



## **Promoting the learning of Hijaiyah letters for a child with Down syndrome using plasticine media**

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### **Abstract**

The difficulties in reading the Qur'an experienced by children with special needs did not receive adequate attention. There is a gap in the ability to read the Qur'an between children with special needs and normal children. This research aims to describe the use of plasticine media to support the learning of Hijaiyah letters for a down syndrome child. This research used a descriptive qualitative method. The data were collected through observation and interview. The data analysis included three stages, namely data reduction, data presentation, and conclusions. The results show that learning Hijaiyah letters using plasticine has a significant impact on a child with down syndrome. The three-dimensional letters formed using plasticine media are more recognizable to a child with down syndrome. Before using plasticine, the child could not recognize and pronounce the Hijaiyah letters independently. However, he could recognize and pronounce the Hijaiyah letters independently without assistance after using plasticine. The child's understanding of the Hijaiyah letters also improves. He can differentiate one letter from another, such as noticing the number of dots in the letters Ba, Ta, and Ša. Using plasticine media in the learning process can increase the child's enthusiasm for learning, develop his imagination, and support his memory.

**Keywords:** Hijaiyah letters, media plasticine, down syndrome

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## **INTRODUCTION**

Arabic plays a very fundamental role for Muslims. This is because Islam is rooted in a holy book written in Arabic (Khairani et al., 2023). Arabic serves as the primary source for understanding Islam (Adhimah et al., 2018; Novita & Munawir, 2022; Salida & Zulpina, 2023). In Indonesia, the Arabic language can be taught in both formal and informal institutions. The method in learning Arabic has developed rapidly. This development allows children with

special needs to learn Arabic as a reference source for worship, namely the Qur'an (Hidayat et al., 2023; Sari & Pransiska, 2022).

Children with special needs are children who have mental retardation and are different from other normal children (Rahayu & Marheni, 2020). Children with down syndrome are included as children with special needs. Down syndrome or trisomy 21 is a condition where children experience developmental delays both physically and psychologically (delayed speech, flat nose, and flat head), and they also have a lower IQ compared to typical children (Kamil et al., 2023; Suryana et al., 2019).

Children with special needs can be a part of society by empowering them both physically and mentally. For them, it is crucial to continuously, integrally, and responsibly fulfill access to the field of education (Maftuhin & Fuad, 2018). The importance of education for children with special needs is mentioned in the Qur'an, Surah 'Abasa, verses 1-7:

عَبَسَ وَتَوَلَّى أَنْ جَاءَهُ الْأَعْمَىٰ وَمَا يُدْرِيكَ  
لَعَلَّه يَزَكَّىٰ أَوْ يَذْكُرُ فَتَنْفَعَهُ الذِّكْرُ أَمْ أَمَّا مَنْ  
اسْتَغْنَىٰ فَآَنَتْ لَهُ تَصَدَّىٰ وَمَا عَلَيْكَ أَلَّا يَزَكَّىٰ

*He (Prophet Muhammad) frowned and turned away because a blind man (Abdullah bin Umm Maktum) had come to him. Do you (Prophet Muhammad) know that perhaps he wishes to purify himself (from sin), or he seeks to learn so that the teaching benefits him? As for the one who considers himself self-sufficient (the leader of the Quraysh), you (Prophet Muhammad) attend to him. However, there is no blame on you if he does not purify himself (believe).*

However, the difficulties in reading the Qur'an experienced by children with special needs have not yet received adequate attention. A study conducted by Sari & Mahfudh (2019) revealed that in the inclusive school where they conducted their study, there is a gap in the ability to read the Qur'an between children with special needs and other normal children. Children with special needs could only read a few Hijaiyah letters, while their peers could read all the Hijaiyah letters, and some could even read combinations of Hijaiyah letters. Apart from that, based on an initial interview with mothers of children with down syndrome, they said that Hijaiyah letters are not taught at school. Hence, the children only learn Hijaiyah letters individually at home. The Hijaiyah learning activity is routinely carried out at inclusive schools every afternoon. However, children with special needs rarely participate in the learning activity because they often experience discriminatory behavior from their friends. When the learning process occurs, the teacher applies the same learning method and media used for regular and down syndrome children, namely using Iqra media. Down syndrome children will have difficulty recognizing Hijaiyah letters using Iqra media. The children do not know the names of the Hijaiyah letters because they were not introduced at the beginning of learning (Anggita et al., 2023; Fazil, 2020).

