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Teachers' Strategies In Using Islamic Religious Education Learning Media On The Topics Of Infaq And Sadaqah At Tadika Brilliant Buds Edukids, Malaysia.

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ARTICLE INFO	ABSTRACT
Article history: Received: June 24, 2026 Revised: July 25, 2026 Accepted: August 18, 2026 Available Online: September 10, 2026	This study aims to describe teachers' strategies in using Islamic Religious Education learning media on the topics of infaq and sadaqah at Tadika Brilliant Buds Edukids, Malaysia. This study employs a qualitative approach with a descriptive research design. Data are collected through observation, interviews, and documentation. The data are analyzed through data reduction, data presentation, and conclusion drawing. The research focuses on the selection of learning media, the implementation of media in learning activities, and teachers' efforts to introduce the values of infaq and sadaqah to early childhood learners. The use of learning media that aligns with children's developmental characteristics is expected to help students understand the concepts of infaq and sadaqah in a simple, engaging, and enjoyable manner. Furthermore, teachers' strategies in utilizing learning media are expected to foster caring, sharing, and generosity in children's daily lives. This study is expected to contribute to the development of creative and contextual Islamic Religious Education learning strategies, particularly in introducing Islamic values to early childhood learners.
Keywords: Teachers' Strategies; Learning Media; Islamic Religious Education; Infaq; Sadaqah; Early Childhood.	
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	ABSTRAK Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam menggunakan media pembelajaran Pendidikan Agama Islam pada materi infak dan sedekah di Tadika Brilliant Buds Edukids, Malaysia. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Data dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Fokus penelitian mencakup pemilihan media pembelajaran, penerapan media dalam kegiatan pembelajaran, serta upaya guru dalam mengenalkan nilai-nilai infak dan sedekah kepada anak usia dini. Penggunaan media pembelajaran yang sesuai dengan karakteristik perkembangan anak diharapkan dapat membantu siswa memahami konsep infak dan sedekah secara sederhana, menarik, dan menyenangkan.

	Selain itu, strategi guru dalam memanfaatkan media pembelajaran diharapkan mampu menumbuhkan sikap peduli, berbagi, dan dermawan dalam kehidupan sehari-hari. Penelitian ini diharapkan dapat memberikan kontribusi bagi pengembangan strategi pembelajaran Pendidikan Agama Islam yang kreatif dan kontekstual, khususnya dalam mengenalkan nilai-nilai Islam kepada anak usia dini.
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A. Introduction

Islamic Religious Education (IRE) in early childhood plays an important role in establishing the foundations of religious knowledge, attitudes, and behavior from an early age. At this stage, education is not only directed toward introducing Islamic concepts but also toward developing habits and behaviors that reflect Islamic values in everyday life. Children need learning experiences that are appropriate to their developmental characteristics so that religious values can be understood in simple and meaningful ways. Therefore, Islamic Religious Education should be designed through creative, contextual, and enjoyable strategies that connect religious knowledge with children's real-life experiences (Berk, 2013; Bredekamp, 2014).

Early childhood is an important period for cognitive, social, emotional, and moral development. During this period, children develop their thinking, communication, and understanding of the relationship between actions and their consequences. Educational experiences provided at this stage can become the foundation for character development and habits in subsequent stages of life. Berk (2013) explains that children's development occurs through interactions between individual maturation and the social environment. Accordingly, Islamic Religious Education should consider children's environments, experiences, and developmental needs to ensure that learning materials can be received effectively.

One important topic in Islamic Religious Education is infaq and sadaqah. These two concepts are closely related to the development of social awareness, sharing, and willingness to help others. Infaq and sadaqah are not only dimensions of worship but also contain character-building values that are relevant to early childhood education.

Through learning about these concepts, children are expected to begin understanding the importance of sharing with friends, helping those in need, and using what they possess for beneficial purposes. Therefore, education about infaq and sadaqah can serve as a means of cultivating compassion and generosity from an early age.

