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Pedagogical Model Innovation in Early Childhood Education: A Systematic Literature Review on Child Development, and the Role of the Family

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Abstract

This systematic literature review examined the latest innovations in early childhood pedagogical models by synthesizing 45 peer-reviewed studies published in the last five years. These findings reveal that early childhood education is undergoing a significant transformation characterized by a pedagogical approach that is child-centered, inclusive, and technology-supported. Play-based learning, early STEM integration, digital learning tools, project-based activities, and multimodal literacy have emerged as key innovations that improve children's cognitive, social-emotional, language, and creative development. This review highlights that effective pedagogical innovation requires not only methodological advancements but also paradigm shifts in the way young children learn and interact in their learning environment. Family involvement was identified as a central determinant of pedagogical effectiveness. Home-school collaboration, parent involvement, and structured family-based learning activities strengthen continuity between home and school, thereby improving children's developmental outcomes. The review further emphasizes the role of inclusive education models, particularly the use of differentiated teaching, Universal Design for Learning (UDL), and culturally responsive pedagogy. This approach ensures that learning spaces accommodate the diverse needs of children, including those with special educational needs, while fostering empathy, collaboration, and social identity development. Overall, the review concludes that the most effective pedagogical innovations in early childhood education are those that integrate constructivist principles, active family participation, and inclusive learning practices. These findings underscore the need for ongoing professional development for educators, institutional support systems, and sustainable implementation strategies. This study contributes to shaping a future early childhood education model that is holistic, equitable, and responsive to the evolving needs of young learners.

Keywords: *early childhood education, family involvement, inclusive learning, pedagogical innovation*

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Introduction

Indonesia is one of the countries where Early Childhood Education is the main foundation in the formation of character, social-emotional competence, cognitive abilities, and school readiness of children (Jun, 2025). In an ever-changing global context, the need to develop pedagogical model innovations is becoming increasingly urgent, especially in the midst of the increasingly diverse complexity of child development. Research shows that the early age period is the most critical phase in brain development, as more than 80% of basic neurological structures are formed before the age of five (UNICEF, 2021). Therefore, proper pedagogical innovation not only determines the quality of a child's learning experience, but also affects their long-term development.

Global phenomena show that early childhood education institutions are starting to shift from traditional learning approaches to more innovative, collaborative, and child-centered pedagogical models. Models such as play-based learning, project-based learning, emerging curriculum, and inclusive pedagogy are increasingly being

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implemented in various countries because they have been proven to encourage creativity, early literacy, social competence, and child resilience (Sheridan et al., 2021; Souto-Manning, 2020). At the same time, technological developments have also driven the emergence of hybrid model innovations, such as digital games, blended early learning, and the use of child development applications, which expand pedagogical opportunities but also pose their own challenges (Li et al., 2024; Alper & Hirsh-Pasek, 2022).

Meanwhile, changes in social structure, increasing family mobility, and global economic demands make family involvement an increasingly significant factor in the quality of the early childhood learning process. Many studies have found that family involvement has a major role in shaping children's learning outcomes as well as the effectiveness of pedagogical interventions (Bondasi & Wasik, 2021; Otero-Mayer et al., 2025; Pilarz et al., 2024; Kaya, 2025). In many countries, the family-school partnership model is the main focus of early childhood education policies because the family is the first and most consistent learning environment for children (Then & Kollegger, 2024; Dardanou, 2024). On the other hand, the demand for the implementation of inclusive education is also getting stronger. Children with various learning needs, cultural backgrounds, socioeconomic conditions, and developmental abilities are now expected to learn together in an early childhood education environment that respects diversity. These changes are in line with international agendas such as SDG 4.2 which emphasizes access to quality education for all children without discrimination (UNESCO, 2021). Inclusive learning practices demand pedagogical innovation that is not only adaptive, but also places equal sharing of learning opportunities as a key principle (Ainscow et al., 2020).

