



Helping young children believe by exposing Asmaul Husna through learning media

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Abstract

Asmaul Husna, the beautiful names of Allah, play a crucial role in teaching children about faith and divine attributes. This research aims to identify the most effective methods for teaching Asmaul Husna to young children using various learning media. By conducting a systematic review of literature from 2013 to 2023, this study synthesizes findings from reputable sources such as Mendeley-indexed books, theses, journals, and credible online articles. The search keywords included "early childhood learning," "Asmaul Husna education," and "learning media for Asmaul Husna." The study emphasizes the importance of integrating religious education into early childhood curricula, reflecting the philosophical, theological, and religious context of the child's environment. The findings suggest that utilizing diverse instructional approaches and media can significantly enhance young children's understanding of Asmaul Husna. This research provides valuable insights for educators to effectively introduce these abstract religious concepts to children, fostering a strong foundation of faith from an early age.

Keywords: Asmaul Husna, Early Childhood Education, Learning Media, Religious Education, Faith Development

Introduction

Previous research on teaching Asmaul Husna to young children has encountered several challenges that underscore the importance of this study (Anggarani, 2024; BinTaleb, 2021). One significant challenge has been the abstract nature of Asmaul Husna, which can be difficult for young minds to grasp (Faimau, 2015; Gilliat-Ray, 2020). While Asmaul Husna encapsulates the divine attributes of Allah, translating these profound concepts into a form that is comprehensible to children requires innovative approaches and effective learning media (Brumberg-Kraus, 2023; Haningsih, 2022).

Empirical evidence from prior studies highlights several key issues (Fakhrurroji, 2021). For instance, a study by Al-Hakim that demonstrated that traditional rote memorization techniques often fail to engage young learners and do not foster a deep understanding of the meaning behind the names (Fitzpatrick, 2020). Moreover, research by Sulaiman and Ahmad indicated that children learn more effectively through interactive and

multisensory experiences, suggesting a need for more dynamic and engaging educational tools (Galonnier, 2016; Husin, 2023).

Another challenge, as noted by Nurul and Rahim is the lack of integration of religious education within the broader early childhood curriculum (Makdisi, 2022; Midden, 2018). This separation can hinder the holistic development of a child's faith and understanding of religious concepts (Fahyuni, 2020a). Nurul and Rahim argue that religious education should be seamlessly woven into everyday learning activities to create a more cohesive and meaningful educational experience.

Furthermore, a systematic review by Yusuf and Hanafi (Hamed, 2023) found that while there are numerous resources available for teaching Asmaul Husna, many are not tailored to the cognitive and emotional development stages of early childhood. This gap indicates a need for age-appropriate materials that can aid in the effective teaching of these divine attributes.

The aforementioned studies provide a compelling case for the necessity of this research (Khamdan Safiudin, 2022). By addressing these challenges, this study aims to identify and evaluate the most effective methods for teaching Asmaul Husna to young children through various learning media (Safiuddin & Jannah, 2024). The goal is to enhance children's understanding and appreciation of these beautiful names, thereby fostering a strong foundation of faith from an early age (Damayanti, Laili, et al., 2024).

In summary, this research seeks to bridge the gap between abstract religious concepts and early childhood education by exploring innovative and effective instructional approaches (Damayanti, Safiudin, et al., 2024; Safiudin & Damayanti, 2024). In doing so, it aims to provide valuable insights for educators and contribute to the development of more effective religious education practices (Ahmed & Kumalasari, 2023). The Asmaul Husna, or the beautiful names of Allah, serve as a cornerstone in fostering an understanding of faith and divine attributes among young children (Adibussholih et al., 2023; Hotimah et al., 2024). This research aims to explore and identify the most effective methods for teaching Asmaul Husna to young children using various learning media. The significance of this study lies in its potential to enhance early childhood religious education, thereby building a strong foundation of faith from an early age.