From an Islamic perspective, the encouragement to practice infaq and sadaqah is strongly grounded in the Qur'an. Surah Al-Baqarah, verse 261, describes the example of those who spend their wealth in the way of Allah as a grain that grows seven ears, with each ear containing one hundred grains. This verse illustrates the immense value of acts of generosity. Meanwhile, Surah Al-Baqarah, verse 267, teaches people to give from the good things they have earned. These verses can serve as a foundation for introducing the values of sharing to children through simple language and examples that correspond to their level of understanding.

Nevertheless, introducing the topics of infaq and sadaqah to early childhood learners presents its own challenges. At the early stages of development, children may not yet fully understand abstract concepts related to worship, sincerity, and social responsibility. Delivering learning materials solely through verbal explanations may make it difficult for children to connect religious concepts with concrete actions. Piaget (1952) explains that children's thinking develops through particular stages, making direct experience and concrete activities important for the development of understanding. Therefore, teachers need to select learning strategies that allow children to see, hear, touch, and directly practice sharing behaviors.

One approach that can address these challenges is the use of learning media. Learning media function as tools for delivering messages, explaining instructional materials, and creating more engaging learning experiences. Arsyad (2017) states that learning media can clarify the presentation of information, making the learning process more effective and efficient. In Islamic Religious Education, media can be used to connect religious concepts with situations that are familiar to children. The appropriate use of learning media is expected to help students understand the topics of infaq and sadaqah more concretely and encourage their involvement in learning activities.

Learning media for early childhood learners should be adapted to their developmental characteristics and learning needs. Visual media, pictures, illustrated stories, activity cards, concrete objects, and audiovisual materials can be used to introduce the concept of sharing in engaging ways. Bredekamp (2014) emphasizes the importance of developmentally appropriate educational practices, including consideration of children's abilities, experiences, and life contexts. Therefore, the selection of learning media should not be based solely on visual appeal but also on the suitability of the content, learning objectives, safety, and the media's ability to provide meaningful learning experiences.

The use of learning media is also closely related to teachers' strategies for managing learning activities. Effective learning does not automatically result from the quality of the media itself if it is not used through appropriate planning and implementation. Teachers need to establish learning objectives, select suitable media, explain how to use them, and guide children to participate actively. Heinich et al. (2002) explain that the use of media and technology in learning should be integrated with instructional methods, subject matter, and learners' needs. Therefore, the effectiveness of learning media in teaching infaq and sadaqah is strongly influenced by teachers' ability to combine media with appropriate learning activities.

In early childhood education, teachers' strategies can be implemented through learning-through-play activities, storytelling, demonstrations, simulations, and simple practical activities. Teachers can use pictures or stories about children helping their friends and then invite students to discuss those actions. Simulation activities can also be conducted using concrete objects to demonstrate sharing behaviors. Vygotsky (1978) emphasizes that social interaction plays an important role in the development of children's thinking. Through activities involving teachers and peers, children have opportunities to understand social and religious values through shared experiences.

In addition to supporting students' understanding of learning materials, learning media can contribute to the development of children's attitudes and behaviors. Learning about infaq and sadaqah should not be limited to children's ability to explain the

meaning of these terms but should also encourage the development of sharing habits in everyday life. Bandura (1977) explains that individuals can learn behaviors by observing other people's actions and the consequences associated with them. In Islamic Religious Education, teachers can serve as role models by demonstrating caring, helping, and sharing behaviors. Learning media can then reinforce these experiences through illustrations, stories, and activities that children can observe and practice.

Learning activities on infaq and sadaqah are also relevant to the social and emotional development of early childhood learners. Through sharing activities, children can learn to recognize the needs of others, develop empathy, and understand the importance of maintaining harmonious relationships with their peers. Denham (2006) explains that social-emotional competence is an important component of children's readiness for school. Therefore, learning about infaq and sadaqah can be designed as an experience that emphasizes not only religious knowledge but also social-emotional development through collaborative activities, positive interactions, and the cultivation of prosocial behaviors.

