TRENDS AND CHALLENGES IN ISLAMIC EDUCATION LEARNING MEDIA FOR EARLY CHILDHOOD: A SYSTEMATIC LITERATURE REVIEW

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Abstract

The urgency of selecting effective Islamic Education learning media in the era of digital technology for early childhood education is an inevitability that cannot be postponed; a learning media based on multisensory digital technology because this media can improve understanding and retention of information, support various learning styles and are in accordance with the digital era so that it can combine audio, visual, kinesthetic, local wisdom and technology. This study aims to analyze the existence of Islamic Education learning media for early childhood, challenges and opportunities through systematic literature review research methods, the process of searching for research results using keywords in Indonesian and English, namely: Islamic Education "or" Media "or" Early Childhood, through the publish or perish eight application, some notes on the search process are the publication year range in 2015-2025 in three global databases, namely: "Google scholar, Scopus and WOS", the data analysis used is PRISMA analysis which is adjusted to the research question (RQ), 55 articles were found from the global database. The results of the study indicate that research training related to learning media can be classified into three parts, namely, integration of digital technology, integration of local wisdom, and manual media. So, the role of teachers in preparing learning media must consider the nine criteria developed by Gagne, which is abbreviated as SMART-PACK.
Keywords: Systematic Literature Review; Early Childhood Education; Islamic Digital Learning Media

INTRODUCTION

The entry of the technological era has brought about a paradigm shift in all elements of education (Khoirunnisa' et al., 2019; Tuhcic, 2020), shifting the implementation of learning by optimizing digital media (Abbas, 2021; Ajmain, 2020), implementing interesting learning, to a measurable evaluation process to determine learning outcomes for students (Abidin et al., 2022; Adams, 2017; A'yunin et al., 2022). Seeing these conditions, educational institutions must improve human resources, especially teachers, as learning subjects. Mart & Campbell-Barr (2020) stated that developing teacher

professionalism is a primary skill that must be developed sustainably (Adiyono et al., 2023), so that teachers can deliver learning in a fun way (Abdulrahman, 2024) and achieve the main goals in the learning process. Antonietti and Boudet more specifically stated that teachers in the technological era are required to be able to connect in every learning process (Antonietti, 2022; Boudet, 2017), so that the presence of technology can be a solution in a fun teaching and learning process.

Villarreal-Villa (2019) noted the importance of digital competence for teachers in learning because the best teachers will be able to stimulate the creation of knowledge and skills in students (Khasawneh, 2020). One important element that cannot be separated from teachers in learning is the optimization of learning media that is appropriate to the characteristics of early childhood, such as puzzle games, hand puppets, and other educational games (Amilia & Amsal, 2019; Martin, 2021), as Bunari et al. stated that engaging learning media has a significant influence on students' learning interest (Bunari et al., 2024; Darusman, 2019; Febrina & Setiawan, 2024; Prasetya, 2018), especially in the digital era, teachers must be able to make digitalization an absorbing learning medium (Syawaluddin et al., 2020), such as the use of animated videos (Almira Salsabila Majid & Usman, 2021), flipbooks (Roemintoyo & Budiarto, 2021), comics (Arief et al., 2022) computer media (Beacham & Alty, 2006) and others. So, the teacher's task in creating learning media is to design it thoughtfully and according to the material and learning objectives (Akrim, 2018; Alty et al., 2006).

The existence of importance of practical learning media is also a concern at the level of early childhood education (A.Ghani, 2021; Agrestin & Maulidiyah, 2021; Agustin et al., 2020), starting from learning planning (Pratiwi & Utsman, 2022) to implementation of the process of stimulating social-emotional, gross and fine motor skills in children optimally (Nadlifah et al., 2022; Nurdiyanti, 2019), Rosmiati et al., explained that the use of communication design media for early childhood could develop children's sensory and motor skills (Rosmiati et al., 2020), so Mustakim et al., expressed the need for innovation in animated video-based media (Nussa animated films) in early childhood to accelerate the understanding of Islamic education (Mustakim, 2022). Noor and Astutik make game-based education media a solution for instilling disciplined character in early childhood (Noor & Astutik, 2019). In line with Edwards, learning media for early childhood must be integrated with digital technology (Edwards, 2016), such as games (Rais et al., 2018) and digital literacy (Budiarti & Darmayanti, 2018).

