

## Parent Assistance in The Use of Gadgets for Early Childhood Learning Process

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### Article Info

History Articles

Received:

June 2020

Accepted:

July 2021

Published:

November 2021

Keywords:

Early Childhood, Gadgets,  
Learning, Mentoring

### Abstract

This research is motivated by the increasing use of gadgets among children. This phenomenon encourages the role of parents to do mentoring on children in using gadgets, especially in the learning process. This research method uses qualitative descriptive approach with observation data collection techniques, documentation, questionnaires and interviews. The purpose of this study is to find out the involvement of parents in accompanying children when using gadgets in the learning process. The results of this study found the involvement of parents in accompanying children when using gadgets for the learning process is very necessary because with the involvement of parents children can be wise in the use of gadgets and more focused in learning. This research has implications on parents' knowledge about the assistance of gadget use for children aged 4 -5 years.

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## INTRODUCTION

The development of technology and communication is currently very fast. The development of technology and communication has a huge impact on the world of education, not only for adults who are familiar with this advanced technology and communication, but also for the influence on early childhood development and education. Gadgets are mini-sized tools with many uses that can be found in them. Ease of accessing various information and entertainment has been presented in Online and Offline forms. Actually, gadgets are intended for people who have an interest in business, college or office. However, gadget users are often abused by some parties, such as parents instantly providing gadget facilities for the media in educating their young children (Dini, 2018).

In our opinion, the use of early childhood gadgets can interfere with children's learning concentration and lack of social interaction, which is even more worrying, namely online prostitution which is a bad impact of technological developments. 30 million children and adolescents in Indonesia are users of the internet and digital media. This is the result of a survey by the Ministry of Communication and Informatics (Kominfo) in collaboration with UNICEF entitled Digital Citizenship and Safety. Quoted from the results of the Kominfo study, it explains the main reasons children and adolescents access the internet, from fulfilling school assignments to just meeting personal needs for socializing or entertainment. We must encourage children and adolescents to use the internet as an important tool to help education, increase knowledge, and achieve a better quality of life (Ramadhani, 2019).

Irwansyah (2018) said that parental assistance in early childhood in the use of technology plays an important role in the development of early childhood communication, especially children under the age of five. One of the efforts of parents in providing education for children in the family in the digital era like now is to provide assistance in the use of technology

for children. Through this assistance, parents can supervise their children and direct positive content for children to use technological advances appropriately according to the child's growth and development.

When the child is at an early age, the child is in the stage to explore and interact directly with the world around him. Early childhood generally spends their time playing and trying new things. It is not uncommon for them to play and satisfy their curiosity through gadgets, because gadgets are such an interesting tool. But even though gadgets are something of interest, kids should still spend more time playing with their friends. Not playing with the gadget alone in the room. But unfortunately in this modern era, children prefer to spend their time on their gadgets, not with their friends (Ratuli, 2018).

The development and use of internet technology which is now increasingly prevalent has touched many circles, not limited to social class or age. The high intensity and speed of mastery of technology by children at an early age has the risk of various worrying problems, such as changes in children's behavior, addiction, decreased enthusiasm for learning, to health problems. Nevertheless, the existence of technology, especially the internet, actually contains great opportunities that can be used for the benefit of children's development. Unfortunately, the high penetration of this technology has not been matched by an increase in the ability of Indonesian parenting in the digital era to reduce negative impacts and maximize the potential of the internet (Kurnia, 2019).

Another study from Yummi Ariston and Frahasini (2018), suggests the impact of using gadgets on the social development of elementary school children, showing that most children use gadgets only to play games and watch animated films, which should be used as learning media for children. In this case, parental supervision is needed to monitor children's activities in using everyday gadgets to minimize the negative side of the impact of using gadgets on children and teachers as and it should be better for children to

be directed into activities that have activities in the environment so that it is easy to socialize.

The use of technology as a source of reference for children's learning is also a special concern for parents. Provision of these facilities makes it easy, but it needs an agreement in its use. Parents also make their respective agreements which are basically preventive in nature so that children do not access sites that are not according to their age and are only allowed to look for learning materials which of course are also supervised by parents. However, children are also given leeway in using these facilities. Rojas, Barandiaran and Gonzales (2018), revealed that in their research, 53.54% of parents made strategies to limit internet use to children as an intervention and control effort to prevent children from accessing inappropriate things in cyberspace. . For example, by withdrawing cell phones and turning off wifi facilities. Parents also provide concessions on weekends or freedom for children to access the internet as entertainment, but are still monitored and supervised. Parents also experience other difficulties when negotiating rules about internet use and teaching children not to depend on technology and teaching children to use the internet responsibly.

On the other hand, the internet is also considered to have a positive impact because it can be used as a learning tool by children, in other words, in using the internet by children at home, parental guidance is needed. This tutor is a tangible form of digital literacy that can be transmitted from parents to children, especially those under 12 years of age. The importance of the role of parents as companions for children in using the internet is none other than because children do not yet have technical skills, knowledge or emotions in accessing various information and entertainment via the internet (Kurnia, 2019).

