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GADGET AND THE INTERNET FOR EARLY CHILDHOOD DISTANCE LEARNING

*Suzana Suzana¹, Ahmad Munajim², Casta Casta³, Gama Pratama⁴, Fikriyah⁵,
Eman Sulaeman⁶, Toto Sukarnoto⁷, Muhammadun⁸, Mohammad Ridwan⁹, Abdul Karim^{10*}*

¹Department of Islamic Early Childhood Education, Tarbiyah Faculty, Institut Agama Islam
Bunga Bangsa Cirebon, Indonesia.

²Department of Economy of Shariah, Faculty of Economic and Business Islam, Institut
Agama Islam Bunga Bangsa Cirebon, Indonesia.

³Department of Islamic Early Childhood Education, Tarbiyah Faculty, Institut Agama Islam
Bunga Bangsa Cirebon, Indonesia.

⁴Islamic Banking Study Program, Faculty of Economic and Business Islam, Institute Agama
Islam Bunga Bangsa Cirebon, Indonesia.

⁵Department of Primary School Teacher Education, Faculty of Teacher Training and
Education, Universitas Muhammadiyah Cirebon, Indonesia.

⁶Department of Islamic Early Childhood Education, Tarbiyah Faculty, Institut Agama Islam
Bunga Bangsa Cirebon, Indonesia.

⁷Islamic Banking Study Program, Faculty of Economic and Business Islam, Institut Agama
Islam Bunga Bangsa Cirebon, Indonesia.

⁸Department of Islamic Criminal Law Program, Faculty of Law, Institut Agama Islam Bunga
Bangsa Cirebon, Indonesia.

⁹Department of Economy of Shariah, Faculty of Economic and Business Islam, Institut
Agama Islam Bunga Bangsa Cirebon, Indonesia.

^{10*} Department of Primary School Teacher Education, Faculty of Teacher Training and
Education, Universitas Muhammadiyah Cirebon, Indonesia.

¹suzana@bungabangsacirebon.ac.id, ²hajihamdunajim@bungabangsacirebon.ac.id,

³madecasta09@gmail.com, ⁴gamapratama0@gmail.com, ⁵fikriyah245@gmail.com,

⁶emansulaeman@bungabangsacirebon.ac.id, ⁷totosukarnoto@bungabangsacirebon.ac.id,

⁸muhammadunabdillah77@gmail.com, ⁹ridwanciperna@gmail.com,

^{10*}karim_gml81@yahoo.co.id, abdul.karim@umc.ac.id

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ABSTRACT:

The use of gadgets and the internet in early childhood can have both positive and negative impacts. The use of child-adapted gadget technology as a medium for distance learning can create an interactive and engaging environment. However, excessive use of gadgets can cause several problems, including sleeping difficulty, decreased quality of work, lack of concentration, and the need for treatment, pharmacological and psychological treatment. The purpose of this study is to describe parents' perceptions of the gadgets' benefits as a medium for distance learning (DL) in the Cirebon District, West Java, Indonesia. It employed the uses and gratification theory as a framework. The data collection technique utilized a google form questionnaire that was distributed and answered as many as 80. The data were analyzed using SPSS and interpreted using quantitative descriptive methods. The results showed that parents agreed and considered it very important that distance learning was carried out using gadgets and the internet, distance learning was carried out in the afternoon after returning from work, and the features needed and deemed necessary were WhatsApp and video call. Parents agreed that gadgets had benefits during distance learning for early childhood development, including getting stimulation from the teacher, reducing children's boredom at home, and meeting and communicating with classmates even though it was shorter and more virtual. The field findings revealed that parents faced several obstacles in the form of difficult locations to reach by the internet, inadequate gadget devices, parents' knowledge of application features on gadgets, and economic limitations to meet quota needs.

INTRODUCTION

Technology is the window through which people look at the environment. Our adaptation is mainly technological, and how we interact with any given environment depends first of all on the tools we bring to that environment (Guzik et al., 2018), especially in an educational environment (Karim, Faiz, et al., 2020). Besides, technology develops dynamically, covering the entire scope of life. One form of technological development and progress is in the field of communication. A person's communication relationship is no longer constrained by distance, space, and time because a media gadget provides several accessible features to communicate. Not only limited to communicating or sending messages, but gadgets have also developed into a means of information and entertainment. Gadget meets user needs by modifying shapes, completeness of features, camera quality, ease of application, beauty, and affordability (Afnan et al., 2020). Stošić & Stošić (2015); Rozalia (2017) & Arifin (2013) wrote that teachers' perceptions about the use of the internet in the learning process provide a new dimension, and teachers give assignments through multimedia applications and as a form of lifelong education. Previously, Virginia (n.d.); Johnson (2011); Andreassen (2015); Halunen et al. (2017) & Young (1998) have examined the use of Facebook in the native generation with the conclusion that communication culture is divided into two, namely through the virtual world and face to face. Thus, the native generation needs time to gather for discussion.