Optimization of Islamic education learning through effective media is also widely implemented, such as learning the hijaiyah letters for early childhood by utilizing Augmented Reality (Orsicha et al., 2024) and Quantum Learning (Pradibta et al., 2019; Sofyan et al., 2023). Susanty and Mahyuddin made the Al-Islam Kemuhammadiyahan (AIK) learning video to improve speaking skills and character building specifically for early childhood (Susanty & Mahyuddin, 2022). Razali et al. utilize digital media (smart hafiz) for teachers (Saptiani & Sofyan, 2022a) to design and develop Al-Qur'an memorization for early childhood (Azzahra, 2024a; Razali et al., 2023). In line with Ervina et al., who made digital technology based on multisensory, namely combining audio, visual, kinesthetic and technology in the Islamic educational tradition of memorizing the Al-Quran (Ervina et al., 2023a; Faqihuddin et al., 2024; Yusniati et al., 2023).

Based on the findings of several research results on various innovations in Islamic

education learning media (Ali, 2016; Faizin & Helandri, 2023; Fitria et al., 2023), starting from learning the Qur'an (Aziz et al., 2024; Azzahra, 2024b; Rahatuningtyas et al., 2022; Sit et al., 2022; Syarifah & Tanjung, 2023) hadis (Ervina et al., 2023b) and several Islamic education learning media based on digital technology (Assyauqi, 2020; Faizin & Helandri, 2023; Orsicha et al., 2024), Be valid evidence of the need for teachers to prepare effective learning media so that they can achieve learning objectives. The many research studies on learning media for early childhood make the findings of one space that still requires more specific research, namely about the use of Islamic Education learning media for early childhood using the systematic literature review research method, namely the process of analyzing the results of published research. This study focuses on three research questions. First, what are the research trends related to learning media in Islamic Education for Early Childhood? Second, What are the types of learning media used in Islamic Education for Early Childhood? Third, What are the challenges and opportunities in implementing Islamic Education learning media for Early Childhood?

METHODOLOGY
This part, basically describes how the research was conducted. The main materials of this section are: (1) research design; (2) population and sample (target of research); (3) data collection techniques and instrument development; (4) and data analysis techniques. For research using tools and materials, it is necessary to write down the specifications of the tools and materials. The tool specifications describe the sophistication of the tools used, while the material specifications describe the types of materials used.

The research method uses a systematic literature review (Aalst, 2022; M. Arif, 2025), which is a research method that specifically analyzes various published research results by focusing on research questions, including: First: What are the research trends related to digital learning media in Islamic Education for Early Childhood? Second, What types of learning media are used in Islamic Education for Early Childhood? Third, What are the challenges and opportunities in implementing Islamic Education learning media for Early Childhood? Searching for research results using keywords in Indonesian and English, namely: Islamic Education, "or" Media "or" Early Childhood, through the publish or perish 8 application, some notes in the search process are the publication year range in 2015-2025 and the publication database is only in three global databases, namely: "Google scholar, Scopus and WOS". After that, the researcher analyzed the data using PRISMA analysis (Abelha et al., 2020; Hutton et al., 2016), namely the research questions' identification, evaluation and interpretation.

Inclusion And Exclusion
In the study of Islamic Education media for early childhood, researchers apply inclusion and exclusion to avoid bias in the research data collection process. tionfition of five inclusion criteria is as follows: First, the research search is based on topics relevant to the research question: How is the research trend related to learning media in Islamic Education for Early Childhood? What are the types of learning media used in Islamic Education for Early Childhood? What are the challenges and opportunities in implementing Islamic education learning media for early childhood education? Second, the years taken are only in the last ten years, namely 2015-2025. Third, the type of publication that will be analyzed is a peer-reviewed journal article published in three global databases, Google Scholar, Scopus and Web of Science. Fourth, the languages

chosen include Indonesian and English. Fifth, while searching for articles, researchers use third-party applications, namely Publish or Peris 8, with the keywords Media, "or" Islamic Education "or" Early Childhood in English and Indonesian. In addition, research exclusion includes data other than the inclusion data that has been determined by the researcher so that with a strict inclusion process, researchers can ensure that there will be no bias and obtain quality data for analysis.