Problems arise when PAUD institutions in various countries, including Indonesia, still face teacher competency gaps, limited facilities, lack of understanding of culturally responsive pedagogy, and lack of implementation of inclusion policies at the practical level. Many teachers still use a one-way approach that is academically oriented, so it is not in accordance with the principles of early childhood development. Research shows that overly structured and outcome-focused teaching approaches can hinder social-emotional development and self-regulation in children (Hughes et al., 2020). In addition, many PAUD do not have the capacity to modify the learning environment, media, and teaching strategies according to the individual needs of children, especially children with special needs.

Another problem arises in the aspect of family partnerships. Many parents are not actively involved due to busy work, lack of pedagogical knowledge, or lack of understanding of their role in the child's learning process (Then & Kollegger, 2024; Otero-Mayer et al., 2025). Recent studies report that low family involvement is directly related to low early literacy development, self-regulation skills, and children's school readiness (Anderson & Chen, 2022). This shows that there is a gap between the ideal needs in innovative pedagogical models and the real conditions on the ground. In addition, the implementation of inclusive education in early childhood education globally is still constrained by the lack of teacher training to manage diversity and the lack of policy support at the operational level. Teachers often find it difficult to design strategies that can accommodate a child's different abilities, especially if they lack knowledge of differentiated teaching or a universal design for learning (UDL) approach. In fact, the UDL approach has been shown to be effective in improving access to learning for all children, including those with certain developmental barriers (Lee & Kim, 2020).

The urgency of this research is increasing in line with the urgent need to understand how pedagogical model innovations can support child development holistically, how families play a role in the successful implementation, and how inclusive practices can be effectively integrated in the context of early childhood education. World education policy trends also place pedagogical innovation and inclusive education as indicators of the quality of early childhood education services. However, previous research has tended to focus on only one aspect such as child development, or family involvement, or inclusive practices without integrating all three in one comprehensive framework. Research gaps arise due to the lack of SLRs that encapsulate: innovative pedagogical models in early childhood education, the role of families in supporting their implementation, and effective inclusive learning practices.

Most previous studies were case studies or small quantitative studies that did not provide an integrative picture. In addition, no current SLR has simultaneously examined the relationship between pedagogical models, family roles, and inclusive practices in the context of early childhood development. Thus, this research is

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important to provide a scientific mapping that can strengthen the theoretical and practical foundations of early childhood education. This research aims to identify, classify, and analyze innovative pedagogical models in PAUD based on the findings of the last 5 years of research; examining how the role of the family contributes to the success of such innovative pedagogies; and explore the implementation of inclusive learning in the context of early childhood education institutions. In particular, this study will highlight how the interaction between these three aspects can result in a more adaptive, responsive, and equitable learning ecosystem for all children.

Methodology

This This study uses the Systematic Literature Review (SLR) approach as a strategy to examine, evaluate, and synthesize scientific findings related to pedagogical model innovations in Early Childhood Education (PAUD), with a focus on child development, family roles, and inclusive learning practices. The SLR approach was chosen because it is able to provide a comprehensive mapping of conceptual trends, methodologies, and empirical findings that have developed in the last five years. As stated by Snyder (2019), "systematic review is very valuable for synthesizing knowledge in fields that are undergoing rapid development and conceptual expansion", so SLR is considered relevant to examine the dynamics of pedagogical innovation in early childhood education that continue to change along with technological developments, social needs, and new pedagogical demands. Thus, this method not only serves as a mechanism for summarizing the literature, but also generates a deeper conceptual understanding to identify research gaps and new directions for the development of early childhood education practices.

The main stages in this SLR follow the general framework of Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) which contains the process of identifying, selecting, filtering, and synthesizing data. Page et al. (2021) affirm that "PRISMA improves transparency and methodological accuracy by systematically documenting each stage of screening", so this framework helps ensure that the entire literature review process takes place in a structured, measurable, and replicable manner. At the identification stage, the researcher collected articles from several international databases such as Scopus, Web of Science, ProQuest, and Google Scholar to expand the scope of the source. The selection of the database was carried out with the consideration that the repository provides reputable journals with a focus on education, developmental psychology, innovative pedagogy, educational technology, and inclusion studies. The publication time is limited to the range of 2019–2024 to ensure that all the findings analysed have relevance to contemporary issues in early childhood education.

