



## Use of Gadgets by Early Childhood in the Digital Age to Increase Learning Interest

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### ABSTRACT

In the millennial era, most human needs are digitalized and can be arranged using gadgets. The use of devices is now spreading worldwide, so it is a challenge for parents and elementary school educators to face the era of the industrial revolution 5.0. In World, the use of gadgets has many negative impacts, especially in early childhood at this time. This phenomenon is the background of the current problem. In the current era, a descriptive qualitative method was created, and it aims to find out the use of gadgets that can support early childhood learning modes. The data collection process was carried out through observation of early childhood aged 4-6 years, some of whom were already proficient in using gadgets, interviews with parents who gave devices to early childhood, and documentation related to children using devices in the learning process to looking for various kinds of learning that can be drawn from the benefits of using these gadgets and children are freer to use widgets to find important tasks. From the research results, the use of devices can increase interest in early childhood learning in the learning process. So that for early childhood it can be beneficial as a tool to complete processing facilities for early childhood.

**Keywords:** Utilization, gadgets, early childhood, interest in learning

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## INTRODUCTION

Gadget technology is necessary for individuals' lives (Adapa et al., 2020; Guo et al., 2018; Marston & Hoof, 2019). Developments are increasingly rapid and are starting to develop more rapidly and rapidly changing, making technology increasingly sophisticated and practical. Technology in the form of gadgets can be owned by anyone,

including early childhood so that in using gadgets, they are no less intelligent than adults or people who are more mature than them. (Anto et al., 2020; Hickel, 2019; Xu et al., 2018). A gadget is a device or an electronic instrument with the primary purpose of helping humans to save time. Gadgets are one of the natural forms of the development of science and technology or knowledge today. This dramatically influences patterns in terms of human life and patterns of thought and behaviour. The influence on the human mindset is because gadgets can quickly find information for children.

A gadget is an object (electronic tool or device), a small piece of technology with a specific function, but often adapted as an innovation or a new commodity. Gadgets have always meant less or more intelligently designed than the standard technology at the time of invention. The device is usually called Gizmo. Gadgets are devices or equipment with a specific practical purpose and function, are helpful, and generally offer something new. It is considered a more advanced gadget with a different design from the standard technology at its creation. The use of information and communication technologies (ICT), particularly in devices and the Internet in childhood, has been controversial for decades. Holding lively discussions about the impact of new technologies on children in general. The experience of using children's devices in the classroom has been observed to address these aspects of how We Use and Interact With Gadgets From Early Childhood Children in Learning Activities.

Using gadgets in everyday life can affect children's cognitive intelligence because gadgets can function as tools that can function appropriately for children's learning processes (Ningrum, 2020; Samosir et al., 2019; Syifa et al. al., 2019). Researchers have shown that young people's use of technology can contribute to cognition. Children's use of technology in preschool initially depends on the equipment provided, the setting for their use, and the level of access to it. In early childhood, information and communication technology (ICT), particularly gadgets and the Internet has been controversial for decades. The intense debate has centred on the impact of new technology on children, which is widespread. Experience includes the level of agency in children, participation, competence and involvement in learning activities; how gadgets are used in early childhood, as well as early childhood interactions, as well as children's interactions in learning activities within the school environment and outside the school environment.

The nature of the development of gadgets is increasing rapidly, which can have a good impact on children's learning process because the use of gadgets is exciting and becomes a curiosity for them (Aghni, 2018; Angelina, 2020; Rizaldi et al., 2020). Equipped with sounds, colours and a variety of interesting pictures so that children do not quickly get bored of learning with their gadgets. Currently, not a few children already use gadgets that contain applications or software, some of which are created specifically for early childhood children, such as YouTube Kids, and some other software that can be educational (Nurhayati, 2020; Rahadyan et al., 2018; Suryana et al., 2020). This can have an impact on the learning process as well as affect cognitive development from all productive aspects in the industry through the combination of

digital and Internet technology with conventional industries which are now rife in contemporary society in general and including the use of gadgets can be categorized as learning , namely audio-visual . Audio-visual can be interpreted as that can be applied by conveying material using an electronic system that makes audio messages and learning content. This is in line with the research conducted. Using audio-visual can affect students' listening skills.