Data Filtering

Search result data using the publish or perish application conducted on February 1, 2025, in detail as follows:

No	Keywords	Years	Databased	Count
1	Media "or" Islamic Education "or" Early Childhood	2015-2025	Scopus	9
2	Media "or" Islamic Education "or" Early Childhood	2015-2025	WOS	4
3	Media "or" Islamic Education "or" Early Childhood	2015-2025	Google Scholar	795
4	Media "or" Pendidikan Islam "or" Pendidikan Anak Usia Dini	2015-2025	Google Scholar	925
Count				1733

Based on the table above, it can be concluded that there are 1733 articles from the search results; the data will be analyzed to get 55 from the articles from the analysis results, the data is entered into the Zotero application to export data in the form of RIS. In detail, the process is carried out as follows: data collection, data classification with a separate folder, data from the articles from the analysis are grouped and data exported in the form of RIS, RIS data is re-validated before being entered into the Vos viewers application, the data is ready to be entered into vos viewers and get visualization as below.
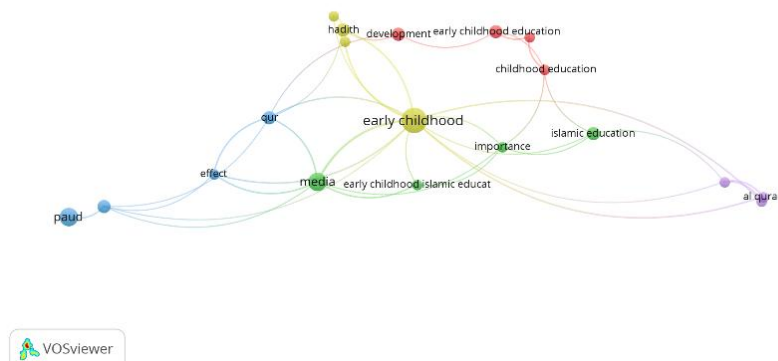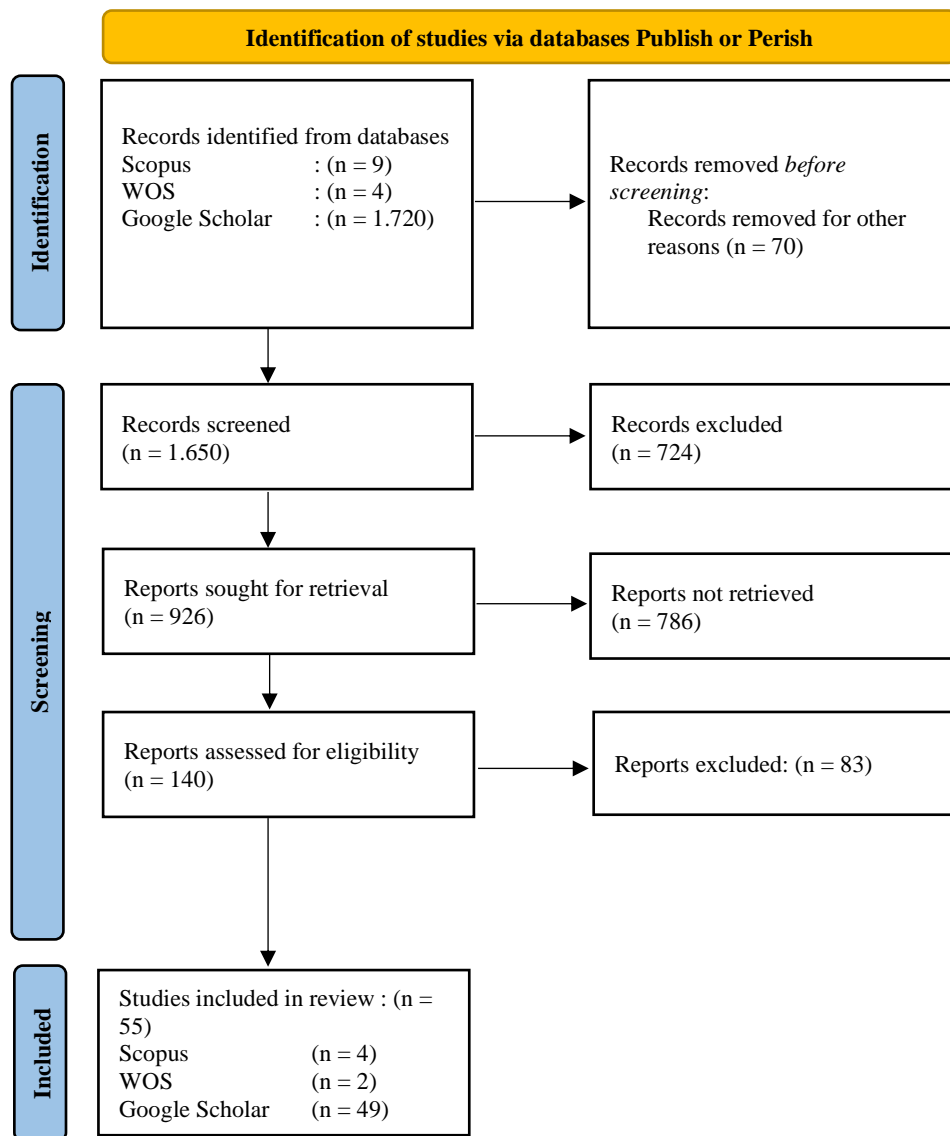