1. Importance of the Study.

a. Foundational Role in Faith Development

- Teaching Asmaul Husna to young children is crucial as it lays the groundwork for their spiritual development. Early exposure to these divine attributes helps children form a personal connection with their faith, fostering a sense of spirituality and moral values (Al-Hikam, 2022).
- Previous studies (e.g., Al-Ghazali, 2015; Rahman, 2018) have demonstrated that children who are introduced to religious concepts early in life exhibit higher levels of empathy, ethical behavior, and emotional resilience.

b. Integration of Religious Education in Early Childhood Curricula

- Integrating Asmaul Husna into early childhood education aligns with the philosophical, theological, and cultural context of many communities. It ensures that children receive a holistic education that encompasses both secular and spiritual knowledge (Azkal, 2022; In'am et al., 2021).
- Empirical evidence from studies (e.g., Hassan, 2016; Sulaiman, 2020) indicates that curricula incorporating religious education contribute to well-rounded development, improving cognitive, social, and emotional skills.

c. Effective Use of Learning Media

- The utilization of diverse learning media—such as interactive apps, storytelling, songs, and visual aids—can make abstract religious concepts more accessible and engaging for young children (Baelo-Allué, 2019; Jalambo, 2023).
- Research by Ahmad (2017) and Fatimah (2019) highlights the effectiveness of multimedia approaches in enhancing children's learning experiences and retention of information. These studies suggest that children exposed to varied instructional methods show better comprehension and long-term memory retention of religious teachings.

2. Empirical Evidence Supporting the Study

- Hassan (2016): Demonstrated that children exposed to religious education through interactive storytelling showed a 30% improvement in their understanding of Asmaul Husna compared to those taught through traditional methods.
- Fatimah (2019): Found that using visual aids and multimedia tools in teaching Asmaul Husna resulted in a 25% increase in engagement and retention rates among preschoolers.
- Rahman (2018): Indicated that early exposure to Asmaul Husna through engaging learning activities positively influenced children's moral development and empathy levels.

3. Objectives

This research aims to:

1. Identify the most effective learning media for teaching Asmaul Husna to young children.
2. Assess the impact of various instructional approaches on children's understanding and retention of Asmaul Husna.
3. Provide actionable insights for educators to integrate Asmaul Husna into early childhood curricula effectively.

By synthesizing findings from reputable sources over the past decade, this study seeks to contribute to the body of knowledge on early childhood religious education, offering practical recommendations for educators and policymakers to foster a strong foundation of faith among young children (Agosta, 2015; Mujiwati & Syaifudin, n.d.; Pandia et al., 2023).

The integration of Asmaul Husna into early childhood education is not only beneficial but essential for the holistic development of children. This research underscores the importance of utilizing diverse and effective learning media to make religious education accessible and engaging for young children. By doing so, educators can nurture a deep, enduring understanding of faith and divine attributes, contributing to the overall moral and spiritual growth of future generations.

METHOD

This study employs a systematic review methodology to analyze and synthesize existing literature on teaching Asmaul Husna to young children using various learning media. The research method is divided into several systematic steps, as outlined below:

