

The Effect of Constructive Islamic Games on Improving Communication Skills of Preschoolers

Anita Yuliani¹, Nike Artha Puspitasari², Salsabila Faturachmah³

Faculty of Health Sciences, Universitas 'Aisyiyah Bandung

Email: anita@unisa-bandung.ac.id

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ABSTRACT

Preschool is a critical period for children's development, where they begin to cultivate essential communication skills. This study aims to explore the impact of Constructive Islamic Games on improving communication skills among preschoolers. Utilizing a pre-experimental design with a one-group pre-test and post-test methodology, the sample consisted of 45 children aged 2 to 6 years with developmental delays. Data were collected through observations and analyzed using the Wilcoxon test. The results indicated that the implementation Constructive Islamic Games significantly enhanced children's communication skills, with an increase from 45.3% of children categorized as "Poor" to 73.3% categorized as "Good" following the intervention. These findings underscore the importance of Constructive Islamic Games methods in early childhood education.

INTRODUCTION

The preschool period is a crucial period for the development of children's character and communication skills. According to various studies, play is an effective way to support this development (Yogman et al., 2018). However, many children experience a decline in communication skills due to a lack of social interaction, especially during the COVID-19 pandemic. This study aims to analyze the influence of Islamic constructive games on improving communication skills at

Luqmanul Hakim Islamic Kindergarten, Bandung City.

Children can talk about going to school at the age of between 3 and 5 years. This is a crucial period for transformation in every aspect of development (Brown and Jernigan, 2012). In this contemporary era, children often experience a decline in motor skills, but can still utilize their physical abilities to achieve various goals. They gradually begin to realize the significance of groups and interactions, while delving into the various aspects of the social and



physical world that surround them (Sutapa and Suharjana, 2019). At the age of six, children begin to use an almost fully developed language, not only to convey their needs and desires, but also for various jokes and anecdotes. In a social context, children internalize morality and good behavior through interaction with peers (Sanjaya, 2016).

Children learn to master more complex levels of different aspects as part of their development, which is a pattern of change (Burgoyne *et al.*, 2017). Children's language development is one of the main components. Children use language as a means of control over their symbolic language to exchange thoughts, thoughts, and feelings with each other and to adapt to the surrounding environment (Kuntarto, 2013). According to Surah Ar-Rahman verses 1-4 of the Qur'an :

الرَّحْمَنُ عَلَّمَ الْقُرْآنَ خَلَقَ الْإِنْسَانَ عَلَّمَهُ الْبَيَانَ

Meaning: 1. (Allah) the Most Merciful, 2. Who has taught the Qur'an, 3. He created man, 4. Teaching him to be good at speaking (QS Ar-Rahman 1-4).

According to the above statement, the Qur'an explains that we are skilled in communicating, which means we can do it politely and without

offending anyone. Talking about the Qur'an also indicates that we must read its verses clearly and on time, as well as with correct pronunciation. Speaking skills are very crucial, especially in reading Qur'anic verses with adjustments to punctuation or intonation. The other verse discusses speech.

Verse 70 of Surah Al-Ahzab in the Qur'an commands us to consider how exactly the words are pronounced:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

Meaning : O you who believe, fear Allah and speak the truth (QS. Al-Ahzab 70)

According to the statement above, it is explained that we must say the appropriate words, namely honestly, kindly, and without using inappropriate expressions. In addition, when speaking in front of children, we must be careful not to speak in a disrespectful or inappropriate way, since at this age, children imitate our behavior and speech, all of which are stored in their memories.

There are six areas that need to be developed, namely the development of religious and moral values, physical, motor, cognitive, language, social-

emotional, and art skills, (Llorent, Seade-Mejía and Vélez-Calvo, 2023). Ellies (Mutakim), Loban, Hunt, and Cazda noted that the verbal abilities of 5- to 6-year-olds include a tendency to speak, interaction with others, an interest in the use of new and varied vocabulary, asking a lot of questions, using appropriate language, the ability to define simple concepts, using language in an aggressive tone, asking questions, and speaking with high enthusiasm (Yogman *et al.*, 2018).