Teaching Qur'an reading techniques for children requires a specific approach, especially if the children are of special needs (Ambarwati & Harimi, 2021). Children with special needs do have limitations, but they are also capable of learning the Qur'an if the methods and media used are appropriate (Fitriani et al., 2022; Isnainiyah et al., 2020; Rahmawati & Hikmah, 2022; Rizal et al., 2023). One of the media that can be used to learn Hijaiyah letters

for children with down syndrome is plasticine. Plasticine media is a type of soft wax that can harden and is easily molded into various shapes. This media is suitable for depicting something abstract in a clearer and more concrete form (Aulia et al., 2023; Sartika & Cahyo, 2023). Using plasticine media will make Hijaiyah letters more recognizable to children with down syndrome (Hasan et al., 2023). Children can focus better by synchronizing their eyes and hands using plasticine. Furthermore, plasticine media makes learning more effective (Kholbu et al., 2023). Previous studies have shown that learning Hijaiyah letters can utilize various accessible media. For instance, the research conducted by Gresilia et al., (2023) stated that the ability of mentally challenged children at SLB YP Peduli school to recognize Hijaiyah letters using picture media is essential in learning.

In another aspect, there is a suggestion in the research conducted by Sari et al. (2018) to provide innovative learning methods and engaging media in teaching Hijaiyah letters to reduce students' boredom in the classroom. In this case, there is a difference between this study and previous ones, starting from the subjects to be studied, and the media to be used. Based on the description above, this study aims to describe the use of plasticine media to support the learning of Hijaiyah letters for a down syndrome child.

## RESEARCH METHOD

This study was a qualitative descriptive study. Descriptive research aims to describe a phenomenon and its characteristics (Nassaji, 2015). This study aims to provide an overview of learning Hijaiyah letters using plasticine as a learning media for a child with down syndrome.

This research focuses on a child with special needs, specifically that with Down syndrome. The participant of this study is an 11-year-old child with Down syndrome who attends SDLB grade 5. Hijaiyah letters are not taught at that school, so the child only learns them at home.

The data were collected through observation and interviews. Observations were made to describe the process of learning Hijaiyah letters using plasticine as a learning media for a child with down syndrome. Interviews were conducted with the child's mother regarding the child's ability to recognize Hijaiyah letters. The instrument used was a picture sheet containing the Hijaiyah letters from Alif to Ya and an interview guideline. The data analysis adopted the Miles and Huberman model which consists of three stages, namely data reduction, data presentation, and conclusions.

Table 1. Interview Guidelines

Variable	Indicator	Participants	Instrument
Learning Hijaiyah letters for A child with Down syndrome	a. Qur'an learning activities at home b. Qur'an learning activities at school	Mother of a child with Down syndrome	Open interview (Unstructured)

After getting the interview results, the researcher then conducted an initial assessment, which is the first step to figure out how far the child can recognize the Hijaiyah letters. Language learning for a child starts by identifying the child's abilities and whether the child understands and recognizes the Hijaiyah letters (Iqromah, 2018). The initial assessment consists of one picture sheet containing Hijaiyah letters from Alif to Ya. The researcher guided the child

in naming each Hijaiyah letter. The results of the identification and assessment of each child with special needs were analyzed to develop learning programs and activities that will be taken for the child with special needs (Andriani et al., 2024). After the result of the initial assessment were obtained, the researcher created an IEP (Individualized Education Program), a learning program designed according to the child's abilities. This research was carried out for approximately two months: the learning activities were carried out over five meetings, one once a week. After all the learning activities were completed, the researcher carried out an evaluation by giving back picture sheets containing Hijaiyah letters to the child to figure out the child's understanding of recognizing Hijaiyah letters.

## **FINDINGS & DISCUSSION**

The interview with the mother of the child with down syndrome was carried out regarding the learning of hijaiyah letters at school and home. Based on the interview, it is revealed that the child has never been taught to recognize the Hijaiyah letters because Islamic learning at the school places more emphasis on aspects other than the Al-Qur'an. Meanwhile, the child learns Hijaiyah letters at TPQ (Al-Qur'an Education Center) near his home. Hijaiyah letter learning activities at TPQ have a regular schedule every afternoon, as stated by the mother "At school there are no lessons on reciting the Qur'an or knowing the Hijaiyah letters. However, around the house, yes, there are recitations every afternoon".