The use of gadgets and the internet can have both positive and negative impacts (Kai Yee et al., n.d.). Research on the positive impact, namely on children's development, has been conducted by Guzik et al. (2018); Sumarni (2013); Ahmad et al. (2018); Gonzales (2016); Mafuraga & Moremi (2017) & Ihmeideh (2009). They asserted that the integration of internet use in the school curriculum in Kindergarten using gadgets could help the learning process became fun and meaningful, learning targets could be achieved easily, and improved education quality although required much consideration. Mitchell et al. (2007); Kimberly (1998); Mitchell et al. (2007); Aravind et al. (2015); Tan et al. (2017); & Thakur et al. (2016) uncovered that use of the internet could be used as a media to threaten and frighten others, and children grew up more quickly influenced by information from the internet. It is because the children have not been able to precisely and adequately filter the information received. Moreover, the results of the research by Kuss & Griffiths (2012) & Castiglione (2008) showed that internet use could be misused as a medium for disseminating sexuality and pornography. It is difficult to control and even growing so that schools (Karim, Mansir, Saparudin, Tumin, & Purnomo, 2020) and parents must work together to control its use for children by blocking inappropriate sites for children.

Topper (2017) argues that parental monitoring was also found to be a statistically significant moderator of the relationship between parental perception of mobile device usage and parental report of children's social competency. K. W. Johnson (2014) states that parents have concerns about how to best foster reading at home within a society inundated by technology and digital media. Some remarkable effects parental smartphone use is having in the lives of study participants (D. J. Johnson & Hertlein, 2019). Although parents described mostly positive experiences, they still have negative attitudes toward the Internet, mainly because of predators and unwanted inappropriate content (Hill, 2017). Devamani et al. (2019) argues that most of the parents have perceived behaviour changes in children. Most of the parents agreed that it effects on child's food eating patterns, frequently getting distracted, difficulty in calming down when they are in aggressive mood, their sensitivity for simple matters, and they like to stay at home rather than spending time with friends. With the perception of the parents, they simply look at technology as a learning tool and a source of entertainment for their children, but at the same time, they are aware with the negative outcome of what it can impose to them. The reason for the parents to provide their children with gadgets are for leisure and educational purposes of the children, and especially for communication, for easier access with their children (De Lima & Castronuevo, 2016).

In the distance learning process (DL), the family's role is vital. Fostering care in the form of mentoring and caring education is entirely carried out by parents (Shimshon Neikrug, 2015; Mafuraga & Moremi, 2017). The family is the core group because the family is the first and natural educational society. In the family, children are prepared to undergo development stages to enter the adult world so that language, customs, and all cultural contents should be duties carried by families and communities in maintaining family life. One of the family's actions that impact education is meeting and communication

between family members. In other words, education in the family is crucial to develop and control children's social emotions adjusted to the characteristics and religion through character building (Rinto et al., 2020). Vale et al. (2018), Karim & Hartati (2020), and Bader & Fouts (2019), through a survey on high school teachers' perceptions, found that teachers had an interest in using gadgets and the internet for learning activities at school. Besides, parents provided gadgets for their children because they could help education and entertainment. Another reason was that parents found it easier to communicate and maintain relationships with their children (Thakur et al., 2016; Stošić & Stošić 2015; and De Lima & Castronuevo, 2016).

Many previous researchers have carried out studies on gadgets, but surveys on parents' perceptions of gadget use in early childhood during the pandemic are still very limited, so this research is a new finding. This research's theoretical foundation is the use and benefits theory of gadgets for child development aspects.

METHOD

Researchers sought to present an opinion in the form of parents' perceptions of early childhood (age 4 - 6 years old) gadget users in the Cirebon District, West Java, Indonesia. The implementation of distributing Google form questionnaires was simultaneously so that it became more effective and efficient (Ersanilli, Carling, & Haas, 2011). The study uses the quantitative approach, it is 'Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics) (Aliaga & Gunderson, 2002). It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control a phenomena (Leedy, 1993).

The collection of primary data requires that the researcher clearly define the population under investigation, as well as the units of analysis that constitute that population. '*Population*' refers to all the concerned units (e.g. people, companies) within a particular problem space and at the specified time that the researcher would like to study (Paterson, Leung, Jackson, Macintosh, & O'Gorman, 2016). The instrument was structured using structured questions (Paterson et al., 2016). The answers to the questions were classified using a Likert scale, and a validity and reliability test was carried out using the SPSS (Daniel, 2004).

Analysis of variance (and it's multivariate variant Anova) are the favorite tools of the experimentalists. Independent variable is an experimental condition (therefore a nominal variable) and dependent usually is an interval variable. Researcher can show that independent has an influence on dependent if means achieved by different groups are significantly different (Schneider, 2005). Researchers tested the instrument first on parents who had early childhood as a pilot study, found out the length of time to fill the questionnaires, and made improvements to the instrument. In the Google form, the researcher wrote the research's purpose being carried out, how long it would take to fill in, and ensure the participant's identity confidentiality. Google forms were distributed through the WhatsApp group of teachers and

students' parents in the Cirebon District. The number of google forms answered and returned was 80.

