read the Hijaiyah alphabet in pre-school children. The duration of learning to read also has a large direct effect on the ability to read the Hijaiyah alphabet in preschool children. Distance to places of worship (mosque) has very little effect on the ability to read the Hijaiyah alphabet in preschool children. Meanwhile, parental education does not affect the ability to read the Hijaiyah alphabet in preschool children. Thus, parental education does not correlate with the length of learning to read the Hijaiyah alphabet and does not significantly affect the achievement of learning to read the Hijaiyah alphabet in preschool children (Srijatun, 2017). Glenberg (2017) which states the reading ability of students very influenced by their habits in reading practice. Therefore, parents need to play an active role in improving the ability to read the Hijaiyah alphabet of pre-school children by always providing assistance and supervision in performing continuous worship appropriately according to the correct guidance with the help of technology that makes it easy for them to read the Hijaiyah alphabet.

## Recommendations

The abilities possessed by pre-school children are of course also influenced by the upbringing of their closest people be it their families or teachers. Guidance or practice that is carried out continuously on pre-school children can certainly improve their abilities be it the ability to writing, counting, or reading. Therefore, the existence of this research is expected to be a source of reference for applicants and further researchers to be able to pay attention to internal and external factors that affect the ability of pre-school children to read the alphabet. Researchers and applicants in the future can develop this research while considering the results that researchers have obtained to examine the ability to read the local alphabet. It is intended that the local alphabet can continue to be sustainable and as a treasure of the nation's wealth that can be compared with the results of researchers from other regions. In addition, researchers and applicants in the future can also develop this research in gifted pre-school children, so the results can be compared with the results of this research.

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## Declaration of Conflicting Interest

All authors in this study have the same contribution and following their expertise.

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