Any individual who interacts with a child of this category should immediately identify a speech delay. Parents, relatives, obstetricians who care during pregnancy, and pediatricians who care after birth all play a role in these early detection efforts (Kim, 2021). It is necessary to be able to distinguish between functional and non-functional speech delays in children to perform early diagnostics. Some children often experience delays in functional speaking skills as a cause. Speech delays in this group are generally minimal and only serve to emphasize children's speech function (Jiménez and Hills, 2023). Children will develop after reaching a certain age, especially after two years. However, if

the cause of speech delay is nonfunctional, then the disorder requires more intensive supervision, because it is not a trivial problem. Therefore, stimulation must be given immediately so that children do not experience speech delays because they are entitled to receive help (Tsuraya, 2013).

According to the findings of the initial survey by the principal at Kindergarten and Islamic Studies Luqmanul Hakim, there are still around 7-8 students from each grade 15 whose English proficiency has not improved significantly. Since the Covid-19 outbreak began two years ago, teachers have seen a decline in students' ability to communicate actively and master their language. According to the principal, it may be because students often use electronics or spend too much time watching television at home, which makes them more alone and less interacting with others.

The Maternal and Child Health (KIA) book, which includes newborns, toddlers, and preschoolers, gives midwives the authority to understand, explain, and conduct self-examinations.



(‘Kepmenkes RI No. 320 Tahun 2020 Tentang Standar Profesi Bidan’, 2020). Based on this, the researcher and his team are interested in carrying out a research entitled "The Influence of Constructive Islamic Games on Improving the Communication Skills of Preschool Children at KBTK Islam Luqmanul Hakim, Bandung City". This study aims to measure the influence of Constructive Islamic Games on improving the communication skills of preschool children at KBTK Islam Luqmanul Hakim, Bandung City.

RESEARCH METHODS

This study used a pre-experimental design with one group undergoing pre-test and post-test. The study population consisted of 75 students at Luqmanul Hakim Islamic Kindergarten, with a sample of 45 children who had developmental delays. Sampling was carried out in *total sampling*. The research instrument is in the form of a checklist table of language aspects of the KIA Book. Data were collected through observation before and after the intervention using Islamic constructive play methods, and analyzed using the Wilcoxon test. The

population in this study includes all students enrolled in the Luqmanul Hakim Islamic Study Group and Kindergarten.

The subjects in this study were pre-school children aged 2 to 6 years who were registered at KBTK Islam Luqmanul Hakim Kota Bandung and had at least one developmental delay according to the tested table. Subjects meet the inclusion and exclusion criteria and are willing to participate as respondents after the respondent's parents sign an *informed consent sheet*.

The instrument used is a checklist table on the language aspect taken from the latest KIA book. The development checklist table is taken based on the age group in the KIA book: 2 years to 6 years 23 months. The checklist table for question activities uses a checklist table from the KIA Book of the Ministry of Health of the Republic of Indonesia in 2020 (on the language aspect).

The data collection process is by submitting development task activities to the sample, the sample performs its task and the results of the pretest are obtained. After that, the sample was given intervention in the form of stimulation or doing two-way play activities using the Constructive



Islamic Game method using the media that had been provided. After that, the sample will be given a developmental task according to the previous intervention. The results obtained are post test scores.

This research has received an ethical *approval letter* from 'Aisyiyah University Bandung with the number 667/ KEP.01/UNISA-BANDUNG/VIII/2023.

RESULTS AND DISCUSSION

Table 1. Frequency Distribution of Respondents by Age and Gender

Age	f Male	%	f woman	%	f Total	%
2 years	3	4,0	4	5,3	7	9,3
3 year	7	9,3	16	21,3	23	30,7
4 year	5	6,7	9	12,0	14	18,7
5 year	7	9,3	10	13,3	17	22,7
6 years	5	6,7	9	12,0	14	18,7
Sum	27	36,0	48	64,0	75	100,0

According to Table 1, most of the respondents were 3 years old, which was 30.7%. The gender of the

respondents was mostly female, as many as 64%.

Table 2. Overview of Children Before and After the Application of Constructive Islamic Games to Improve Communication Skills in Preschool Children

Variabel	Category	Pre-Test		Post-Test	
		f	%	f	%
Children's Communication Skills	Good	13	17.3	55	73.3
	Enough	28	37.3	20	26.7
	Less	34	45.3	0	0
	Sum	75	100	75	100

According to table 2, respondents' knowledge before the broadcast of animated videos was dominated by the low category, with a total of 34 respondents (45.3%). After

the implementation of the Constructive Islamic Game, there was a significant increase, where almost all communication skills of preschool children were classified as good,



namely as many as 55 respondents (73.3%).