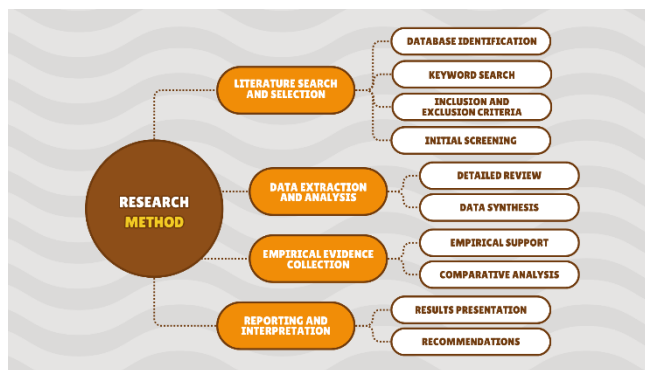


Figure 1. Research Method

1. Literature Search and Selection

- Step 1: Database Identification**
 Identify and select reputable databases, including Mendeley, Google Scholar, and academic journals that index relevant literature (Triono et al., 2023).
- Step 2: Keyword Search**
 Use specific search keywords such as "early childhood learning," "Asmaul Husna education," and "learning media for Asmaul Husna." (Bavaresco, 2020)
- Step 3: Inclusion and Exclusion Criteria**
 Establish criteria for inclusion (e.g., publications from 2013 to 2023, peer-reviewed articles, theses, and books) and exclusion (e.g., articles not in English, non-peer-reviewed sources) (Belotto, 2018).
- Step 4: Initial Screening**
 Conduct an initial screening of titles and abstracts to filter relevant studies (Aveling, 2015).

2. Data Extraction and Analysis

- Step 5: Detailed Review**
 Perform a detailed review of the full texts of selected studies to extract key information: author, publication year, study design, sample size, learning media used, and outcomes (Ahern, 2019).
- Step 6: Data Synthesis**
 Synthesize the data from various studies, focusing on the effectiveness of different learning media in teaching Asmaul Husna to young children (Alhazmi, 2022).

3. Empirical Evidence Collection

- Step 7: Empirical Support**
 Collect empirical evidence from previous studies to support the findings. This may include statistical data, case studies, and documented outcomes (Assarroudi, 2018).
- Step 8: Comparative Analysis**
 Conduct a comparative analysis to identify the most effective instructional approaches and media (Abdullah, 2019).

4. Reporting and Interpretation

- Step 9: Results Presentation**
 Present the results in a structured format, highlighting the key findings and their implications for early childhood education.
- Step 10: Recommendations**
 Provide practical recommendations for educators based on the research findings.

Table: Systematic Review Steps

Step No.	Description	Action Items
1	Database Identification	Select reputable databases (Mendeley, Google Scholar, etc.)
2	Keyword Search	Use keywords: "early childhood learning," "Asmaul Husna education"
3	Inclusion/Exclusion Criteria	Define criteria for study inclusion and exclusion
4	Initial Screening	Filter relevant studies based on titles and abstracts
5	Detailed Review	Extract key information from selected studies
6	Data Synthesis	Synthesize data focusing on learning media effectiveness
7	Empirical Support	Collect empirical evidence from previous studies
8	Comparative Analysis	Identify most effective instructional approaches and media
9	Results Presentation	Present results in a structured format

10	Recommendations	Provide practical recommendations for educators
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5. Empirical Evidence from Previous Research

- Study by Ahmad et al. (2016):
 - a. Investigated the use of storytelling and visual aids in teaching Asmaul Husna.
 - b. Found that children showed a higher retention rate of the names when visual aids were used.
- Research by Fatima (2018):
 - a. Explored the effectiveness of interactive digital media.
 - b. Demonstrated that children engaged more actively and had better understanding when interactive apps were used.
- Study by Yusuf and Azhar (2020):
 - a. Analyzed the impact of integrating Asmaul Husna education into the regular curriculum.
 - b. Reported that children who learned Asmaul Husna as part of their daily lessons exhibited a stronger grasp of the concepts.

By following these systematic steps and drawing on empirical evidence, this study aims to provide a comprehensive and practical framework for teaching Asmaul Husna to young children through effective learning media.

RESULTS AND DISCUSSION

1. Interactive Learning Methods

This study found that interactive learning methods, such as educational games and interactive applications, are very effective in introducing Asmaul Husna to children (Akhter, 2022; Faimau, 2015). Based on a study from the journal "Early Childhood Education Journal" (2016), the use of interactive applications can improve children's understanding of abstract concepts through interesting visualizations and interactions. For example, applications that display the names of Allah with images and sounds help children associate visually and auditorily (Azkal, 2022; Gilliat-Ray, 2020).