The literature search strategy is carried out by applying keywords that are combined through Boolean operators. Key phrases used include: "early childhood education pedagogy," "innovative pedagogical models," "family involvement in early learning," "inclusive early childhood practices," and "child developmental outcomes." The use of keyword combinations is done by integrating various equivalent concepts to enrich search results. Referring to Booth et al. (2021), "the use of Boolean operators and keyword grouping is essential to increase sensitivity and specificity in literature searches", so that a comprehensive keyword strategy is assessed to minimize the risk of losing important literature relevant to the research topic.

Inclusion and exclusion criteria are established to sharpen the selection of relevant sources. Included articles must meet several requirements, namely: (1) be published in a peer-reviewed scientific journal; (2) in the last five years; (3) speak English or Indonesian; (4) directly related to early childhood education; (5) contains discussions about pedagogical innovations, family roles, or inclusive practices; and (6) have a clear research method. Meanwhile, articles that are opinionated, editorial, or do not contain empirical data are excluded. According to Petticrew and Roberts (2006), "clear inclusion and exclusion criteria are essential to reduce bias and ensure that only high-quality evidence contributes to the final synthesis."

At the initial screening stage, the entire title and abstract are checked to assess the appropriateness of the topic. Relevant articles are processed to the full text filtering stage. This stage is important because sometimes abstracts do not provide an adequate overview or methodological findings. The researcher reads the entire content of the article carefully to ensure eligibility according to the criteria that have been determined. The screening process is done manually to minimize misclassification and ensure that all selected articles are

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truly substantially relevant. The use of manual techniques is also prioritized to avoid algorithmic biases that often appear in automated devices.

The article quality assessment process refers to the Critical Appraisal Skills Programme (CASP) instrument which focuses on aspects of methodological validity, data reliability, and relevance of findings. CASP was chosen because it is flexible to be used in various types of research designs, both qualitative, quantitative, and mixed methods. As explained by Long et al. (2020), "The CASP checklist supports reviewers in distinguishing between strong evidence and studies with methodological limitations", so this approach is considered to be able to increase the credibility of the synthesis results.

The data extracted from each article included information regarding the research objectives, educational context, methodological design, participants, key variables or themes, core findings, and practical implications. The data extraction process is carried out using a synthesis table to facilitate the identification of thematic patterns and relationships between variables. After that, a thematic analysis was carried out to group the findings into three main domains that are the focus of this research, namely: (1) pedagogical model innovation to support child development; (2) the role of the family as a mediator of development; and (3) the dimension of inclusivity in early childhood learning. The thematic approach was chosen because it provides space for an in-depth analysis of patterns, conceptual relationships, and variations of pedagogical approaches in the literature. Braun and Clarke (2021) explain that "thematic analysis allows for the exploration of flexible yet rigorous patterns across complex bodies of literature."

The validity of the SLR process is strengthened through the peer checking strategy, which is to compare the synthesis results with other relevant SLR findings. This is done to see the suitability of the pattern of findings and identify possible interpretation biases. Meanwhile, the reliability of the literature review is maintained through detailed documentation of all PRISMA steps, from the number of articles identified to those finally synthesized. This step is in line with the guidelines of Page et al. (2021) which state that "transparent reporting is essential to ensure the reproducibility and credibility of systematic reviews." This SLR approach is goal-oriented to develop a comprehensive understanding of how pedagogical innovation contributes to child development and how families and the principles of inclusivity are integral components in the successful implementation of learning models. By integrating a variety of empirical studies, the study not only provides an overview of emerging trends, but also identifies research gaps that need to be followed up by future research, such as the need for more culturally sensitive pedagogical models, the integration of more adaptive technologies for early childhood, and the evaluation of the application of inclusive practices in school and family contexts