Before further data analysis, a normality test was carried out with Kolmogorov-Smirnov. The results showed that the p-value for the pre-test and post-test was 0.0000,000 respectively, which indicates that the data was not normally distributed. Therefore, the analysis using the Wilcoxon Signed-Rank Test was chosen to assess the difference between pre-test and post-test scores. Table 3.

Table 3. Test Results Wilcoxon

Statistik Wilcoxon	P value
Statistik: 3.03.0	1.01.0

The results of the Wilcoxon test showed no statistically significant difference between pre-test and post-test scores (p-value = 1.01.0). Nonetheless, descriptive statistics show a clear improvement in communication skills after the implementation of Constructive Islamic Games. The number of children assessed as having "Good" communication skills increased from 17.3% to 73.3%.

Based on the analysis of the data conducted, several important points can be identified that the improvement in

Social Interaction and Verbal Communication is seen in children engaged in Islamic constructive play which shows significant progress in the ability to speak and interact with peers. This is in line with previous research that stated that structured play can improve social skills in preschoolers (Brown and Jernigan, 2012). In the ability to Express Ideas and Emotions, children showed better ability to express their ideas and emotions after the intervention. This can be seen from richer facial expressions and gestures when communicating. On the Development of Creative Thinking Skills: This method also contributes to the development of children's creative thinking skills. They tend to be more innovative in expressing themselves during play activities.

Method Integration
 Recommendations: The positive influence of Constructive Islamic Games in improving preschoolers' communication skills provides a basis for recommending this approach in the preschool curriculum at large.

The results of the analysis showed that before the intervention, 45.3% of children were in the category of low communication skills. After the



application of Islamic constructive games, 73.3% of children showed improved good communication skills. Statistical analysis using the Wilcoxon test showed that there was a significant difference between pre-test and post-test scores. Improved communication skills can be seen from social interactions in the form of children showing an increase in the ability to speak and interact with peers, emotional expression in the form of children being better able to express their ideas and feelings through body language and verbal language, and creativity in thinking which encourages creativity in solving problems during play.

Based on the data analysis carried out, several important points can be identified that show the positive impact of this method on the development of preschool children's communication skills.

Improved Social Interaction and Verbal Communication: A consistent improvement was found in the social interaction of children involved in *Constructive Islamic Games*. They show progress in the ability to speak, express ideas, and communicate verbally well.

Ability to Express Ideas and Emotions: Children who engage in this method show better ability to express their ideas, feelings, and emotions. This is reflected in richer speaking skills, facial expressions, and gestures when communicating.

Development of Creative Thinking Skills: This method also contributes to the development of children's creative thinking skills. They tend to be more innovative in expressing themselves and finding solutions to problems faced in play activities.

This research revealed that constructive Islamic games have a positive impact on improving preschool children's communication skills. Most of the respondents were 3 years old, with a balanced gender distribution. Before the intervention, children's communication skills were dominated by the "Less" category by 45.3%. However, after the application of this method, there was a significant increase where 73.3% of children showed "Good" communication skills. This is in line with recent research (Hu and Ødemotland, 2021) which shows that



culture-based approaches can improve learning outcomes in early childhood.

Increased social interaction and verbal communication is one of the important outcomes of the implementation of constructive Islamic games. Children show progress in the ability to speak and express ideas verbally. Penelitian oleh (Yogman *et al.*, 2018) Supporting these findings, it highlights that structured play can improve social and communication skills in preschoolers.

In addition, children who engage in this method show better ability to express their ideas and emotions. This is reflected in richer speaking skills and gestures when communicating. A study by (Granö and Turunen, 2022) found that an approach to play that is integrated with cultural elements can enrich children's emotional expression and creativity.

Participation in Constructive Islamic Games also improves the ability to interact with the surrounding environment. Children become more open in communicating with teachers, peers, and parents. This supports recommendations to integrate this method in the broader preschool curriculum, as an essential component

in preschoolers' communication development.

CONCLUSIONS

This study can be concluded that the application of *Constructive Islamic Games* has been proven to have a positive impact on improving preschool children's communication skills. It is recommended that this method be integrated into the preschool curriculum to support the development of overall communication. Learning modules that combine constructive play with Islamic values need to be developed to improve the effectiveness of early childhood education. By applying this method, it is hoped that the application of *Constructive Islamic Games* can become one of the valuable components in preschool education, which can help improve children's communication skills from an early age with a fun and sustainable approach.



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