

SMARTPHONES AND THE EFFECT OF ITS USE IN EARLY CHILDREN ON STUDENTS' LEARNING INTEREST

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Abstract: *This study aims to determine the effect of smartphone use in early childhood on interest in learning in the pandemic era. The subject of this research is Permata Hati Kids Kindergarten, Delanggu Klaten School. This study used a qualitative approach, the data were collected using the methods of observation, interviews, documentation, and google forms. While the data analysis techniques used to describe the results of the research in a structured manner are data collection, data reduction, data presentation, and conclusion drawing. Based on the results of the research above, shows that children are happily playing on smartphones and are lazy when invited to study, children prefer to watch YouTube rather than do assignments. Besides that, children are addicted to playing on smartphones for a long time, making them lazy to study and do activities. Children also tend to be lazy, to think, because by looking at their smartphones, they find it easy to get what they want. The role played by parents to restore enthusiasm in increasing children's learning interest is that parents must act as role models, children's mirrors, and facilitators.*

Keywords: *effect, smartphone, early childhood, learning, students.*

INTRODUCTION

Early childhood education is an effort to stimulate, guide, nurture, and provide learning activities that are capable of producing children's abilities and skills. Early childhood education is a means to explore and develop various potentials of children so that they can develop optimally [1]. Learning in early childhood is essentially a concrete curriculum development in the form of a set of plans containing several learning experiences through play given to early childhood based on the potential and developmental tasks that must be mastered to achieve the competencies that children must have. In particular, the process of education in early childhood must be based on the principles of early childhood development.

In article 28 of Law Number 20 of 2003 concerning the National education system, early childhood education has been placed parallel to other education. Based on this law, early childhood education institutions are one of the schools that provide learning to children to improve children's abilities in the cognitive, affective, and psychomotor fields through children's learning experiences [3]. Learning is an activity or a process to gain knowledge, improve skills, improve behavior, and attitudes, and strengthen personality [4]. Children are trained to comply with school rules, get to know the learning process, and interact with others. Therefore, the implementation of learning needs to be designed and formatted as well as possible.

The world of education in Indonesia is facing a pandemic, almost all educational units from higher education institutions to early childhood education are paralyzed. The education system that used to be carried out using face-to-face now has to switch to

education virtually so that online learning indirectly affects children's cognitive development [6]. Teaching and learning activities which include implementation activities, learning methods, and learning media did not run as usual before the Covid-19 pandemic and the reality on the ground that after this distance online learning was carried out several problems arose for both teachers and students [7]. Indonesian people are required to be in new habits. New habits are changes in behavior in carrying out normal activities but one must pay attention to health protocols to prevent transmission of the Covid-19 virus, new patterns in the world of education must continue with new adaptations [8]. One of the educational units that have been affected by the Covid-19 pandemic is the Early Childhood Education unit. Early Childhood Education teachers are required to be more creative and innovative in providing learning media to their students. Early childhood education puts more emphasis on character and the six aspects of development experience several problems [9]. One of the educational units that have been affected by the Covid-19 pandemic is the Early Childhood Education unit. Early Childhood Education teachers are required to be more creative and innovative in providing learning media to their students. Early childhood education puts more emphasis on character and the six aspects of development experience several problems [9]. One of the educational units that have been affected by the Covid-19 pandemic is the Early Childhood Education unit. Early Childhood Education teachers are required to be more creative and innovative in providing learning media to their students. Early childhood education puts more emphasis on character and the six aspects of development experience several problems [9].

During a pandemic, the role of an Early Childhood Education teacher must be replaced with videos sent via smartphones to parents of students and students listening accompanied by parents. The teaching and learning process is carried out online even though learning is ineffective due to obstacles including a lack of student learning motivation and a lack of facilities such as cell phones and internet quota [10]. This condition requires maximum cooperation between parents and schools. Learning at home encourages parents to be able to guide assignments given by teachers and provide the necessary learning facilities [11]. Parents have a big responsibility to accompany their children in learning using smartphones. Parental involvement in the learning process in early childhood functions as a family school that aims to develop empathy and creativity in early childhood [12]. There are more and more big challenges for teachers, parents, and children in learning using smartphones.