The development of gadget technology does not only focus on pervasive technology but has a variety of mobile devices or gadgets. Now, human interaction with television is getting left behind compared to mobile phone interactions. The reason is that it is easy and lightweight to carry and is more efficient, namely that it can simplify all matters, including finding learning for early childhood and adolescents so that they can easily access various kinds of applications for seeking learning; thus, mobile can be utilized for the surrounding environment (Jayul, Achmad & Irwanto, Edi, 2020; Nur Hasanah & Abd Mujahid Hamdan, 2021; Sadikin et al., 2020). This learning can be in the form of an introduction to literacy and numeracy, and besides gadgets being used to support learning , gadgets also have game features. Game features on gadgets are not only for entertainment or games but to help pervasive technological processes, such as educational game features. Educational tools for teachers to educate and teach with fun. Educational game applications can change formal learning techniques into monotonous ones that are more fun and make children's learning more enthusiastic than before.

Utilization of technological at this time and among the many applications. WhatsApp is a platform that is often used and is quite helpful in carrying out children's learning at home (Fitri & Ardipal, 2021; Ilsa et al., 2020; Ulandari et al., 2019). Seeking learning via the Internet, and as for parental involvement in controlling the use of children's gadgets it is also very much needed, in the form of motivation, affection, and responsibility and parents must also be careful of the risks resulting from excessive use of gadgets and can affect children's thinking patterns. At this time, children are already proficient in using gadgets, so they can bring up the desire to find things that lead to content that is not useful for viewing, such as falling into sites such as online gambling, etc. full supervision from parents so that children are protected from negative behaviour (Balya et al., 2018; Marzuki et al., 2021; Putri et al., 2020). From the research results, using learning through applications has proven to be very successful in increasing children's abilities, so educators need to understand forms of learning technology.

Regarding education about gadgets, teachers can provide values to make gadget learning to advance education. Learning from the use of gadgets can be expected to be able to introduce students to the introduction, understanding, and living, believing that using with gadget technology can develop from childhood. to time (Al-Mamun et al., 2019; Sarkodie & Strezov, 2019; Zeng et al., 2019). The purpose of teaching education through the use of gadget in every aspect of education is following the curriculum that applies today so that children's interest in learning is more achieved in increasing learning to be more effective and focused more perfectly in the future (Amijaya et al., 2018; Angga et al., 2022; Simatupang & Yuhertiana, 2021). The existence of early

childhood at this time as an advanced generation is inseparable from positive and negative impacts on early childhood development. Furthermore, some things currently including positive impacts include instilling cultural values that can be learned using existing gadgets, stimulating critical thinking and helping children build a positive view of problems that occur in visual and kinesthetic performance that seen. The possible negative impact that is likely to appear in early childhood as the advanced generation is that the child's intention to use gadgets excessively will be able to reduce movement activities with their peers.

Based on the description above, the researcher is interested in studying the learning model using gadgets as a learning medium in School schools. Can it be applied through research on the use of gadget for the sustainability of learning in early childhood in searching for learning that is obtained or sought through various applications that appropriate, because the function is to form character and also foster good morals in developing (Fitriani\* et al., 2021; Maharuli & Zulherman, 2021; Wahyuni et al., 2020). Trying to look at the function of the use of gadgets from various perspectives of revolutionary eras will result in a study of scientific work related to the successful use of gadgets in early childhood as a complementary means of the process of learning activities developing and progressing in the revolutionary era 5.0 (Cahyaningsih & Rochmayani, 2021; Lestari & Ph, 2019; Syafrawati et al., 2019), which continues to provide progress in the field of science at this time.