Figure 1: Distribution of Islamic Educational Media Publications For Early Childhood.

The Figure above shows a very close and important relationship in the learning cycle, namely between Early Childhood Education with learning media and Islamic Education for Early Childhood. In addition, there is a relationship related to Islamic education learning, such as learning the Qur'an and hadith, as well as the habituation of Islamic character (morals) in early childhood.

PRISMA analysis

Based on the data obtained from the results of data collection. Therefore, the researcher conducted the PRISMA analysis stages (PRISMA statement, 2020)to obtain valid data. In detail, it can be seen in the flow chat below:

Identification of studies via databases Publish or Perish

Identification

Records identified from databases
Scopus   : (n = 9)
WOS   : (n = 4)
Google Scholar   : (n = 1.720)

Records removed *before screening*:
    Records removed for other reasons (n = 70)

Screening

Records screened
(n = 1.650)

Records excluded
(n = 724)

Reports sought for retrieval
(n = 926)

Reports not retrieved
(n = 786)

Reports assessed for eligibility
(n = 140)

Reports excluded: (n = 83)

Included

Studies included in review : (n = 55)
Scopus   (n = 4)
WOS   (n = 2)
Google Scholar   (n = 49)

RESULTS AND DISCUSSION

The results of the study showed that the data from the PRISMA analysis could be classified based on three research questions (RQ) found by researchers in as many as 55 articles, with details from three global databases (Scopus: 4, WOS: 2 and Google Scholar: 49). Based on these data, researchers grouped them into three sub-themes, namely: 1) Research trends related to learning media in Islamic Education for Early Childhood. 2) Learning media used in Islamic Education for Early Childhood and 3) Challenges and opportunities in implementing learning media in Islamic Education for Early Childhood.