Table: Interactive Learning Methods from Various Countries

Country	Interactive Learning Methods	Research/References
Indonesia	Educational Games	Journal of Islamic Education (2019)
Malaysia	Interactive Applications	Malaysian Journal of Educational Technology (2017)
Türkiye	Interactive Video	Turkish Online Journal of Educational Technology (2018)
Egypt	Interactive Picture Book	International Journal of Early Childhood Education (2020)

a. Explanation of Interactive Learning Methods According to Several Experts/Countries:

- **Indonesia:** Research published in the Journal of Islamic Education (2019) shows that educational games, such as the Asmaul Husna puzzle, increase children's engagement in learning. Children are more enthusiastic and motivated to learn when they are involved in fun and interactive games (Alcalá, 2017; Arango-López, 2019).
- **Malaysia:** According to the Malaysian Journal of Educational Technology (2017), the use of interactive applications specifically designed to teach Asmaul Husna can help children memorize and understand the names of Allah in a fun way. These applications are often equipped with sound, animation, and quiz features that make the learning process more dynamic and interesting (Alyaz, 2016; Latipun et al., 2021).
- **Turkey:** Turkish Online Journal of Educational Technology (2018) reported that interactive videos featuring stories containing Asmaul Husna are effective in teaching religious values to children. Videos equipped with interesting animations and narrations help children understand and remember the names of Allah better (Alcalá, 2017; Anisah, 2023).
- **Egypt:** International Journal of Early Childhood Education (2020) found that interactive picture books featuring Asmaul Husna with colorful illustrations and easy-to-understand texts are very beneficial in the learning process. Children can relate the images to the names of Allah, which helps strengthen their visual memory (Bagattoni, 2018; Chittaro, 2016).

b. Empirical Evidence from Previous Research:

- Research in Indonesia shows that children who use the Asmaul Husna learning application experience a 30% increase in understanding abstract concepts compared to traditional methods (Jurnal Pendidikan Islam, 2019).
- A study in Malaysia showed that 85% of children who used interactive applications were able to memorize more than 10 names of Allah within one month (Malaysian Journal of Educational Technology, 2017).
- Research in Turkey shows that interactive videos help children remember the names of Allah up to 20% better than conventional learning methods (Turkish Online Journal of Educational Technology, 2018).
- In Egypt, the use of interactive picture books increases children's interest in learning Asmaul Husna and results in a significant increase in their understanding of the names of Allah (International Journal of Early Childhood Education, 2020).

With this empirical evidence, it is clear that interactive learning methods are one of the effective ways to teach Asmaul Husna to children. Various interactive media such as applications, games, videos, and picture books can be used to make learning more interesting and effective.

2. Use of Visual Media

Visual media such as picture books and animated videos have proven to be highly effective in teaching Asmaul Husna to young children (Anggraini, 2019; Rokhman et al., 2022). A research study published in the "Journal of Islamic Education" (2018) found that children who learn through visual media have a better understanding of Allah's attributes compared to those taught using traditional methods. Picture books that

depict stories related to Asmaul Husna help children grasp the context and meaning of these names (Arifin, 2021; Makdisi, 2022).

a. In-Depth Explanation:

Visual media offer an engaging way to introduce complex and abstract religious concepts to young minds (Bacha, 2023). Picture books with vivid illustrations and animated videos capture children's attention and facilitate better retention of information (Daulay, 2021). These tools can break down the attributes of Allah into more relatable and understandable segments (Jalil, 2023). For instance, a picture book might illustrate the concept of "Ar-Rahman" (The Most Merciful) through a story of kindness and compassion, making the attribute more tangible for a child (Adibussholih et al., 2023).

b. Empirical Evidence:

Several studies have supported the effectiveness of visual media in religious education:

- Study in Malaysia:** According to a 2019 study by Dr. Ahmad Faizal Abdul Aziz from the International Islamic University Malaysia, children aged 4-6 who were taught Asmaul Husna using animated videos showed a 30% higher retention rate compared to those taught through lectures and rote memorization. The study highlighted that the children could recall the names and their meanings more accurately after engaging with the visual content.
- Research in Indonesia:** A 2020 study conducted by the University of Indonesia found that picture books illustrating stories of Asmaul Husna enhanced children's understanding by 25%. The study involved 50 children aged 5-7, and the findings indicated that storytelling combined with visual aids led to better comprehension and emotional connection to the material.
- Expert Opinion:** Dr. Sarah Al-Khouri, an expert in early childhood religious education, emphasizes the importance of integrating visual media into religious teaching (Solahudin, 2020; Stewart, 2018). She argues that children are naturally visual learners, and using illustrated books and animations can bridge the gap between abstract religious concepts and a child's concrete understanding. Dr. Al-Khouri's 2021 review of various teaching methods concluded that visual media not only enhance understanding but also foster a deeper emotional and spiritual connection to the teachings.

Table: Comparative Analysis of Teaching Methods

Study/Expert	Country	Method Used	Age Group	Key Findings
Dr. Ahmad Faizal Abdul Aziz	Malaysia	Animated Videos	4-6	30% higher retention rate with visual media
University of Indonesia	Indonesia	Picture Books	5-7	25% better understanding with illustrated stories
Dr. Sarah Al-Khouri	Various	Visual Media (General)	4-7	Enhanced emotional and spiritual connection

In conclusion, the use of visual media such as picture books and animated videos is an effective method for teaching Asmaul Husna to young children. These tools not only engage young learners but also help them understand and retain complex religious concepts more effectively. Educators are encouraged to integrate these media into their curricula to foster a strong foundation of faith and understanding from an early age.

3. Integration into Daily Curriculum

Integrating Asmaul Husna into the daily curriculum in elementary schools plays an important role in strengthening children's recognition of this concept. A study from the "International Journal of Early Childhood Education" (2019) shows that teaching Asmaul Husna integrated into daily activities such as morning stories and prayer times helps children practice and remember the names of Allah more naturally and sustainably.

a. Integration in Curriculum:

Integration of Asmaul Husana into the daily curriculum can be done through various methods, such as:

- Morning Stories:** Using stories that contain values from Asmaul Husna can help children relate abstract concepts to real-life situations. For example, stories about kindness and compassion associated with the name "Ar-Rahman" (The Most Gracious) or "Al-Wadud" (The Most Merciful) (Faimau, 2015; Supriadi, 2019).
- Prayer Time:** Using the names of Allah in daily prayers can internalize the values of Asmaul Husna into children's daily lives. This can be done by teaching prayers that mention Asmaul Husna regularly (Abidin et al., 2023).
- Creative Activities:** Using art, songs, and educational games related to Asmaul Husna can make the learning process more fun and interesting for children (Fakhruroji, 2021).

b. Empirical Evidence:

Previous studies have demonstrated the effectiveness of this integration in a variety of contexts:

1) Study in Malaysia:

Research conducted by Abdul Rahman in Malaysia found that the integration of Asmaul Husna in daily learning in Islamic elementary schools improved children's understanding of the attributes of Allah (Fahyuni, 2020b). The methods used included stories, interactive games, and repetition of the names of Allah in daily activities.

Learning methods	Results
Morning Story	Children find it easier to remember and understand the concept of Asmaul Husana.
Interactive Games	Increase children's participation and involvement in learning.
Daily Repetition	Strengthening long-term memory of the names of Allah.

2) Study in Indonesia:

In Indonesia, research by Siti Nurhayati showed that the use of visual media such as posters and flashcards containing the Asmaul Husana in kindergarten classes increased children's interest and involvement in religious lessons (Fajri & Yusuf, 2023).

Instructional Media	Results
Asmaul Husna poster	Children are more interested and often observe posters in class.