In practice, teachers need to recognize that every child has different characteristics, abilities, and learning experiences. Some children may understand learning materials more easily through pictures, while others may be more interested in stories, games, or hands-on activities. These differences require teachers to implement flexible learning strategies that respond to students' individual needs. Tomlinson (2014) explains that instruction that considers learner diversity enables teachers to adapt the learning process to students' readiness, interests, and learning profiles. Accordingly, the use of learning media in teaching infaq and sadaqah should be accompanied by teachers' ability to observe children's responses and adjust activities according to their needs.

Developments in educational technology have also created opportunities for teachers to provide more varied learning media. Digital media, educational videos, animations, and interactive presentations can be used to introduce Islamic values in more engaging ways. Mayer (2009) explains that multimedia learning can support understanding when verbal and visual information are designed in an integrated manner.

However, the use of technology in early childhood education should consider learning objectives, duration of use, teacher supervision, and the suitability of the content for children's developmental stages. Technology should serve as a supporting tool for learning rather than replacing direct interaction between teachers and students.

The use of learning media in teaching infaq and sadaqah should also consider the social and cultural context in which education takes place. Tadika Brilliant Buds Edukids is located in Malaysia; therefore, Islamic Religious Education should take into account the educational environment, community practices, and children's religious experiences. The values of sharing can be introduced through situations familiar to students, such as sharing stationery, food, or toys, and helping friends who experience difficulties. This contextual approach enables children to connect the learning materials with real-life actions. Consequently, learning about infaq and sadaqah can become part of an educational experience that is relevant to students' everyday lives.

In this context, teachers play strategic roles as planners, implementers, facilitators, and evaluators of learning. Teachers are not only responsible for delivering instructional materials but also for creating learning environments that encourage curiosity, participation, and the development of Islamic values. The selection of learning media should be based on clear learning objectives, while its use should be accompanied by appropriate guidance and supervision. Darling-Hammond et al. (2020) emphasize the importance of learning environments that support active learner engagement and consider students' developmental processes. Therefore, teachers' strategies in using learning media constitute an important aspect that needs to be examined to understand how infaq and sadaqah can be taught effectively to early childhood learners.

Although learning media have been widely used in educational processes, their application in religious education for early childhood learners requires particular attention to the selection, use, and engagement of students. The media used should genuinely help children understand the learning messages rather than merely attract their attention. Teachers also need to consider how the media can connect religious knowledge with the development of attitudes and behaviors. Based on these

considerations, research into teachers' strategies in using Islamic Religious Education learning media on the topics of infaq and sadaqah is important, particularly in the context of learning at Tadika Brilliant Buds Edukids, Malaysia.

Another issue that deserves attention in teaching infaq and sadaqah is how teachers translate religious concepts into learning experiences that children can understand. The use of media should be accompanied by simple explanations, examples that are relevant to children's lives, and activities that allow them to participate actively. Teachers should also provide opportunities for students to express their understanding through conversations, actions, and play-based activities. Thus, learning is not merely oriented toward the delivery of information but also toward the development of meaningful religious experiences and understanding.

Another relevant issue to examine is how teachers determine the effectiveness of learning media in teaching infaq and sadaqah. The success of early childhood learning should not be measured solely by children's ability to remember terms or answer questions but should also consider their engagement, responses, and ability to apply the values they have learned. The National Association for the Education of Young Children (2020) emphasizes the importance of developmentally appropriate learning, including the use of observation and assessment to understand children's learning progress. Therefore, teachers' strategies for evaluating learning should be included in the investigation of learning media use in Islamic Religious Education.

Based on the preceding discussion, this study is directed toward examining teachers' strategies in using Islamic Religious Education learning media on the topics of infaq and sadaqah at Tadika Brilliant Buds Edukids, Malaysia. This study is important for understanding how teachers plan, select, and utilize learning media to introduce the values of infaq and sadaqah to early childhood learners. Furthermore, this study seeks to understand how teachers integrate media with instructional methods, play-based activities, and concrete experiences that are appropriate for students' developmental characteristics. The findings are expected to provide an overview of Islamic Religious Education practices at the institution.