Research trends related to learning media in Islamic Education for Early Childhood
Trends related to research on Islamic Education learning media for early childhood (Zaini

& Dewi, 2017) are based on the urgency of instilling morals, actualizing worship and maintaining the entire education process to remain balanced between worldly and afterlife lessons (Agus, 2018). So teachers must be able to develop creativity optimally, one of which is implemented in interesting and enjoyable learning media (Agustin et al., 2020; Ali, 2016). (Hambal, 2020) stated that the golden age of early childhood is the best time for children to absorb general Islamic knowledge so that it can be implemented in the future (Hambal, 2020). Especially with the entry of the digital technology era, teachers must interestingly integrate learning by utilizing technology media and local wisdom (Zulkhaidir & Mubarok, 2021). The data can be seen in the results of publications on the use of Islamic Education learning media for early childhood, as in the Figure below:
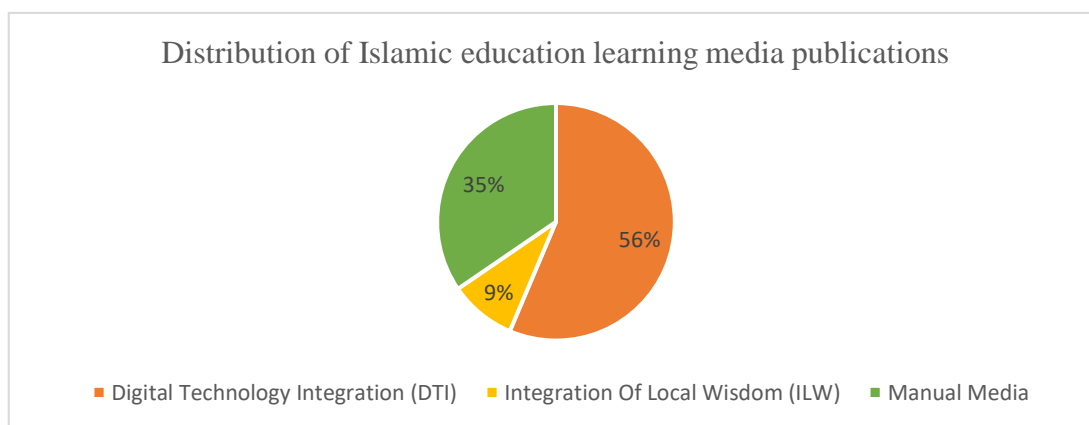

Figure 2: Distribution of Islamic Educational Learning Media Publications.

Based on Figure 2 on the distribution of Islamic Education learning media for early childhood with three classifications, namely digital technology integration of 56% (31 articles), local wisdom integration of 9% (3 articles) and manual media of 35% (19 articles). The shift in media selection was also expressed by Salsabila et al., that in Islamic Education learning must be able to attract children's interest, one of which is by utilizing digital media that is by the development of the times (Azzahra, 2024b; Faizin & Helandri, 2023; Orsicha et al., 2024; Panjaitan et al., 2020; Salsabila et al., 2023), such as an example in the development of character education in children, teachers must be able to provide examples as well as create holistic and integrative learning media innovations so that they can be readily accepted by students (Ainnin & Ismail, 2024). In addition, the selection of media based on local wisdom is also an option for early childhood education teachers, namely a process of teachers bringing students closer to the child's background, fostering a love for the country and preserving the natural wealth of the surrounding area (Agustin et al., 2020; Suryana & Hijriani, 2022). The selection of other media, such as visual media, audio, and picture stories as learning resources, remains an option for teachers to foster interest in learning for early childhood (Nurlina et al., 2023).

Learning media used in Islamic Education for Early Childhood
The existence of Islamic education learning media trends for early childhood is classified into three models. First, learning media integrated with digital technology, such as using a multisensory approach integrated with technology, audio, visual and kinesthetic to introduce the Qur'an since early childhood (Faqihuddin et al., 2024). Azzahra also explained that optimising Al-Qur'an learning through digital media and the smart hafiz application can make children more productive in reading and memorising the Qur'an (Azzahra, 2024b; Hanafi et al., 2021). In addition, Aziz et al. also reinforces the

importance of teachers being able to integrate digital media and technology in the teaching and learning process, such as the digital storytelling process as a language learning medium by strengthening remembering and memorising the Qur'an (Aziz et al., 2024; Hidayati et al., 2023; Razali et al., 2023; Yunita et al., 2024).