Before conducting the lesson, the researcher carried out an initial assessment and created an Individualized Education Program (IEP) for the child. The assessment is helpful for understanding the child's profile as a whole regarding his learning problems and potentials, as well as his particular needs and the required environmental support capacity (Cahyani et al., 2018). Assessment is the first step that must be taken for a child with down syndrome in order to find out to what extent the child knows and understands the Qur'an.

The assessment results showed that the child with Down syndrome was not yet able to read the Al-Qur'an and did not know the Hijaiyah letters in their entirety. As the mother stated, the child rarely participates in activities to learn to recognize Hijaiyah letters in their home environment.

The result of the interview with the mother of a child with down syndrome regarding the extent to which the child knows and understands the Hijaiyah letters shows that there are still many Hijaiyah letters that the child does not know yet. A child with down syndrome knows several letters, but the child quickly forgets them as they rarely learn Hijaiyah letters in TPQ.

As stated by the mother of the child, "My child likes to join if they feel like it. However, that is rare because they get teased by their friends when they join the Quran recitation". The child with down syndrome rarely participates in TPQ. Many factors make him less interested in learning in TPQ. For example, he often experiences discriminatory behavior from their friends. He feels uncomfortable learning, so he does not want to learn Hijaiyah letters with their friends. Apart from that, the learning methods and media taught by teachers are not specified for children with down syndrome. This makes the child less likely to understand what is being taught. Therefore, in this study, the researcher focused on utilizing plasticine media so the child with down syndrome can recognize and understand Hijaiyah letters.

The following are the results of the initial assessment. In this assessment, the child's ability to recognize and pronounce Hijaiyah letters is divided into three categories: able independently, able with assistance, and not able at all. The researcher assessed the child on 30 letters, starting from the letter Alif to the letter Ya.

Table 2. Initial Assessment Result

Child's Ability	Number	Hijaiyah Letters
Able independently	4	The letters Ta, Ha, Zai, and Za.
Able with assistance	5	The letters Alif, Ba, Ša, Jim, and Kha.
Not able to at all	21	The letter Dal, Žal, Ra, Sin, Syin, Shad, Dhad, Tha, ‘Ain, Gain, Fa, Qaf, Kaf, Lam, Mim, Nun, Wawu, Ha, Lam Alif, Hamzah, and Ya.

The child can identify and pronounce four Hijaiyah letters independently. These letters are Ta, Ha, Zai, and Za. The child can identify and pronounce five Hijaiyah letters with assistance. These letters are Alif, Ba, Ša, Jim, and Kha. Meanwhile, the child is unable to identify and pronounce the other 21 Hijaiyah letters. These letters are Dal, Žal, Ra, Sin, Syin, Shad, Dhad, Tha, ‘Ain, Gain, Fa, Qaf, Kaf, Lam, Mim, Nun, Wawu, Ha, Lam Alif, Hamzah, and Ya.

The child can pronounce and identify the letter Alif with assistance. However, the child confuses the letter Alif with the number 1 and still cannot differentiate them. Children who are used to Latin letters have difficulty learning Hijaiyah letters (Imroatun, 2017). The mother also states the child's condition that "my child still often forgets to distinguish between Arabic letters and numbers".

The child can pronounce the letter Ba with help from his mother. He takes some time to think before pronouncing the letter given, but after a while, he is unable to answer or is still in the process of thinking. Then, the mother reminds him what the letter is, so he is then able to follow what his mother says. As what was said by the mother during the interview that when studying, the child with Down syndrome will quickly forget what he learns. Apart from that, he also gets tired quickly when studying. However, when he is comfortable with learning, he can remember what he learns well.

Different from the first two letters, the child can identify and pronounce the letter Ta well independently. However, the child can identify and pronounce the letter Ša with assistance. The child can quickly pronounce the letter Ša, but not accurately, as they confuse the letter Ša with the letter Ba. Therefore, the mother promptly informs the child about the letter Ša, and the child can follow what his mother says. The mother revealed from the interview "my child still cannot distinguish similar-looking letters and often gets them mixed up"

The down syndrome child has not yet been introduced to the differences between each Hijaiyah letter, including how to read it, the shape of the letters, and the different points on each letter.