There are many complaints from parents when children have to study but then they linger on smartphones, playing games or other applications. Despite how important early childhood is in developing digital literacy skills and abilities, understanding the important parts of digital literacy, child literacy procedures, and various parental involvement in digital literacy education, especially for early childhood [13]. Children play by existing rules, and games from teachers with smartphone guides. Learning through smartphones is less attractive to children, children are more interested in other games on smartphones. The number of games in the application creates an interest in learning and playing with other media besides smartphones, playing with friends, and other toys. Early childhood, which should not be the time to play on smartphones because of the demands of learning, end up using them for other things besides studying. There are several impacts of the Covid-19 pandemic, the most dominant of which can be seen from the impact on learning activities at school, the impact on learning activities at home, and the impact on changes in children's attitudes and behavior [14]. The impact of smartphones makes children addicted and children are lazy to do other activities, this makes children's interest in learning less and less. Although there is an opinion which states in his research that learning to use smartphones for Early Childhood Educators is effective in terms of mastery of knowledge [15]. There are several impacts of the Covid-19 pandemic, the most dominant of which can be seen from the impact on learning activities at school, the impact on learning activities at home, and the impact on changes in children's attitudes and behavior [14]. The impact of

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The solution to dealing with the situation above requires the role of the school because it is important in improving quality in the pandemic era, teachers are expected to plan and produce learning that is innovative and fun. Implementation of online learning must take place at the same time and be in an application or internet platform to interact with one another as in face-to-face learning [16]. Then the role of parents is very important in motivating children to learn and manage applications on smartphones so that children do not play using smartphones. However, teachers find it difficult to deal with complaints from parents of students regarding learning via smartphones because children cannot be separated from smartphones after learning ends. Meanwhile, based on preliminary observations, shows that the use of social media in the form of WhatsApp which is enabled to facilitate communication with parents of students in delivering subject matter is felt to be less effective and communicative. There are problems in the implementation of learning, namely online and offline. Facilities and infrastructure, time distribution, and application mastery are the main problems in implementing learning in Early Childhood Education [17].

The description of the statement above prompted researchers to ask questions about the influence of smartphone use on early childhood learning interest and what is the role of parents in increasing early childhood learning interest from the influence of smartphone use in the pandemic era.

METHODOLOGY

The type of research used is qualitative with a descriptive approach. The results obtained describe the influence of smartphone use in early childhood. Overall, this study involved teacher and parent policies. The subject of this research was Permata Hati Kids Kindergarten, Delanggu Klaten School.

Data collection techniques in this study used observation models, interviews, documentation, and google forms. Meanwhile, data analysis techniques are used to describe the results of the research in a structured manner, namely data collection, data reduction, data presentation, and conclusion [18].

The last step is to conclude with various inference methods, including analyzing the content. Through the stages of material analysis of the data obtained, it is hoped that comprehensive conclusions can be drawn about the influence of smartphones on students' interest in learning at the Permata Hati Kids Kindergarten, Delanggu Klaten School.

RESULTS AND DISCUSSION

The Effect of Smartphone Use on Learning Interest

The world of children is the world of play as in Howard Gardner's theory that children have different bits of intelligence and children have different learning styles. Several studies that traditional games can also develop children's emotional intelligence [19]. Here the challenge as parents and teachers is to be able to know students and direct students who have different bits of intelligence. A student learning approach is a learning approach that is carried out by giving freedom to children to choose and determine their own playing and learning activities. In addition, children are required to be actively involved in the learning process. So that children are facilitated by developing their intelligence through activities chosen by children supported by adequate learning resources [20].

Looking for advantages among the nine bits of intelligence that children have, as well as their learning style. The success of teachers or parents in educating is when they really know the child's learning style, then apply learning patterns that suit that learning style. Not a few teachers or parents 'force' to provide learning patterns because they think children are the same. Finally, the child's learning style must match the teaching style of the teacher or parent. This attitude is one of the causes of the failure of teachers or parents in educating [21]. Children who have a kinesthetic learning style are not suitable and won't take long to learn using a smartphone. In contrast to children with auditory learning styles, these children are very happy to use smartphones. Also, what is the learning style? The success of teachers or parents in educating is when they really know the child's learning style, then apply learning patterns that suit that learning style. Not a few teachers or parents 'force' to provide learning patterns because they think children are the same.