The use of digital-based media (Ainnin & Ismail, 2024; Razali et al., 2023; Saptiani & Sofyan, 2022b), was also carried out by Nurhayati et al., namely optimizing the web integrated with applications in Islamic religious education learning for early childhood as one of the options that can be implemented by teachers (Barovih & Sugara, 2020; Nurhayati et al., 2023; Zulfahmi et al., 2022), because it has the effectiveness to attract students' interest in learning and make it easier for teachers to deliver learning so that the goals of Islamic education in the form of achieving knowledge and noble character can be achieved (Putra et al., 2020; Yuniarti et al., 2021). In contrast to the view of Saputra et al., who prefer animated video media as a medium in Islamic religious education learning for early childhood (Saputra et al., 2021), as data shows that visual media is more able to attract children's interest in learning (Anisa & Wathon, 2022) so that it can improve student learning outcomes (Azzahra, 2024b; Faqihuddin et al., 2024). Budiarti et al. provide reinforcement that digital media implemented in learning is not only able to foster children's interest in learning, digital media is also able to improve digital literacy for teachers and children (Budiarti & Darmayanti, 2018; Busahdiar et al., 2024; Hidayati et al., 2023; Ramli, 2015).

Second, learning media for early childhood integrated with local wisdom as an option to maintain and preserve the natural wealth of the surrounding area (Ahnan 'Azzam & Leany, 2024), such as the existence of the Pagaruyung traditional house and the Bilih Fish of Lake Singkarak as a medium for children to increase their love of culture while strengthening children's religious values (Suryana & Hijriani, 2022). Agusti et al. also provide an example of optimizing the traditional game media "kaulinan barudak" as a medium for strengthening children's Islamic education (Agustin et al., 2020; Sofiyah, 2023), such as the development of Islamic brotherhood, morals (Alhadad et al., 2021), Amanah, tolerance (Rahman, 2018) and patience. In line with Nugroho, who noted the importance of teachers utilizing educational media that comes from the natural environment around children, besides being easy for children to obtain, they are also more familiar because they are often encountered (Nugroho, 2015), making it easier for children to understand the purpose of learning.

Third, manual learning media that encourages higher creativity for teachers (Rizqina & Suratman, 2020), such as the use of letter cards in learning to recognize hijaiyah letters (Syarifah & Tanjung, 2023), the selection of letter card media is very effective in supporting children's reading skills (Yunita et al., 2024). Illustrated printed media can also provide knowledge about the pillars of Islam in early childhood (Yusniati et al., 2023), as the position of the pillars of Islam is the main foundation for introducing Islam. In addition, audiovisual media of Islamic stories is also an effective media for developing moral and religious values for children (Anisa & Wathon, 2022); audiovisual media is an interesting and fun alternative so that learning objectives can be conveyed optimally (Azzahra, 2024b). Cahyani et al. also utilized audiovisual media with pop-up books in learning the procedures for ablution for children (R. Cahyani et al., 2020); pop-up book media is quite effective media because it has an attractive appearance and is effective for

use in learning (D. Cahyani, 2020; Lestari & Retnoningsih, 2018; Tare et al., 2010; Yanto et al., 2023).

Video media is also one of the media widely used by teachers to stimulate students in the Islamic Education learning process (Erlangga & Syukur, 2022); Hidayati et al expressed that the success of students' understanding of Muhammadiyah material is proof that video media is still relevant as the primary media (Hidayati et al., 2023; Suryana & Hijriani, 2022; Susanty & Mahyuddin, 2022). In contrast to Herni who utilizes natural media as an alternative media for early childhood in understanding Islamic Education, especially about the verses of kauniyah in the Qur'an and its integration with (Herni, 2018; Hidayati et al., 2023). The best selection of learning media should be based on learning characteristics (Y. M. Arif & Hayati, 2022), objectives (Bates, 1990) and influencing factors (J. Lee et al., 2023; Reiser & Gagné, 1982).