The child can identify and pronounce the letter Jim with assistance. The child can quickly pronounce the letter Jim, but not accurately, as they are confused. Therefore, the mother promptly informs the child about the letter Jim, and the child can follow what their mother says.

Down syndrome children have below-average intellectual limitations and are characterized by limited intelligence and an inability to communicate socially (Hamdanah, 2023).

Based on the initial assessment result, the IEP was designed in five meetings, focusing on the first five Hijaiyah letters. The child only learned five Hijaiyah letters using plasticine media: Alif, Ba, Ta, Ša, and Jim. The researcher went through several stages when teaching a child with Down syndrome. The following are descriptions of the learning stages.

1. Starting the lesson with a joint prayer

Before starting the lesson, the researcher ensured the child was ready to learn by asking about his readiness and arranging his seating position. This ensured comfort for the child when the lesson began. According to Putri (2013) learning Hijaiyah letters requires a conducive psychological environment to make learning enjoyable. After that, the researcher led the learning prayer, followed by the child. During the prayer reading, the child was not yet able to follow what the researcher was reciting but attentively participated in each prayer by raising both hands. The child also remained calm and focused while following every prayer recited by the researcher until the end.

2. Introducing the child to plasticine as a learning media and how to use it

After starting the lesson with a prayer, the learning media was introduced. When this media was introduced, the child appeared very happy and enthusiastic. Playing with plasticine gives children pleasure and satisfaction (Sari et al., 2015) since plasticine has properties that allow it to be shaped into anything and has unique colors. In its use, plasticine can be manipulated using various techniques, including rolling, coiling, pressing, and squeezing. The child understood what the researcher explained and demonstrated on how to use the plasticine.

Initially, the child was not accustomed to plasticine. The child was not able to press and roll it perfectly, resulting in shapes that did not match the demonstrated examples. However, by the second, third, and subsequent trials, the child became accustomed to it and was able to perform all the techniques well, producing the desired plasticine shapes.

3. Pronouncing Hijaiyah letters repeatedly

Before the child shapes the Hijaiyah letters using plasticine, the child learned to pronounce the letter that was being learned on that day repeatedly. For example, when learning the letter Alif, the child did not immediately form the letter Alif with plasticine. Instead, the researcher directed the child to first pronounce the letter Alif five times in repetition. After that, the child was taught to use plasticine to form the letter Alif.

4. Forming and affixing the letters

At the first meeting, the letter studied was the letter Alif. The researcher first gave the child an example of how to create the letter Alif using plasticine, starting by grinding the plasticine with both palms, forming the plasticine like a pencil, and sticking it on the board provided. When the researcher gave an example, the child enthusiastically followed the researcher's instructions. By using plasticine, children will immediately practice recognizing and forming letters with a sense of fun and creativity and will not get bored (Faizah & Fitriah, 2021).



Figure 1. Alif Letters Made of Plasticine

When grinding plasticine, the child did it several times as he enjoyed grinding plasticine and forming the letter Alif. When the child was asked about the letter, at first, the child seemed to forget what letter was the shape. Thus, the researcher helped the child remember the letter.

In making the second and third Alif letter, the child was able to say the Alif letter independently. This means that the child understands the letters that are being formed and pasted on the board. On the board, there are approximately 20 Alif letters which have been formed using plasticine by the child. This means that the child has said and repeated the letter Alif approximately 20 times without realizing it. Learning Hijaiyah letters using plasticine provides enjoyable activities so he does not get bored during the learning process. The introduction of Hijaiyah letters using plasticine for a child with down syndrome can be done by learning while playing (Nurhidayah et al., 2020). The child is very enthusiastic about forming, gluing, and pronouncing the Alif letters they have learned. In this case, it is different when the child is only taught to say the letter Alif approximately 20 times. Learning Hijaiyah letters becomes more accessible and fun by using plasticine as a learning media for a child with down syndrome.

At the second meeting, the child learned the letter Ba. Like the letter Alif, the child first shaped the plasticine like a pencil using the grinding technique. The difference is that forming the letter Ba requires three stages. The first is to shape the plasticine like a pencil, the second is to bend the plasticine like a boat, and the third is to form a smaller plasticine to be used as a dot that will be placed under the letters. In this second meeting, the child formed the letter Ba that had been demonstrated. When the child had difficulty understanding the letter well, the researcher taught him that the letter ba' (ب) is like a boat with one dot while ta' (ت) is like a boat with two dots above. In learning Hijaiyah letters, the teacher can give codes or symbols as an analogy so the students can easily recognize Hijaiyah letters (Imroatun et al., 2021).