Specifically, this study aims to describe the types and characteristics of learning media used by teachers to deliver the topics of infaq and sadaqah; analyze teachers' strategies for planning and implementing learning media; and identify students' responses and engagement during the learning process. This study also aims to identify the factors that support and hinder the use of learning media in teaching these topics. Through these objectives, the study is expected to provide a more comprehensive understanding of the role of teachers' strategies in creating engaging, contextual, and developmentally appropriate Islamic Religious Education for early childhood learners.

Accordingly, the study entitled "Teachers' Strategies in Using Islamic Religious Education Learning Media on the Topics of Infaq and Sadaqah at Tadika Brilliant Buds Edukids, Malaysia" is expected to contribute to the development of Islamic Religious Education for early childhood learners. Theoretically, this study may enrich discussions on teachers' strategies and the use of learning media in introducing Islamic values. Practically, the findings are expected to serve as a reference for teachers in selecting and using media that are appropriate to students' characteristics, as well as for educational institutions in developing learning activities that support the cultivation of care, sharing, and generosity from an early age.

B. Methods

This study employed a qualitative descriptive approach to examine teachers' strategies in using Islamic Religious Education (IRE) learning media on the topics of infaq and sadaqah at Tadika Brilliant Buds Edukids, Malaysia. A qualitative approach was selected because the study sought to obtain an in-depth understanding of the learning process, particularly how teachers select, prepare, utilize, and evaluate learning media in introducing Islamic values to early childhood learners. Qualitative research enables researchers to explore educational phenomena in their natural settings and interpret participants' experiences and practices based on the data obtained from the field (Creswell & Poth, 2018).

The research was conducted at Tadika Brilliant Buds Edukids, Malaysia, with the research focus directed toward Islamic Religious Education activities involving the topics of infaq and sadaqah. The participants consisted of teachers who were directly involved in planning and implementing Islamic Religious Education learning activities. Students were also observed as learning subjects to identify their responses, participation, and engagement when learning through various media. The selection of participants was based on their direct involvement and relevance to the focus of the study. This approach was intended to provide comprehensive information regarding teachers' strategies and students' learning experiences.

Data were collected through observation, interviews, and documentation. Observation was conducted during Islamic Religious Education learning activities, particularly when teachers introduced the concepts of infaq and sadaqah through learning media. The researcher observed the types of media used, teachers' methods of presenting the media, students' participation, classroom interactions, and the ways in which teachers connected the learning materials with children's everyday experiences. Observations were conducted naturally without disrupting the learning process so that the data reflected the actual conditions in the classroom.

Semi-structured interviews were conducted with the teachers involved in teaching Islamic Religious Education. The interviews focused on teachers' considerations in selecting learning media, their preparation before learning activities, strategies for using media, students' responses to the media, and challenges encountered during implementation. The interviews also explored teachers' perceptions regarding the effectiveness of media in helping children understand the concepts of infaq and sadaqah and in developing values such as sharing, caring, generosity, and helping others. Semi-structured interviews provided flexibility for the researcher to ask follow-up questions based on information emerging during the interview process.

Documentation was used as complementary data to strengthen the findings obtained from observations and interviews. Documents examined included lesson plans or teaching materials, photographs of learning activities, learning media used by

teachers, students' learning products, and other relevant instructional documents. Documentation was important for providing evidence of how learning media were planned and implemented. The combination of observation, interviews, and documentation also enabled the researcher to compare information obtained from different sources.

The data analysis followed the stages of data reduction, data display, and conclusion drawing, as proposed by Miles et al. (2014). During data reduction, the researcher selected, organized, and focused the collected information according to the research objectives. Relevant data concerning media selection, media implementation, teacher strategies, student responses, and supporting and inhibiting factors were categorized systematically. Data that were not directly related to the research focus were excluded or placed outside the primary analysis.

The reduced data were then presented in a systematic form to facilitate interpretation. The presentation included descriptive narratives concerning the types of learning media used, teachers' instructional strategies, classroom interactions, and students' responses to learning activities. The researcher compared information obtained from observations, interviews, and documentation to identify similarities, differences, and patterns. This process helped the researcher develop a comprehensive description of the use of learning media in teaching infaq and sadaqah.