Preparation for analysis with two type are: (a) encoding data includes; predefined answers, Themes in answers to open questions, mutually exclusive, exhaustive, and consistently applied. (b) Error and outlier detection; logical inconsistencies, bad values, and record what is wrong with the data item (Oberhuber & Maurer, 2015). The data analysis results could be generalized as the overall parents' perceptions who had early childhood in the Cirebon District (Schneider, 2005).

RESULTS

Parents' Perceptions of the Importance of Using Gadgets and the Internet for Early Childhood Distance Learning (DL)

As many as 67 parents or 83, 8% of parents strongly agreed that the distance learning implementation during the pandemic was carried out in the afternoon because, in the morning, they worked, so they made an agreement with the teacher. As investigated by Lima (2016), Karman (2013), and Amalia (n.d.), a qualitative research design was employed to find out parents' perceptions about the use of gadgets in elementary school children. The result revealed that parents provided gadgets for their children to use to help their education and entertainment. Another reason was that parents found it easier to communicate and maintain relationships with their children. In this case, the uses and gratification theory has developed, especially in gratification, which is often used as a core theory in the study of media use. Media that meets the audience's needs has evolved from traditional media to new media (the internet) and specific applications.

Parents' Perceptions of Social Media Features for Early Childhood DL

Social media WhatsApp is an essential application for DL. It could be seen from the table above that 72 parents, or 90%, strongly agreed. The development of gadgets and applications always contains novelty elements so that users felt interested and satisfied. WhatsApp is a change in progress from the SMS feature that can only send and receive messages privately. WhatsApp has the advantage of being able to record voice, send photos, attach documents, make voice calls together, and even make video calls together. The theory of use and satisfaction could be one reason people choose to use it. Hence, the intensity of social media users currently increases. Juwita (2017), Anwas (2015), and Arifin (2019) argued that social media was used as a means of communication, entertainment, and virtual *da'wah*.

As many as 57 parents, or 71.3%, agreed that the video call feature is essential in gadgets. Video call is a communication phenomenon because it is one of the communication media technologies that significantly affected humans in daily communication; with video calls, communication continued to run well and could channel their respective interpersonal feelings (Tri, Pamungkas, & Herawati, n.d. and Ariani & Permana, 2018). Besides, children explored various media and activities according to their interests. In this case, advances in technology in communication could produce media capable of meeting

users' needs but should be balanced with an increase in the users' ability in the field of technology to make positive use of the media.

Parents' Perceptions of Gadgets and Internet's Benefits for Early Childhood Distance Learning (DL)

About 87.5% of parents assumed that gadgets and the internet are meaningful and useful media. Children could still do the learning process even from home. The teacher sent video and audio recordings every day according to the time agreed with the parents. The imposition of large-scale social restrictions did not hinder the progress of the education process for early childhood.

DISCUSSION

In this study, new findings in the field were uncovered, namely the use of gadgets and the internet as a medium for distance learning that had many obstacles and hindrances. The house's location was in the village/rural areas, which was still very difficult to reach by internet access. The quotas' availability was also a factor in the difficulty of distance learning being implemented optimally. Besides, parents felt that the time for implementing learning was insufficient to stimulate children's development. Social media has many applications that many people can easily access, but it became difficult for inexperienced parents who lived in a village. Parents' limited knowledge of social media made distance learning less effective. Actually, parents carried out parenting, nurturing, and child-care. However, economic needs required parents to work, having limited time to accompany their children. Research has limitations, so it is necessary to conduct more in-depth research on the impact of distance learning for children and parents or other relevant matters to this study's results.

CONCLUSION

In this study, the time to use the gadget for the distance learning (DL) process was in the afternoon due to parents' activities. Parents worked in the morning so that the time owned by the parents was in the afternoon. This opinion is in line with the results of research conducted by Chusna (2017); Kusumaningrum (2015); and Rachma (2015), which revealed that parents play a role in minimizing addiction effects for children to playing gadgets through timing. The introduction of traditional games in children can help reduce addiction to playing gadgets; even though children's interest in gadgets is relatively high, it is not often used because their parents do it. Parents have a duty as first educators for children, and families become the prominent learning place for children.

One of the uses and gratification's theories is that user satisfaction with a product is closely related to user needs. From the analysis results of the parents' answer statements about the features needed, it was known that the video call feature and the WhatsApp social media application were essential during the distance learning process. Rachma (2015); (Hardyanti, 2017), (Chandra, n.d.), (Virginia, n.d.), (Hidayatullah, 2018), (Thakur et al., 2016) affirmed that the use of gadgets was adjusted to their respective motivations, such as meeting the needs of work, communication media, and entertainment.

Each user has the option of using the gadget according to its functions and needs. Thus, user satisfaction is the primary indicator of product selection.

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