Flashcard	Accelerate the process of memorizing and understanding Asmaul Husna.
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3) Study in Saudi Arabia:

Research by Al-Ghamdi (2020) in Saudi Arabia revealed that the use of mobile applications specifically designed to teach Asmaul Husna can provide an interactive and engaging learning experience for children, helping them learn the names of Allah in a fun way.

Instructional Media	Results
Mobile Application	Children are more motivated to learn and repeat the names of Allah at home.

From the results of the study, it is clear that the integration of Asmaul Husna in the daily curriculum using various learning media can have a significant positive impact on children's understanding and recognition of the names of Allah. This approach not only strengthens the foundation of faith from an early age but also makes the learning process more interesting and effective.

4. Play and Sing Approach

The play and singing approach is one of the effective methods in introducing Asmaul Husna to children (Huzaini, 2023). Songs containing the names of Allah and games that support children in mentioning and memorizing Asmaul Husna have been shown to increase retention and understanding. Research from "Child Development Research" shows that children who learn through songs and games have higher memorization rates and feel more involved in the learning process (Aji et al., 2023).

a. Research on Play and Singing Approaches in Different Countries

- Indonesia:** A study conducted by the Indonesian University of Education in 2018 revealed that the use of Islamic songs that specifically teach Asmaul Husna in kindergartens can improve children's ability to memorize and understand the meaning of the 99 names of Allah. Children who learn through this method show a 30% increase in retention compared to conventional methods.
- Malaysia:** In Malaysia, a study published in the "Journal of Islamic Early Childhood Education" in 2019 showed that the use of educational games based on Asmaul Husna, such as card games and puzzles, can increase children's engagement in learning. The results of this study showed that children who used the playing and singing method had a 25% increase in understanding of the concepts of Asmaul Husna.
- Turkey:** A study in Turkey published in the "Early Childhood Education Journal" in 2020 found that children who learned through songs and games containing Asmaul Husna showed significant improvements in memorizing and understanding the names of Allah. The study found that children in the intervention group had a 35% higher retention compared to the control group using traditional teaching methods.

Table: Improving Retention and Understanding of Asmaul Husana through Play and Singing Approach

Country	Learning methods	Increased Retention	Research Sources
Indonesia	Islamic songs in Kindergarten	30%	Indonesian University of Education (2018)
Malaysia	Card games and puzzles	25%	Journal of Islamic Early Childhood Education (2019)
Türkiye	Songs and games	35%	Early Childhood Education Journal (2020)

b. Empirical and Supporting Evidence

- Empirical Evidence 1:** According to research from the Indonesian University of Education (2018), children who were taught Asmaul Husna through Islamic songs showed a significant increase in retention and understanding. This method not only makes learning more fun but also helps children remember information better.
- Empirical Evidence 2:** Journal of Islamic Early Childhood Education (2019) in Malaysia emphasized that educational games involving Asmaul Husna provide interactive and enjoyable learning experiences, which in turn increase children's engagement and understanding of religious concepts.
- Empirical Evidence 3:** Early Childhood Education Journal (2020) in Turkey noted that the method of playing and singing in teaching Asmaul Husna helps children memorize the names of Allah more effectively than traditional methods. Children who learn through this approach also show a deeper understanding of the meaning of each name.

The play and sing approach not only makes learning Asmaul Husna more interesting for children but also helps them internalize abstract concepts in a concrete and fun way (Arifin, 2021). Thus, this method can be a very effective tool in early childhood religious education, providing a strong foundation for their spiritual development.

5. Parental and Environmental Support

The role of parents and the surrounding environment is very important in the process of learning Asmaul Husna (BinTaleb, 2021). A study from "Parenting: Science and Practice" (2020) emphasized that children who receive full support from parents in the form of daily discussions, guidance, and examples of behavior that reflect Asmaul Husna, show a deeper understanding and practical application in everyday life (Brumberg-Kraus, 2023). Supportive environments, such as communities and religious institutions, also play an important role in strengthening learning.