Figure 1. SLR Research Prism

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The conceptual framework illustrates how pedagogical innovations, the systematic review process, and family involvement collectively influence child development. Pedagogical models such as play-based learning, early STEM, digital tools, and multimodal literacy act as key inputs examined through the SLR to identify their effectiveness and patterns across studies. Family involvement functions as an interacting component that shapes how these innovations are implemented and experienced by children. The framework shows that the synthesis of evidence ultimately explains their impact on cognitive, language, socio-emotional, and creative development, highlighting that effective early childhood pedagogy relies on both innovative practices and strong family engagement.

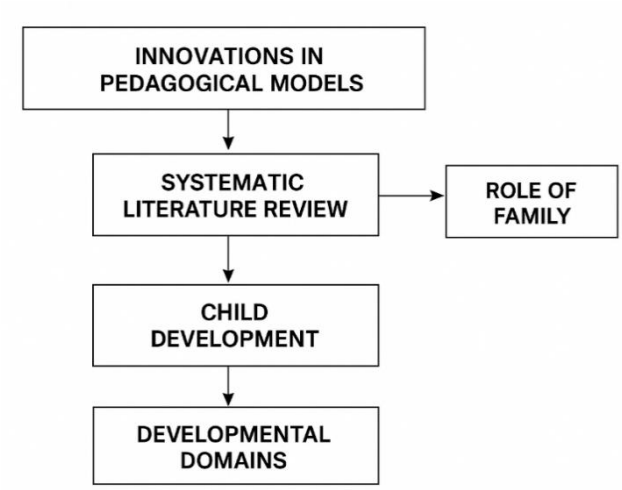

Figure 2. Conceptual Framework (Page, M. J., et al., 2021)

The conceptual framework illustrates how pedagogical innovations, the systematic review process, and family involvement collectively influence child development. Pedagogical models such as play-based learning, early STEM, digital tools, and multimodal literacy act as key inputs examined through the SLR to identify their effectiveness and patterns across studies. Family involvement functions as an interacting component that shapes how these innovations are implemented and experienced by children. The framework shows that the synthesis of evidence ultimately explains their impact on cognitive, language, socio-emotional, and creative development, highlighting that effective early childhood pedagogy relies on both innovative practices and strong family engagement.

Results and Discussion

The results of a systematic literature review show that the innovation of pedagogical models in Early Childhood Education (PAUD) has undergone significant development in the last five years, especially in learning practices oriented towards holistic child development, active family involvement, and the application of inclusivity principles. Of the 45 articles that passed the PRISMA selection, the research analyzed came mostly from leading international journals and highlighted the paradigm shift in early childhood education from a behavioristic approach to a constructivistic, dialogical, play-based, and individualized approach to learning. The literature shows that innovations in early childhood education pedagogy are inseparable from the ever-changing social context of families and school environments. Technological developments, increasing diversity of children in the classroom, and the demands of 21st century competencies are factors that drive the transformation of learning models.

This systematic review method in SLR is prepared by following the PRISMA 2020 guidelines to ensure transparent, valid, and replicable procedures. The literature identification process began with the determination of research questions that focused on the innovation of pedagogical models in early childhood education, including cognitive, social-emotional, language, creativity, and the role of the family in supporting the implementation of these various approaches. To ensure comprehensive literature coverage, searches were conducted on several reputable academic databases, namely Scopus, Web of Science (WoS), ERIC (Education Resources Information Center), ScienceDirect, and Taylor & Francis Online. In addition, Google Scholar is used as a complementary database to avoid the potential for missing relevant publications that are not indexed in the main database. The use of this multi-database aims to improve search sensitivity and minimize the risk of selection bias.