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According to Jean Piaget: children aged 2-6 years are included in the concrete preoperational stage, where children begin to think critically, children begin to express their egos, and have high desires. In this case, it is expected that all components in schools, especially teachers can improve performance to optimize the potential of students [22]. Early childhood is easier to learn by playing using audio-visual media. This is done to motivate children's learning so that it is easy to grasp the contents [23]. Children are allowed to use smartphones but must be accompanied by adults or parents, and given a time limit for using them. Make rules with children and parents and then give understanding to children about the use of smartphones as an educational tool, and use them sparingly and as necessary.

Several studies have revealed that playing Parent-Child Fun Games can increase students' physical activity rather than just playing games on smartphones and the emergence of creativity in activities as a media game in diverting smartphone addiction [24]. Distract children with educational content, for example watching YouTube, choosing what is appropriate to the learning material at the time, listening to music, and so on. It can also be used to see how to sketch pictures, children can see, then practice. The world of early childhood is playing, in playing there is learning, but if playing is not directed you will not get maximum results. Social-emotional development is a child's sensitivity to understanding the feelings of other people when interacting in everyday life, then in the development of children emotions can be formed through play activities [25].

Early childhood learning through play, directed and fun play. Another impact of smartphones is seen in cognitive development, children can learn to recognize numbers and recognize animals, and plants through YouTube. Judging from the development of language, children learn through the videos they watch, then imitate their voices, or say numbers and colors in English. Judging from the development of art, children can recognize colors that they do not know through the games they play or the videos they watch. children can learn to recognize numbers and recognize animals and plants through YouTube. Judging from the development of language, children learn through the videos they watch, then imitate their voices, or say numbers and colors in English. Judging from the development of art, children can recognize colors that they do not know through the games they play or the videos they watch. children can learn to recognize numbers and recognize animals and plants through YouTube. Judging from the development of language, children learn through the videos they watch, then imitate their voices, or say numbers and colors in English. Judging from the development of art, children can recognize colors that they do not know through the games they play or the videos they watch.

On the other hand, it cannot be denied that excessive use of smartphones harms early childhood development. The use of smartphones should not be given to children under the age of 8 years, because at that age children are better directed into activities that have activities in the environment so that they are easy to socialize [26]. Looking at physical development, excessive smartphone use can cause adverse effects on the body such as excessive exposure to electronic radiation, changes in bone anatomy that cause back and neck pain, and cause visual disturbances. To avoid the impact that occurs, it is better to change some patterns or habits that are often done. However, the most important thing is how people change attitudes to become more mature and wiser in carrying out activities, including managing the use of smartphones appropriately [27]. In cognitive development, parents complain because the use of smartphones at inappropriate times disrupts the

learning process such as decreased child concentration and lack of interest in understanding the subject matter. Although this influence does not always harm achievement [28].

Whereas in emotional development, children tend to be inseparable from their smartphone, so they are less able to control their emotions when their smartphone is taken [29]. In determining which impact is received by the child, this depends on the efforts of the parents to protect what their child sees and reads on the smartphone and there must also be the intervention of the counselor in providing information regarding the impact of this smartphone on the community so that later there will be no misuse of smartphones, especially by early childhood [30]. This behavior shows that excessive smartphone use causes excessive emotions. Over time, aggressive behavior to the point of violence can arise because the smartphone is taken or confiscated. Then in social development, children tend to be lazy to socialize in their social environment which causes a lack of ability to interact such as working with friends or caring for the surrounding environment. In this case, children tend to be engrossed in playing with their smartphones so the development of the socio-emotional aspects tends to be not optimal [31]. With the pandemic, directed learning is reduced, children's interest in playing and learning is reduced, and children are more inclined to play using smartphones.

Playing with smartphones is indeed interesting and exciting for children, if children are already playing with smartphones, early childhood is less interested in other educational games. Based on the results of interviews conducted with parents of students, it can be seen that there is an effect of smartphone use on interest in early childhood learning in the pandemic era. According to them, children enjoy playing with smartphones and are lazy when invited to study, preferring to watch YouTube instead of doing assignments. They say children are addicted to playing on smartphones for a long time which makes them lazy to study and do activities. Children also tend to be lazy to think, because by looking at smartphones children find it easy to get what they want. In contrast, when children learn directly face-to-face, children are more active and prefer to learn face-to-face. Learning with this media children become a bit lazy, smartphones have an influence on children's learning interests, and children tend to like playing games via smartphones or opening the YouTube application to view children's cartoon films or other content.