Figure 2. Ba Letters Made of Plasticine

The child had already done similar things in the first meeting, so it did not take long for the child to finish molding the plasticine into a pencil shape. In the second stage, the child did not seem to have the courage to bend plasticine because this was something new for him. So, the researcher helped the child bend plasticine. The child watched with great enthusiasm when the researcher was bending plasticine into a boat. To make a dot to be placed under the boat or under the letter Ba, the child quickly formed a point by rolling up the plasticine, so it became a small ball.

The child could bend plasticine independently to form the second, third, and other Ba letters. He formed quite a lot of letters Ba as he repeated the letter Ba over and over again. With lots of repetition, the child became accustomed to remembering each letter made with plasticine.

At the third meeting, the child learned to form the letter Ta. The formation of the letter Ta is not much different from forming the letter Ba; the difference is in the dots placed. First the child formed the plasticine like a pencil. After that, he bent the plasticine into a shape like a boat. When bending the plasticine, the child could do it perfectly and looked very comfortable. The fear that previously appeared slowly disappeared and turned into a feeling of enthusiasm for making each letter with plasticine. After that, the child formed two dots to place on top of the letter. At this third meeting, the child started to enjoy and get used to using plasticine.



Figure 3. Ta Letters Made of Plasticine

At the fourth meeting, the child learned to form the letter Ša. Forming the letter Ša is almost the same as the letter Ta and the letter Ba, which both shape like a boat. The only difference lies in the number of points. The child seemed enthusiastic about learning Hijaiyah letters using plasticine. The child was able to form the letter Ša very well as forming the letters Ba and Ta. When bending plasticine, the child did it very well. There are three dots needed by the letter Ša. The child began to compare with previously created letters and he noticed the difference among the three letters. During the learning process, it can be clearly seen that the child is used to and enjoys every process of making Hijaiyah letters using plasticine.





Figure 4. Ša Letters Made of Plasticine

At the fifth meeting, the child learned to form the letter Jim. The letter Jim was the most challenging for the child to learn compared to the previous letters. There are several stages in forming the letter Jim. First, make two pencil forms using plasticine. One piece will be placed on top, and another one will be shaped like a crescent moon and placed below it. Next, place a point in the middle of the crescent moon. Forming the letter Jim really needs the child's precision.

In the learning process, the child first formed two pieces of plasticine and placed one on the board. The second piece of pencil-form plasticine was bent into a crescent shape. The child found it difficult to bend plasticine like a crescent moon but after several experiments, he could form plasticine like a crescent moon. The final stage is placing a dot in the middle of the crescent moon. The child formed at least ten Jim letters at this fifth meeting. Even though it takes time to form something new for him, with hard work and enthusiasm for learning, he can learn Hijaiyah letters with fun using plasticine as a learning media.



Figure 5. Jim Letters Made of Plasticine

##### 5. Taking a break while playing, creating other objects using plasticine

After forming the Hijaiyah letters and sticking them with several repetitions, it was time for the child to rest. He tried to form something he was familiar with, such as chili, apple, and carrot. This break can make him enthusiastic about learning again.



Figure 6. Forming Other Shapes Using Plasticine

#### 6. Pronounce the Hijaiyah letters repeatedly

After participating in the learning activities using plasticine, the child was asked to recall and name the Hijaiyah letters he had learned without any assistance. The researcher pointed out the letters and then the child mentioned the name of the letters five times. Initially, the child was unable to name the letters. However, in the second attempt, the child managed to name the letter Alif until the letter Jim. With this sequence of learning, the child was able to perform well and enjoyably. The child repeatedly went over the letters they learned without feeling bored. According to Mumtazul (2011), in educating children, it is necessary to apply three methods, namely imitating, memorizing, and getting used to.