Especially for parents. Provision of these facilities makes it easy, but it needs an agreement in its use. Parents also make their respective agreements which are basically preventive in nature so that children do not access sites that

are not according to their age and are only allowed to look for learning materials which of course are also supervised by parents. However, children are also given leeway in using these facilities. Rojas, Barandiaran and Gonzales (2018), revealed that in their research, 53.54% of parents made strategies to limit internet use to children as an intervention and control effort to prevent children from accessing inappropriate things in cyberspace. . For example, by withdrawing cell phones and turning off wifi facilities. Parents also provide concessions on weekends or freedom for children to access the internet as entertainment, but are still monitored and supervised. Parents also experience other difficulties when negotiating rules about internet use and teaching children not to depend on technology and teaching children to use the internet responsibly.

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The role of parents in the family environment, especially in accompanying their children, is as a teacher, guide, mentor, teacher, and as an example. Wiwin Yulianingsih (2020) explains that parental involvement in child learning assistance during the Covid-19 pandemic has a role as child learners, fulfilling children's needs, spiritual understanding, supervision, motivation, and child facilities providers. Children's learning assistance can be seen from the way parents help children's task difficulties, explain material that children do not understand, and respond well to all online learning from schools.

Through parental assistance to children when using gadgets, it can certainly increase the role of the family in educating children in the digital era. Because of course we hope that current technological advances can be beneficial for children both to improve their thinking skills and mental formation of children. In addition, parents, namely father and mother, as the main responsibility for the child, must establish good cooperation. So that the role of parents in educating children can create a generation that is smart and has noble character in the digital era like today (Firken, 2016).

The purpose of this study is for parents to accompany their children to use gadgets as a learning medium. For the community, the results of this study are expected to increase information and knowledge of parents regarding the use of gadgets for children aged 4-5 years.

## **METHODS**

This research uses a qualitative method approach. According to Creswell (2014), this type of qualitative research is research that uses an approach to build a statement based on a constructive-perspective attitude. The design in this qualitative research uses a case study with a single case study design. A single case study is a research whose direction of research is focused on one case or one phenomenon only. In a single case study, generally the aim or focus of the research directly points to the context or essence of the problem. The research design used in this research is a case study research design in the sense that the research is focused on only one selected phenomenon and wants to be understood in depth by ignoring other phenomena (Arifah, 2018). In this study, the data presented in the form of verbal words not in the form of numbers, the authors used two sources of data, namely primary data, namely the parents of early childhood students Tunas Mandiri Tegalsari Bergas and secondary data from questionnaires, documentation, interviews, and observations. In this study, researchers used source triangulation. Source triangulation is

testing the credibility of the data by checking the data that has been obtained through several sources (Sugiono, 2007). The data analysis technique used in this research is a data reduction step, the researcher does to select the data that has been obtained in the field by sharpening, classifying, removing unnecessary data and collecting data so that the data that has been collected can be presented and concluded.

## **RESULTS AND DISCUSSION**

After obtaining the results of the data in the field as a follow-up to this study, namely analyzing the collected data using descriptive qualitative methods in detail.

### **Parents' assistance in using gadgets for the learning process for children aged 4-5 years**

Parental assistance in the child's learning process is an attempt by parents to accompany, provide assistance in overcoming children's learning problems, provide encouragement, motivation, support, supervision and provide facilities for children so that they are enthusiastic in learning (Prasetyo, 2018).

In addition, parents will know what to do to help children learn. For example, providing incomplete facilities, minimizing disruption to learning time, and the target material to be studied Even parents can find out the child's learning style. Is it a visual, audio, or kinesthetic style, so that parents can adjust in accompanying children's learning (Kelana, 2020).

The main task of parents is to play a role in the learning process of children at home, it can be said that the first madrasah for children is learning at home. Emiyati (2020) said that the family environment is also the first place / environment for a child to learn and study knowledge and education, here are the duties and roles of the two parents as the number one teacher and the first child to learn. Given the importance of the duties and roles of parents in educating children at home.

From the research results, in general, parents have a big role in the learning process of

children, from preparing learning needs to the completion of learning. Learning preparation itself is like preparing a school tool that will be used especially now in a pandemic where the learning process becomes online or online which of course requires a gadget. Before being used for the learning process, parents always check the battery power, quota and don't forget to prepare a charger so that the learning process runs smoothly. In addition to gadgets, parents also prepare other learning needs such as PAUD magazines, student worksheets, stationery and materials needed if there is a task to make a craft. The use of gadgets itself for the learning process is always under the supervision of parents and for the operation of the gadgets themselves when the learning process is carried out by parents. Before carrying out the learning process, parents also look at the physical and mental condition of the child, whether the child is ready to learn or not, it is not uncommon for children to be less enthusiastic and do not want to be invited to study for that, parents have their own strategies so that the child is excited about learning. Before the learning process, parents always invite children to pray first, then parents give directions and explanations about the task to be done. During the learning process parents assist and provide assistance if the child is having trouble, after learning is complete the parents invite the child to pray and clean up the learning equipment, the goal is to train the child's independence and responsibility.