To ensure the trustworthiness of the research findings, the study applied source and technique triangulation. Source triangulation was conducted by comparing information obtained from teachers, students' observed learning behavior, and relevant documents. Technique triangulation was conducted by comparing the results of observation, interviews, and documentation. According to Creswell and Poth (2018), triangulation can strengthen the credibility of qualitative research by allowing researchers to examine a phenomenon from multiple sources and perspectives.

The research procedure consisted of several stages: preparation, data collection, data analysis, and reporting. The preparation stage involved determining the research focus, developing observation guidelines and interview questions, and identifying the

relevant participants and learning activities. The data collection stage involved observing Islamic Religious Education lessons, conducting interviews with teachers, and collecting relevant documentation. The data analysis stage was conducted continuously throughout the research process, allowing emerging findings to guide subsequent data collection. Finally, the researcher interpreted the findings and presented them systematically in accordance with the research objectives.

Ethical considerations were also taken into account throughout the research process. The researcher obtained permission from the relevant educational institution before conducting the research and explained the purpose of the study to the participants. Information obtained from participants was used solely for academic purposes. The identities of participants, particularly children, were protected in the presentation of research findings. The researcher also ensured that observation and documentation activities did not interfere with students' learning activities or expose children to unnecessary risks.

C. Result and Discussion

1. Types and Characteristics of Learning Media

The findings indicate that the use of learning media played an important role in facilitating Islamic Religious Education learning on the topics of infaq and sadaqah at Tadika Brilliant Buds Edukids, Malaysia. The teachers utilized media that were considered appropriate for the developmental characteristics of early childhood learners. The media included visual materials, pictures, concrete objects, storytelling materials, and audiovisual resources. The selection of these media was intended to transform the relatively abstract concepts of infaq and sadaqah into concrete learning experiences that children could understand through observation and direct participation.

The visual media used in the learning process helped children recognize the meaning of sharing through simple illustrations and familiar situations. Pictures depicting children sharing food, helping friends, giving something to people in need, or contributing to charitable activities provided children with concrete representations of

religious values. This approach is consistent with developmentally appropriate practice, which emphasizes learning experiences that are meaningful, engaging, and connected to children's developmental characteristics (National Association for the Education of Young Children [NAEYC], 2020).

Concrete media also had an important function in introducing the concept of infaq and sadaqah. Instead of explaining the concepts exclusively through verbal descriptions, teachers could demonstrate sharing activities using food, stationery, toys, coins, or other objects familiar to children. Through these activities, children were encouraged to understand that sharing does not necessarily require large amounts of material resources but can begin with simple acts of giving. Such an approach supports the principle that young children learn effectively through active and hands-on experiences rather than through abstract explanations alone (NAEYC, 2020).

Audiovisual media provided another dimension to the learning process. Short videos, animations, songs, and digital stories could combine visual and auditory information to attract children's attention and reinforce the religious message. Recent research on Islamic early childhood education also indicates that digital media can function as pedagogical and emotional resources when teachers provide appropriate guidance and mediation (Muthohar et al., 2026). The use of digital media should therefore be viewed not simply as a technological innovation but as a pedagogical resource that requires intentional teacher guidance.

2. Teachers' Strategies in Planning and Using Media

The findings further indicate that teachers' strategies began with identifying the learning objectives before selecting appropriate media. The teachers needed to determine whether the primary objective was to introduce the meaning of infaq and sadaqah, develop children's understanding of sharing, or encourage them to demonstrate prosocial behavior. This indicates that media selection was not conducted merely on the basis of attractiveness but was connected to the intended learning outcomes. Such intentionality is important because technology and media in early childhood education

are most effective when their use is purposeful and developmentally appropriate (NAEYC, 2017).

The teachers also adapted the complexity of the learning media to children's developmental levels. Religious concepts were presented through simple vocabulary, colorful illustrations, short stories, demonstrations, and repeated examples. Rather than providing lengthy explanations about the theological dimensions of infaq and sadaqah, teachers emphasized practical meanings that children could experience in their daily lives. This strategy reflects the principle that developmentally appropriate learning requires teachers to understand individual children's characteristics, learning goals, and social and cultural contexts (NAEYC, 2020).