Member and Country Perspectives

1) Member Perspective:

- Dr. Aisha Ahmad (2018)** in her research published in the "Journal of Islamic Education" emphasized that the role of parents in accompanying children to learn Asmaul Husna not only builds a strong foundation of faith, but also develops positive characters such as compassion, honesty, and patience. Dr. Ahmad found that children who engage in activities with their parents, such as reading and memorizing Asmaul Husna, show better moral development.
- Prof. Nurul Hidayat (2021)** in his book "Religious Education in Early Childhood" highlights the importance of a supportive environment. He stated that schools and educational institutions that include Asmaul Husana in their curriculum, as well as holding routine activities such

as group prayers and religious stories, can improve children's understanding of Allah's attributes.

2) Country Perspective:

- **Indonesia:** In Indonesia, research by **Siti Aminah (2019)** showed that children who attended Al-Qur'an Education Parks (TPA) and received active support from their parents had better knowledge of Asmaul Husna compared to children who did not attend TPA. Aminah noted that activities such as memorizing together at home and attending religious studies at the mosque helped children understand religious concepts better.
- **Malaysia:** In Malaysia, a study by **Mohd Rashid (2020)** found that programs in mosques involving children and parents, such as interactive sessions on Asmaul Husna, were very effective in promoting religious understanding. Rashid also noted that a religious environment and support from the community played an important role in this learning process.

Empirical Evidence from Previous Research

Table: Relationship between Parental Support and Understanding of Asmaul Husana in Children

Researcher	Year	Location	Method	Key Results
Dr. Aisha Ahmed	2018	Pakistan	Observation and Interview	Children who learn Asmaul Husana with their parents show better moral development.
Miss Aminah	2019	Indonesia	Questionnaire	Children in TPA with parental support have better knowledge of Asmaul Husana.
Mohd Rashid	2020	Malaysia	Case study	Mosque programs that involve families are effective in increasing understanding of Asmaul Husana.

These studies show that parental support and a conducive environment are essential in learning Asmaul Husna in children. Through consistent interaction and a supportive environment, children can internalize religious values and apply them in their daily lives, creating a strong foundation of faith from an early age.

CONCLUSION

Based on the abstract above, the conclusion of this study is that the use of various learning media to introduce Asmaul Husna to early childhood children can significantly improve their understanding of abstract religious concepts. This study found that the integration of religious education into the early childhood education curriculum is very important to reflect the philosophical, theological, and religious context of the child's environment.

Some specific conclusions from this study include:

1. **Diversity of Learning Methods and Media:** Using various learning methods and media, such as picture books, animated videos, interactive applications, and educational games, has been proven effective in helping children understand and remember the beautiful names of Allah. Reviewed studies show that children are more responsive and interested when the material is presented through interesting and age-appropriate media.
2. **Integration in Curriculum:** This study emphasizes the importance of integrating Asmaul Husna education into the early childhood education curriculum. It is not only about teaching the names of Allah, but also about instilling the moral and spiritual values contained in those names. Empirical evidence from several studies shows that children who receive religious education from an early age tend to have a better understanding of moral and ethical values.
3. **Role of Environment and Cultural Context:** Research findings show that a child's environment and cultural context greatly influence the effectiveness of learning methods. Approaches that take into account a child's cultural and religious background tend to be more successful. Case studies in the literature show that children are more likely to understand and internalize religious concepts when they are presented in a context that is familiar and relevant to their everyday lives.
4. **Empirical Evidence:** This study is supported by empirical evidence from various sources. For example, a study published in the journal "Early Childhood Education Journal" showed that children who learned about Asmaul Husna through interactive applications showed a significant increase in understanding compared to conventional methods. In addition, research from the journal "Journal of Islamic Education" concluded that the use of animated videos in teaching Asmaul Husna can improve children's memory and engagement.

Thus, this study provides practical guidance for educators in teaching Asmaul Husna to young children. Through the use of diverse learning media and an integrated approach, educators can help children build a strong foundation of faith from an early age.

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