Challenges and opportunities in implementing Islamic Education learning media for Early Childhood
Islamic education for early childhood aims to foster Islamic values from an early age (golden age) so that in the future, children become complete Muslims (Agus, 2018; Ali, 2016) have good morals (Agustin et al., 2020; Ainnin & Ismail, 2024; Alhadad et al., 2021; Ervina et al., 2023b) believe in and fear Allah (Aziz et al., 2024), so that one of the instruments to achieve this goal is to optimize the learning process properly, through learning media that is interesting for students. One of them is integrating digital technology into learning media. There are several challenges for teachers in implementing digital technology in early childhood (Salsabila et al., 2023), for example, teachers will face challenges in creating digital media because it requires a learning process and creativity (Barovih & Sugara, 2020; Fitria et al., 2023). Cahyani revealed that one of the challenges in implementing Islamic Education learning media, apart from human resources (D. Cahyani, 2020), is fostering students' interest in learning (Fitria et al., 2023).

Faizin et al. provide the view that another challenge that is noted is the need for teachers and parents to understand the urgency of integrating learning media and technology (Faizin & Helandri, 2023; Salsabila et al., 2023), such as educational games (smart hafiz) (Azzahra, 2024b), learning videos to memorize the Qur'an and the development of digital applications (Razali et al., 2023) for children will be more interesting and become an opportunity to foster interest and motivation in children (Aziz et al., 2024; Faqihuddin et al., 2024; Rahatuningtyas et al., 2022; Sit et al., 2022; Syarifah & Tanjung, 2023). Referring to these conditions, education providers, as the highest entity, are obliged to provide provisions for teachers to improve their creativity and competence (Nurlina et al., 2023; Putra et al., 2020; Rahman, 2018; Ramli, 2015), especially in the use of media in Islamic education learning (Maswati et al., 2023). One of the opportunities for optimal media utilization is conveyed by Rahatuningtyas et al., namely visual media in the form of videos on YouTube (Nussa animation) can be an option for instilling morals in children, with the note that the content has been filtered by the teacher so that there is no potential for content interference that is beyond prediction (Rahatuningtyas et al., 2022; Suryana & Hijriani, 2022; Susanty & Mahyuddin, 2022) by the results of Zulfahmi et al.'s research which revealed that one of the technological opportunities is the implementation of the web in Islamic education learning which has proven to be very effective (Zulfahmi et al., 2022) so that the opportunities for teachers have proven to be quite broad in

optimizing media in implementing learning for early childhood.

DISCUSSION
Based on the findings of the research results by focusing on three research questions (RQ), it shows that the existence of published research on Islamic Education learning media for early childhood is still an option for researchers and teachers to make learning comfortable and enjoyable for students. Rahmatullah and Quezada et al also expressed a similar view that the many research studies on learning media have more practical implications for students (Rahmatullah & Ghufron, 2021), such as encouraging students to think critically (Quezada et al., 2021), creatively (Lin, 2022), interactively (Payadnya et al., 2023) and experience authentically (Arifianto & Izzudin, 2021) so that learning feels comfortable and enjoyable. In addition, the transformation trend of media selection is also experiencing progressive dynamics (Nieminen et al., 2023; Zen et al., 2022), the selection of media that is integrated with digital technology in Islamic education learning has more enthusiasts (Ainnin & Ismail, 2024; Azzahra, 2024b; Budiarti & Darmayanti, 2018; Orsicha et al., 2024; Panjaitan et al., 2020) because it is more efficient, flexible and effective (Firmansyah et al., 2021) compared to the use of manual media.

Research results on selecting Islamic Education learning media found three different patterns used in implementing learning. First, the integration of digital technology. Second is the integration of local wisdom, and third is manual media. The selection of the most effective media depends on the conditions and situations (Mayer, 2014); Stemler revealed that teachers must be able to analyze the selection of media without eliminating the main content and by student needs (Stemler, 1997). Measurably, teachers in preparing learning media must consider Gagne's nine criteria; namely, the media must be engaging, there are measurable goals and motivation, there is a process of reminding previous learning, stimulant material, guidance in learning, displaying performance, strengthening storage capacity and transfer of knowledge (Gagné, 1985). In line with Astra et al., good learning media has goals based on student conditions and can optimize abilities in students' five senses (Astra et al., 2015; Ramdhani & Muhammadiyah, 2015). Through the above criteria, the process of optimizing learning media can run optimally, such as the example of a pop-up storybook about children's daily prayers, which is equipped with narration and meaning (Rozianto et al., 2024).