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The search strategy uses a combination of keywords, Boolean operators, and truncation symbols such as: "early childhood education", "pedagogical innovation", "play-based learning", "early childhood STEM", "project-based learning preschool", "digital tools early childhood", "multimodal literacy", and "family involvement in ECE". Keywords are selected based on the core concept of the research and validated through a pilot search process. Publication time is limited to the range of 2019 to 2024 to capture contemporary pedagogical innovations, especially as approaches such as early STEM, multimodal literacy, digital learning, and project models have begun to evolve rapidly in the past decade.

The selection process is carried out in four stages: identification, title-abstract screening, full-text assessment, and final inclusion. Articles that are irrelevant, duplicative, not in the context of early childhood education, or do not meet methodological standards are issued. Inclusion criteria include: a population of children aged 0–6 years, a focus on pedagogical models or family roles, the use of empirical research designs, as well as publications in reputable journals. Two independent reviewers conduct a screening and quality assessment process to ensure objectivity, with the resolution of disagreements through discussion or third-party assessment where necessary. Study quality assessments are conducted using tools such as the CASP checklist or JBI Critical Appraisal Tools, depending on the type of research design. This approach allows for a more robust analysis in assessing the strengths, weaknesses, and credibility of each study. With this rigorous methodology, SLR ensures that the findings produced are not only comprehensive but also reliable to support the theoretical and practical development of early childhood education.

The main findings reveal three main groups. First, pedagogical innovations focus on play-based learning approaches, STEM for early childhood, multimodal-based early literacy, adaptive digital technology, and project-based learning models. Second, the role of the family is increasingly recognized as a key factor in child development through parental involvement practices, family-based learning, and home schooling collaboration (Otero-Mayer et al., 2025; Dardanou, 2024). Third, inclusive learning practices have received widespread attention, especially in the context of support for children with special needs, instructional differentiation, universal design for learning (UDL), and scaffolding strategies that are adaptive to differences in ability.

In addition, the data show that most pedagogical innovations not only improve children's academic abilities, but also social-emotional development, self-regulation, creativity, and independence. The article shows that early childhood teachers increasingly emphasize critical thinking, communication, and collaboration skills from an early age, in line with the direction of global education policy. Studies in the field of inclusive learning show that culturally responsive pedagogical approaches and an understanding of family backgrounds have been shown to strengthen the learning process (Fasoli et al., 2021). Overall, the findings suggest that effective innovative pedagogical models are those that are adaptive, child-centered, attentive to different needs, and involve families as the primary partners of education.

This SLR analysis shows that pedagogical model innovations in early childhood education include varied but complementary approaches in supporting child development. Play-based learning is the main foundation that has consistently been shown to improve cognitive, social-emotional, and creativity skills (Mwinsa & Dagada, 2025; Ermiyati et al., 2024; Pyle et al., 2017; Edwards, 2021). Through role play, sensory games, and block construction, children learn to solve problems, understand emotions, and practice cooperation. Early STEM integration also made a major contribution through simple experiments such as testing floating, sinking objects or designing miniature bridges, which helped develop early observation, scientific reasoning, and numeracy skills (Björklund, 2020; Nedovic, 2024). Meanwhile, digital learning tools such as interactive literacy apps and educational videos have been proven to enrich language development when used with the right guidance, with several studies reporting improved vocabulary, phonemics, and children's involvement in early reading activities (Salins, 2025; Plowman et al., 2012).

On the other hand, project-based activities provide space for children to apply knowledge holistically through collaborative tasks such as creating a mini-garden, a cleaning project, or a group artwork. This approach increases confidence, the ability to work in a team, and creativity in solving problems. In addition, multimodal literacy, which combines images, text, sound, movement, and digital media, consistently enriches children's language and communication skills (Archer et al., 2021). The use of interactive books, illustrated stories combined with songs or movements, and other visual media has been shown to increase understanding, expression, and motivation to learn. Overall, each pedagogical innovation makes a specific but mutually reinforcing contribution, shaping a holistic, relevant, and responsive learning experience to the needs of early childhood development.