Another strategy involved integrating media with storytelling and questioning. After presenting a picture, story, or video, teachers asked children questions such as who was sharing, what was being shared, why people should help others, and how children could share with their friends. This process transformed media from a passive instructional tool into a stimulus for interaction. The teacher therefore acted as a facilitator who guided children to construct meaning from the media rather than simply showing the material. Such interaction is important because early childhood learning should involve active engagement, communication, and opportunities for children to express their ideas.

The implementation of learning media was also combined with play-based activities. For example, teachers could organize simulations in which children practiced giving or sharing objects with their classmates. Through these activities, the values of infaq and sadaqah were introduced through direct experience. The approach corresponds with the NAEYC's emphasis on strengths-based, play-based, and joyful learning for young children (NAEYC, 2020).

The findings also suggest that repetition was an important part of the teachers' strategy. Concepts such as sharing, helping, caring, and generosity cannot necessarily be understood through a single learning activity. Teachers therefore needed to repeat the messages through different media and classroom situations. Repetition through stories,

songs, conversations, and practical activities helped children encounter the same value from different perspectives. Research on religious learning among young children similarly identifies habituation, storytelling, interaction, and play-based learning as important approaches to religious and moral development (Ismail, 2026).

3. Students' Responses and Engagement

The use of varied media generated positive responses from children during learning activities. Children tended to show greater attention when the teacher introduced colorful pictures, stories, concrete objects, or audiovisual materials compared with activities that relied primarily on verbal explanation. Their attention was reflected in their willingness to observe the media, answer questions, participate in discussions, and imitate the behaviors presented by the teacher. This finding reinforces the importance of providing engaging learning experiences in early childhood education.

Students' engagement was also evident through their participation in practical sharing activities. When children were invited to share objects with their friends, the concept of sadaqah became more concrete and understandable. Rather than merely repeating definitions, children experienced the meaning of generosity through action. This type of active participation is consistent with the view that effective use of media should provide children with opportunities for active, hands-on, and engaging learning experiences rather than passive exposure to technology (NAEYC, 2020).

The children's responses also demonstrated that learning media could stimulate communication and social interaction. During storytelling and discussion activities, children were encouraged to express their opinions about helping and sharing. Some children were able to relate the learning material to their own experiences, such as sharing food with siblings or lending toys to friends. These responses indicate that the media served as a bridge between religious concepts and children's personal experiences. A knowledge-rich early childhood curriculum should be authentically connected to children's social and cultural contexts (NAEYC, 2020).

The learning activities also demonstrated the potential of media to support the development of positive social behaviors. When children were given opportunities to practice sharing, they could begin to understand that religious learning was connected to interpersonal relationships. The values of generosity, empathy, cooperation, and caring could therefore be introduced simultaneously with the cognitive understanding of infaq and sadaqah. This finding is important because religious education in early childhood should not be restricted to the acquisition of religious terminology but should also contribute to children's moral and social development.

4. Supporting and Inhibiting Factors

Several factors supported the implementation of learning media. The first was teacher creativity in selecting and adapting media according to the learning objectives. Teachers who understood children's interests could select media that were attractive while remaining relevant to the Islamic values being taught. The second supporting factor was the availability of simple learning resources that could be modified according to classroom needs. Even when sophisticated technology was unavailable, teachers could use pictures, objects, stories, and role-play activities to convey the meaning of infaq and sadaqah effectively.

Teacher competence in using digital media also represented an important supporting factor. Digital tools can provide opportunities for storytelling, visualization, and creative expression, particularly when teachers understand how to integrate them into learning activities. However, digital media should not replace children's opportunities for real-world interaction and hands-on experiences. NAEYC emphasizes that technology and interactive media should be used as one of several options to support learning rather than as a substitute for meaningful physical and social experiences.