Table 3. Results After Learning Hijaiyah Letters Using Plasticine

Child's Ability	Number	Hijaiyah Letters
Able independently	8	The letters Alif, Ba, Ta, Ša, Jim, Ha, Zai, and Za.
Able with assistance	1	The letter Kha.
Not able to at all	21	The letter Dal, Žal, Ra, Sin, Syin, Shad, Dhad, Tha, 'Ain, Gain, Fa, Qaf, Kaf, Lam, Mim, Nun, Wawu, Ha, Lam Alif, Hamzah, and Ya.

From the results above, the learning of Hijaiyah letters using plasticine for the child with down syndrome has improved. Previously, the child was only able to recognize the letters Ba, Ta, Ša, and Jim with help, but now the child can recognize the letters independently. Throughout the process of learning the Hijaiyah letters, the child is able to follow along well. The use of learning media was one of the keys to success in this educational process. The success or failure of recognizing Hijaiyah letters is often assessed in terms of the method used, meaning that learning methods play an essential role in the learning process of recognizing Hijaiyah letters (Halimah et al., 2016). Plasticine, as a learning media, has numerous advantages in teaching Hijaiyah letters to a child with down syndrome, including enhancing the child's enthusiasm to learn, fostering their imagination, and strengthening their memory. Plasticine can increase spatial and image intelligence because plasticine can create shapes according to children's imagination (Nurhayati et al., 2022). The advantages of using plasticine as a learning media are elaborated below.

### 1. Increasing the child's enthusiasm for learning

During the learning of the Hijaiyah letters using plasticine, the child was very enthusiastic. This enthusiasm stemmed from the unique experience offered by the plasticine. Plasticine can be shaped into anything, comes in various colors, and when formed into Hijaiyah letters, it appears quite realistic. One way children get to know something is through touch; by playing with plasticine children learn about textures and how to create things (Jatmika, 2012). In the first session, the child learned to recognize the letter Alif. The child made many Alif letters and filled out the board provided by the researcher. Approximately 20 Alif letters were formed by the child. It is evident that the child thoroughly enjoyed and was enthusiastic about learning the Hijaiyah letters using plasticine. It is also stated by the mother "my child usually easily gets bored when studying. He does not have the enthusiasm to study for a long time. However, when he used plasticine, he enjoyed activities while remembering the letter".

When using plasticine media, the child not only focuses on mentioning each Hijaiyah letter but also learns how to form the letters directly. This activity can reduce the feeling of fatigue in the child with Down syndrome. He becomes enthusiastic about learning because he can learn while playing by forming Hijaiyah letters with plasticine.

### 2. Developing the child's imagination

The use of plasticine as a learning media can support the child's imagination. Arlinah and Rohita (2014) mentioned that one of the benefits of plasticine is that it helps increase self-esteem. Playing with plasticine is playing without rules, so it is helpful in developing the child's imagination and creativity. Plasticine media makes it easier for the child to recognize the Hijaiyah letters in detail.

### 3. Supporting the child's memory

The presence of plasticine media also makes the child's memories stronger as he does some hands-on activities. Thus, the experience will be embedded in the child's memory. Squeezing, rolling, and twisting are some of the words that children often hear when playing with plasticine (Jatmika, 2012). In the process of forming the Hijaiyah letters, the child forms the letters many times. Children's introduction to Hijaiyah letters can begin by listening to the sound and shape of the letters (Alucyana et al., 2020). This is considered adequate in learning Hijaiyah letters for a child with down syndrome.

Despite the many advantages of plasticine media as a learning media for down syndrome children, there is also a weak point. While shaping Hijaiyah letters, the child sometimes loses focus as he spontaneously forms other things, leading to a less conducive learning environment. In this case, the researcher tries to guide and encourage the child to form the Hijaiyah letters again.

## CONCLUSION

Learning Hijaiyah letters using plasticine as a learning media has a significant influence on a child with down syndrome. A child is able to more clearly and tangibly recognize each letter they learned by directly shaping the letters using plasticine. The three-dimensional letters formed are more recognizable to a child with down syndrome. The child's ability to pronounce Hijaiyah letters also improved. Before using plasticine, a child is unable to recognize and

pronounce some Hijaiyah letters independently. However, after using plasticine, he is able to recognize and pronounce the Hijaiyah letters independently without assistance. The child's understanding of the Hijaiyah letters also improves. He is able to differentiate one letter from another. A child with down syndrome can recognize well the difference in dots that each letter has. The use of plasticine media in the learning process can increase the child's enthusiasm for learning, develop the child's imagination, and support the child's memory.

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