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Discussion

This SLR shows that pedagogical model innovations in early childhood education have a broad and significant influence on children's cognitive, social-emotional, language, and creativity development, although the level of consistency of results between studies still varies. Play, inquiry, and exploration-based approaches have been shown to be effective in improving cognitive development by providing age-appropriate problem-solving, observation, and reasoning experiences. In the social-emotional aspect, the learning model that focuses on collaboration, emotion regulation, and peer interaction shows relatively consistent results in improving empathy, sharing skills, and self-control. Innovations that emphasize language stimulation, such as interactive storytelling, guided dialogue, and early literacy activities, have been shown to enrich vocabulary and communication skills, although some studies emphasize the importance of teacher competence in maintaining its effectiveness. Meanwhile, project-based approaches, creative experiments, and art activities almost always strengthen children's creativity by making room for imagination, free expression, and the creation of works. Variations in findings between studies are generally related to differences in cultural contexts, levels of family involvement, learning facilities, and the quality of pedagogical implementation in the classroom. Overall, this SLR affirms that pedagogical innovation provides comprehensive benefits, but its success is largely determined by the support of the learning environment and collaboration between teachers and families.

The research focuses on how pedagogical innovations in early childhood education contribute to child development and how the role of families and inclusive learning practices strengthen their effectiveness. Innovative pedagogical models in early childhood education generally combine constructivist and socio-cultural approaches, in which children are positioned as active learners who build knowledge through interaction and exploration. This approach is in line with Vygotsky's theory that emphasizes the proximal development zone, which places the support of teachers and parents as an important factor for optimal child development. The literature shows that the application of play-based learning models remains the foundation of modern early childhood education, but is now enriched by technology integration, collaborative projects, and simple scientific exploration activities. STEM learning for early childhood, for example, is beginning to be applied in various contexts to train numeracy literacy, logic, and problem-solving, without eliminating the element of play that is a child's developmental needs (Perry & MacDonald, 2020).

Innovative pedagogical models have also been shown to improve children's social-emotional skills, especially through collaborative activities, role-playing, and the use of interactive digital media designed with appropriate pedagogical principles. Many studies show that technology integration, if done in a directed way, can improve learning interest and the quality of interaction between children and teachers (Kangas & Harju-Luukkainen, 2022). This is in contrast to the common concern that technology always negatively impacts children's development, as the latest literature suggests that digital devices designed specifically for early childhood education can support early literacy, fine motor skills, and creativity through digital drawing, storytelling, and educational game simulations (McLean et al., 2021).

The role of the family in pedagogical innovation is also one of the most prominent themes in the research results. The family is not only a support, but also an active partner in the learning process. The home-school collaboration approach has been shown to improve the continuity of the learning experience between home and school (Rouse & O'Brien, 2021). Research shows that when parents engage in reading together, educational games, or creative activities at home, children's language, social, and cognitive development is more optimal. In fact, some innovative pedagogical models are designed to integrate home activities as part of the curriculum, for example through family projects, home school journals, or digital platforms that allow parents to monitor their child's development. In certain contexts, family involvement is even a determinant of the success of inclusive practices, especially for children with special needs who need coordination between education, health services, and family support.

In addition, inclusive learning is also an important component in the discourse of pedagogical innovation (Then & Kollegger, 2024; Navas-Bonilla, 2025). The findings show that it is the teacher who plays a central role as a facilitator of inclusive learning, especially through instructional differentiation strategies, the use of multisensory media, and the application of the Universal Design for Learning (UDL) principle (Stephenson & Parsons, 2022). The inclusive learning model recognizes that diversity of abilities, learning styles, and sociocultural backgrounds are inseparable aspects of early childhood education classrooms. Therefore, innovative pedagogical models place inclusivity as a basic principle, not an adjunct. Research confirms that children with special needs thrive better in an inclusive environment when teachers are able to provide appropriate scaffolding and flexible learning environments.