Essential notes in Islamic education learning media integrated with digital technology are strengthening the foundation through a cognitive theory of multimedia learning (Mayer & Moreno, 2002), as expressed by Mayer that in choosing media, teachers must apply seven main principles, namely: multimedia, spatial continuity, temporal, cohesion, modality, redundancy and personalization (Mayer, 2005, 2014). In line with Yue et al. that the principle of cognitive theory of multimedia learning through animation optimization can help improve student understanding, with the note that it must be implemented consistently (Yue et al., 2013), starting from a combination of text, images, sound, audio and interactive movements (Coskun & Cagiltay, 2022; Negara, 2017). Based on Mayer's importance of the principles of making learning media, it can be used to create media integrated with technology based on local wisdom and manuals.

However, important notes on the findings of the challenges of implementing Islamic Education learning media for Early Childhood must be of special attention, starting from

the need for teachers to foster creativity in creating learning media because media created with creativity will be able to foster literacy in students (Fathira et al., 2023; Huh & Lee, 2020). However, one of the weaknesses of teachers in utilizing digital-based media is the lack of understanding of teachers and parents in optimizing learning media integrated with digital technology (Sánchez-Cruzado et al., 2021) although there are several obstacles ranging from the lack of mentoring programs for teachers, lack of time to budget constraints (Pratolo, 2020). Although there are various great opportunities for implementing Islamic Education media for early childhood, starting from the development of digital technology in Islamic Education (Budiarti & Darmayanti, 2018), interesting animated videos (Rahatuningtyas et al., 2022), and the use of Augmented Reality (Ahmad & Junaini, 2020; Dunleavy & Dede, 2014) and Virtual Reality (Fowler, 2015; E. A.-L. Lee & Wong, 2008). In addition, the opportunity for collaboration between teachers, technology experts, and ulama becomes one entity that can deliver Islamic education learning for early childhood in an engaging and quality manner.

CONCLUSION

In short, the research trend of Islamic Education learning media distribution for early childhood can be divided into three classifications. First, the integration of digital technology media as much as 56% (31 articles), such as the use of a multisensory approach integrated with technology, audio, visual and kinesthetic, digital media innovative hafiz applications, web optimisation, and the use of Augmented Reality and Virtual Reality in Islamic education. Second, the integration of local wisdom-based media, as much as 9% (3 articles), such as the existence of the Pagaruyung traditional house and the Bilih Fish of Lake Singkarak as a medium for children to increase their love of culture while strengthening children's religious values, traditional game media "Kaulinan Barudak" as a medium in strengthening children's Islamic education and educational media originating from the natural environment of children and third, manual media as much as 35% (19 articles). So the important note is that the teacher's position in preparing learning media must consider the nine criteria developed by Gagne, which is abbreviated as SMART-PACK, including the media must be engaging, there are measurable goals and motivation, there is a process of reminding previous learning, stimulant material, guidance in learning, displaying performance, strengthening storage capacity and transfer of knowledge.

Based on the research findings above, the theoretical implications of this study are the selection process in implementing Islamic education learning media for early childhood, a teacher must pay attention to the nine criteria developed by Gagne, namely SMART-PACK, that learning media must be smart (SMART) and well packaged (PACK). Practical implications for teachers in selecting early childhood learning media must be in accordance with learning objectives, technology must be utilized wisely, and Islamic values must be integrated into learning media. However, this study also has limitations. For example, it is limited to the analysis of publication results in the last ten years and only analyzes three research questions. So the suggestion for future research is to measure the influence of the implementation of the SMART-PACK theory developed by Gagne in creating early childhood Islamic education learning media on student learning success by considering several independent variables, namely teacher creativity in developing media, child involvement in learning, support for the learning environment, and the suitability of media to child development.

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