#### **Children's responses in the learning process using gadgets that are accompanied by parents**

Accompanying children is one form of extrinsic motivation that can improve children's learning achievement. Children will be active and eager to learn because they have full support from their parents. Moreover, this support is expressed verbally through the provision of rewards or awards (Kelana, 2020).

According to Ramayulis (2001), interest is a condition in which a person has attention to something and is accompanied by the desire to

know and study it and prove it. Meanwhile, according to Djamarah (2008), interest is a persistent tendency to pay attention to and reminisce about some activity or a feeling of preference and a sense of attachment to something / activity without being asked. Interest can be interpreted as a tendency to pay attention and act towards someone, an activity or situation that is the object of that interest accompanied by feelings of pleasure (Nofita, 2012), fostering children's interest in learning plays an important role in carrying out learning activities or learning activities.

In the learning process at home, children must experience anxiety, stress, sadness, boredom, boredom, and other feelings that reduce children's interest in learning. For children like this, this is where the role of parents is needed so that children have self-regulation so that they are able to teach themselves in an effort to provide internal reinforcement. When the child has started to build reinforcement within himself in accordance with the learning tasks he is doing, this will have a significant impact on the child. (Subarto, 2020).

The results of this study indicate that the response of children who are excited when invited to learn to use gadgets is more than children who are not excited and depend on the child's mood. Parents' own strategies in dealing with children who do not want to learn are by giving gifts or inviting them to play so that the children want to do their schoolwork. If there are children who do not understand the task at hand, there are children who immediately ask the parents and there are also children who are confused, cry first before asking the parents. Even so, parents continue to accompany the child patiently until the child completes the task. After the lesson was complete, the researcher observed some parents asking questions and answers with the child about what they had just learned, the children's responses were different, some could immediately answer and some thought first, some even just shook their heads.

### **Constraints and support for parental assistance in using gadgets for the learning process for children aged 4-5 years**

The role of parents is very important in assisting their children, because good mentoring is one of the factors in the development process of a child. The assistance provided by parents to their sons and daughters in doing learning activities at home will have an effect on behavior that leads to discipline in learning (Prasetyo, 2018).

Learning problems are problems that interfere, hinder, or make it difficult and even result in failure to achieve learning goals (Apriliana, 2020). Difficulty helping children study at home is caused by various conditions of the parents themselves. For example, because of fatigue at work and then not having time to accompany children to study, or parents working late at night, maybe even because parents work night shifts (Kelana, 2020).

The role of parents in assisting the use of gadgets in children while learning can be seen through the involvement of parents in mentoring children. Researchers found that most parents have the time to accompany their children while learning. But there are differences in how parents assist their children in using gadgets to study in preschool children, where some mothers who work as housewives, of course, more often accompany children in learning but are interspersed with doing household chores and some are not able to accompany them, at all. This statement is emphasized by respondent no. 6 who said, "I have a hard time, because I take care of 3 children and 2 school children online too. Feeling burdened because they have to accompany them to study, while one is crying, not to mention the unfinished homework ", in contrast to the statement of respondent No. 5 who said that " I absolutely cannot accompany because I am busy working full time ". This obstacle often makes parents sometimes impatient in accompanying children to learn because they collide with other activities.

Another obstacle that parents feel is when the desire to play is greater than learning. So

sometimes my parents even persuade the child to learn. Fortunately, the school itself is not burdensome by having to collect assignments every day. Systematically collecting and taking assignments themselves are carried out once a week every Tuesday at 10.00 WIB, so parents come to school to collect assignments as well as take new assignments, it is not uncommon for assignments in the form of videos to be collected via WhatsApp according to the agreement between the teacher and parents. Related to checking assignments, there are parents who ask the teacher about the task done by the child if there is an error or not, if there are parents who will confirm it first before submitting it, this is confirmed by the PAUD teacher. Parents said that if it was helped by the monitoring from teachers to parents to monitor whether there were difficulties in doing assignments or other things related to school. The school also conducts home visits for parents who do not have gadgets and cannot take or collect assignments to school due to limited time or facilities.

### **CONCLUSION**

The involvement of parents in assisting children to use gadgets as a learning medium can be a process in understanding children learning as needed. Parents try to understand the child's feelings and how the child's mood is when invited to learn. So that parents can apply the right learning strategy. There are efforts to strengthen children's learning attractiveness through learning while playing and providing rewards for successfully completing school assignments. Parents must also make children focus on learning so that the material that is delivered or learned is conveyed correctly to the child and also parents must divide their children's learning time with other activities. The involvement of parents at school is also shown in interacting with the school, especially with the homeroom teacher, either through WhatsApp or regularly coming to school to collect and take assignments to find out about children's learning progress and the latest news. No less important,

parents must always pay attention and learning facilities as well as accompany and help children during the learning process to be one solution so that children develop well.

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