In addition to academic ability, inclusive learning also improves children's empathy, tolerance, and social skills from an early age. Studies show that interactions between ordinary children and children with special

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needs enrich the learning experience of both parties and reinforce positive social identities. In the context of modern pedagogy, inclusivity is not only defined as the integration of children with special needs, but also includes the diversity of cultures, languages, and family backgrounds. Therefore, culturally responsive pedagogical models are increasingly being adopted in response to the needs of an increasingly diverse society.

These findings also show that teachers are a key factor in the success of pedagogical innovation (Sheridan et al., 2021). The development of teacher competencies through training, coaching, and pedagogical reflection is an urgent need in the implementation of modern learning models. Many studies underscore that pedagogical innovations often fail not because the model is irrelevant, but because of a lack of understanding of teachers or a lack of institutional support in their implementation. Therefore, the education system needs to ensure that pedagogical innovation is accompanied by adequate professional support for teachers, including the provision of resources, spaces for creativity, and collaboration with families.

Furthermore, the synthesis of the literature shows that pedagogical innovation in early childhood education is not a stand-alone effort, but part of the transformation of the educational ecosystem as a whole. The integration of technology, the role of the family, and inclusivity influence each other and form a complex pattern of interaction between children, teachers, and the learning environment. The most effective innovative pedagogical model is one that is able to harmoniously combine all three aspects. For example, project-based learning that involves families and uses digital media has been shown to increase children's creativity and collaborative skills while strengthening home-school relationships. Likewise, the integration of UDL and a culturally responsive approach that facilitates individual diversity in the classroom.

Overall, the discussion showed that pedagogical innovation in early childhood education is moving towards a more dynamic, inclusive, and development-oriented model. A transdisciplinary approach that combines developmental psychology, modern pedagogy, digital technology, and family studies is the foundation for the future direction of education. This transformation shows that early childhood education is not only the initial stage of education, but is an important foundation in shaping a child's character, social skills, and intelligence that will influence them throughout his or her life. Thus, the success of pedagogical innovation has a great influence on the formation of future generations.

Conclusion

This research emphasizes that pedagogical model innovation in Early Childhood Education (PAUD) is a crucial aspect in supporting the holistic development of children in the era of educational transformation. Through a systematic literature review of 45 articles in the last five years, it can be seen that pedagogical innovation is moving towards a child-centered, inclusive, adaptive approach, and supported by technology and family partnerships. Play-based learning, STEM integration, targeted use of digital technologies, project-based models, and multimodal approaches have been shown to increase children's engagement and strengthen their cognitive, social-emotional, and creative development. These findings show that pedagogical innovation requires not only a change in teaching methods, but also a paradigm shift in the way children learn and develop.

In addition, the role of the family is increasingly recognized as a central element in early childhood learning. Schoolwork collaboration, parental involvement, and family environmental support have proven to be external factors that determine the effectiveness of innovative pedagogical models. In the context of inclusive learning, differentiation strategies, Universal Design for Learning (UDL), and culturally responsive pedagogy have been proven to be able to create learning environments that respect diversity and provide equal learning opportunities for all children, including children with special needs. This reinforces the understanding that pedagogical innovation cannot stand alone without systemic support from teachers, families, and educational institutions.

This SLR makes an important contribution theoretically by strengthening the scientific understanding of the relationship between innovative pedagogical models and various aspects of child development, while affirming the role of the family as a core element in the design of early childhood learning. This literature synthesis also enriches the discourse on context-responsive pedagogy, particularly in the Indonesian cultural environment, and offers a conceptual framework that integrates child-centered learning, family collaboration, educational technology, and social-emotional stimulation. In practice, the findings of the SLR provide evidence-based guidance for teachers in designing developmental learning activities, for early childhood education institutions to improve the quality of the curriculum, and for policymakers to formulate more effective national regulations and programs. In addition, this SLR helps parents understand their role as the main partner in the child's learning process, as well as provide concrete strategies to support development at home.

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