Despite these supporting factors, several challenges may arise in implementing learning media. Limited preparation time, differences in children's attention spans, technical problems, and teachers' varying levels of technological competence can influence the effectiveness of media use. Digital media may also become less effective

when children merely watch videos without opportunities to interact, discuss, or practice the values presented. Therefore, the teacher's role remains essential in ensuring that media use is purposeful and interactive.

Overall, the findings suggest that teachers' strategies in using Islamic Religious Education learning media at Tadika Brilliant Buds Edukids should be understood as an integrated process involving **planning, media selection, presentation, interaction, practical activities, repetition, and evaluation**. The effectiveness of media does not depend solely on the sophistication of the technology but on how appropriately teachers integrate the media with children's developmental needs and learning objectives. Recent research in Islamic early childhood education similarly emphasizes that digital media can support religious learning when teachers provide guided mediation and multisensory experiences (Muthohar et al., 2026).

The results also demonstrate that teaching infaq and sadaqah to early childhood learners requires a balance between religious knowledge and practical experience. Children need to understand what infaq and sadaqah mean, but they also need opportunities to experience the values of generosity, sharing, and caring. Consequently, learning media should function as a bridge connecting religious concepts, children's experiences, and observable behaviors. The teacher's strategic role is therefore central to ensuring that learning media contribute not only to children's understanding but also to the formation of positive Islamic character.

The findings have several pedagogical implications for Islamic Religious Education at the early childhood level. First, teachers should select media based on learning objectives and children's developmental characteristics. Second, media should be integrated with storytelling, questioning, play, demonstration, and practical activities. Third, digital media should be used intentionally and under teacher guidance. Finally, assessment should pay attention not only to children's ability to recall information but also to their participation and emerging behaviors related to sharing and caring. These principles are consistent with developmentally appropriate practice, which emphasizes

intentional teaching, engaging curriculum, observation, assessment, and attention to children's individual and contextual needs (NAEYC, 2020).

Thus, the use of learning media in teaching infaq and sadaqah at Tadika Brilliant Buds Edukids can be positioned as a pedagogical strategy for making Islamic concepts more concrete, engaging, and relevant to young learners. The central finding is that the teacher remains the key factor determining whether a particular medium becomes educationally meaningful. Media provide representations and learning stimuli, whereas teachers provide interpretation, interaction, guidance, and contextualization. Therefore, effective Islamic Religious Education for young children requires not merely the availability of learning media but also teachers who are capable of using those media intentionally, creatively, and in accordance with children's developmental and social contexts.

D. Conclusion

The findings indicate that teachers' strategies in using Islamic Religious Education learning media on the topics of infaq and sadaqah at Tadika Brilliant Buds Edukids, Malaysia, involve the selection and integration of visual, concrete, storytelling, and audiovisual media. The media were adapted to the developmental characteristics of early childhood learners and were used to transform relatively abstract religious concepts into concrete and meaningful learning experiences. The teachers integrated learning media with storytelling, questioning, demonstrations, play-based activities, simulations, and practical experiences to help children understand the values of sharing, caring, generosity, and helping others.

The use of learning media also contributed to students' engagement during the learning process. Children demonstrated greater interest when learning activities involved attractive visual materials, stories, concrete objects, and audiovisual resources. Practical activities provided opportunities for children to experience the meaning of sharing rather than merely memorizing the definitions of infaq and sadaqah. Nevertheless, the effectiveness of learning media was influenced by several supporting

and inhibiting factors, including teacher creativity and competence, availability of learning resources, preparation time, children's different levels of attention, and potential technical limitations when digital media were used.

Overall, the study concludes that learning media can serve as an effective pedagogical instrument for introducing the concepts and values of infaq and sadaqah to early childhood learners when they are intentionally selected and appropriately integrated into the learning process. The teacher remains the key factor in ensuring that media are not merely attractive instructional tools but become meaningful instruments for developing religious understanding and Islamic character. Therefore, Islamic Religious Education teachers are encouraged to continuously develop creative, contextual, interactive, and developmentally appropriate media while providing children with opportunities to practice the values of sharing and generosity in their everyday lives.

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