The Role of Parents in Increasing Interest in Early Childhood Learning

Early Childhood Education cannot be separated from various roles including the role of schools, parents, and the surrounding environment. Regardless of the pandemic condition or not, these three factors must work together. The school principal has the role of facilitating, supporting, encouraging, and monitoring, so it is very important to maintain the quality of the learning process that will take place [32]. Parenting styles for children are very influential in the pandemic era. The preschool period aged 0-6 years is the time when children learn to be independent and take care of themselves, they develop skills such as recognizing letters and numbers, so they spend time interacting with their peers [33]. Three key development processes in children, namely biological or physical processes, cognitive and socio-emotional. In this case, parents play an important role in guiding their children to interact and develop their socio-emotional aspects [34]. Playing together, sharing, and so on are interactions that will provide experiences for children at that time. This description is that children's social behavior has shown cooperative behavior or attitudes, tolerance, manners, empathy, persistent, and being able to respect the advantages of others, there is a significant influence from the peer environment on the social behavior of children aged 5-6 years [35].

Children who use smartphones prefer to play smartphones rather than play with their friends, children sometimes imitate violent scenes in games, children are indifferent when they are in front of their gadgets, and so on [36]. The use of smartphones affects student learning motivation. Students do not use smartphones excessively both at school and at

home. Parents and teachers always supervise children, especially those using smartphones every day because the effect of smartphones on student motivation is very low [37]. In Islamic education, parents are required to accompany their children in terms of learning and moral education. Because morality in the concept of Islam is a commendable deed that cannot be separated from the values of worship and faith in Allah SWT to achieve happiness in the world and the hereafter [38]. Characteristics of Islamic Education, as did the Apostle is. exemplary, with exemplary parents at home, using smartphones will be seen and emulated by children. Parents can limit the time they use smartphones, as well as use them for work purposes.

One other thing that parents must understand is why the use of smartphones must be limited to children, namely because smartphone addiction can make the learning mood drop. The negative impacts of using the internet on class VII students at MTs Muhammadiyah Amaholu, Huamual District, West Seram Regency include: a) Students are addicted to playing online games, b) Students do not concentrate on the subject matter in class, c) lazy to study, d) lazy to pray five times, e) lazy to go to the Koran, and f) lazy to help parents at home [39]. How could it not be, when children spend more time with smartphone screens, they want it to continue so they lose interest in doing other useful things including studying? Reducing smartphone playing activity is a definite step to maintaining children's growth according to their age. Smartphones bring positive and negative influences. Some students had no effect at all. Parents and teachers play an important role in the process of child development in the globalization era [40]. When a child loses the golden period of growth, certainly, this will significantly interfere with the child's development when he is an adult. Therefore, the role played by parents is to restore enthusiasm in increasing children's interest in learning, namely, parents must act as role models, mirrors of children, and facilitators. Whereas the various types of roles played by parents in children's learning activities when online learning are different, there are parents whose role is complete,

Parents are primarily responsible for the education of their children. Wherever these children undergo education, whether, in formal, informal, or non-formal education institutions, parents still play an important role in determining the future of their children's education. Education outside the family does not mean relinquishing parental responsibility in the education of their children, but this is done by parents because of the limited knowledge possessed by parents, because of the nature of knowledge that continues to develop with the times, while parents have limitations. [41].

CONCLUSION

Based on the results of the discussion analysis which describes the influence of smartphone use in early childhood on interest in learning in the pandemic era at Permata Hati Kids Kindergarten, Delanggu Klaten School. According to their parents, children like to play on smartphones and are lazy when asked to study. Children prefer to watch YouTube instead of doing assignments. Parents say their children are addicted to playing on smartphones for a long time, making them lazy to study and do activities. Children also tend to be lazy to think, because by looking at their smartphones they find it easy to get what they want. Therefore, the role played by parents is to restore enthusiasm in increasing children's interest in learning, namely, parents must act as role models, mirrors of children, and facilitators.

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