In this study, the authors refer to research findings that are relevant to the current research (Bikdeli et al., 2020; Dahia et al., 2020; Lamb et al., 2019). The Importance of Relevance An expert named Ainon said that relevance is closely related to the problem. Studies that have been reviewed before, done by anyone, and deemed relevant. Therefore, the research aims to discover the knowledge base created by others. According to Osland, the gadget is an English term that means a small electronic device with multiple functions. The gadget can be a computer or laptop, tablet PC, mobile phone or smartphone. Gadget users are not only among workers, almost everyone uses gadgets in everyday life. Almost everyone using gadgets uses them daily (Barredo Arrieta et al., 2020; Walia, 2019; Zoph et al., 2018). This learning makes children's learning more flexible and develops imagination through observation and kinesthetics, and these activities become a vehicle for practising creative thinking in early childhood. Problem-solving is taught through gadget game applications. Children have great curiosity when they are often trained to solve problems. Drawing numbers can train intellectual intelligence and help children enjoy the learning process.

This article aims to discover how many teachers use gadgets to improve and develop learning methods for students to use gadgets at an early age to increase their interest in learning... The benefit of this research is using gadgets to increase knowledge and learning experience to improve student achievement and future student learning. Furthermore, this research shows that using gadgets is very suitable for use in the learning process and helps teachers provide teaching materials. It can be used effectively and efficiently, making the teacher's work more accessible and meaningful

for the teacher's future work and letting students know that the teacher's teaching makes more sense. I hope you can do it.

## **RESEARCH METHODOLOGY**

The research method used to examine models and approaches regarding the use of gadgets by early childhood in the digital era to increase interest in learning is to use of quantitative methods. (Kartika et al., 2019; Nursyam, 2019; Savira et al., 2018). The purpose of using this method is to be able to find out how far the approaching model from early childhood is in utilizing learning using gadgets so that they can form learning that follows the characteristics and shape character traits, attitudes, and behaviour towards better use of gadgets (Li et al., 2018; Zhao et al., 2021). This research was conducted in one of the School schools in Solok in the odd step of the 2022/2023 school year. The time for this research was chosen because many teenagers today have deviated from education, and educators can provide counselling about the adverse effects of what teenagers often misuse learning using gadgets and using them to download applications that are of no use, for example, TikTok, teenagers often use them to dance happily without any embarrassment.

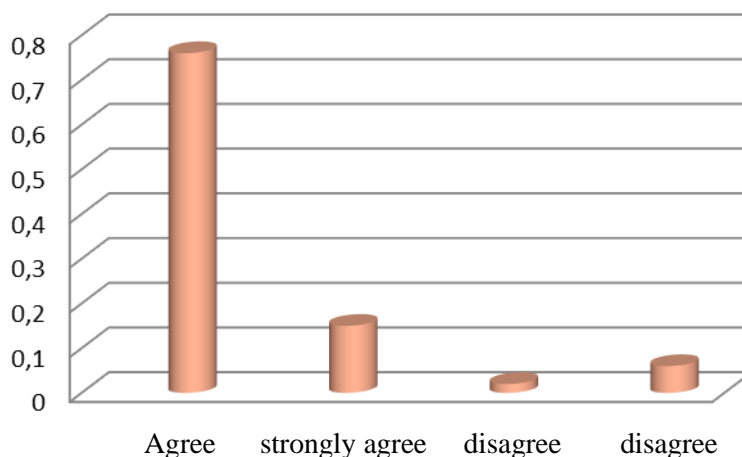
The time of this research was chosen because many occurrences of children's behaviour have gone astray or misused gadgets to look for things that are not useful, including, for example, in the present time, children are already using gadgets to play games and what is worse is using gadgets as entertainment. Playing slot gambling, thinking that using gadgets has become a habit, as it is known that using gadgets excessively is unsuitable for you because it can make users negligent with other matters. -children can change in a better direction by using gadgets in utilizing learning at school and in the community.

The sources of this research came from parents, students, and teachers who were at the school filling out an online-based questionnaire that the researcher would distribute. Therefore, it can be seen from students' responses in utilizing educational gadgets in school learning to change morals and attitudes. The direction is better in the use of the benefits of learning by gadgets. Therefore teachers cannot be alone in dealing with children who are more likely to use gadgets to seek learning independently because teachers need support from schools and parents of children the child.

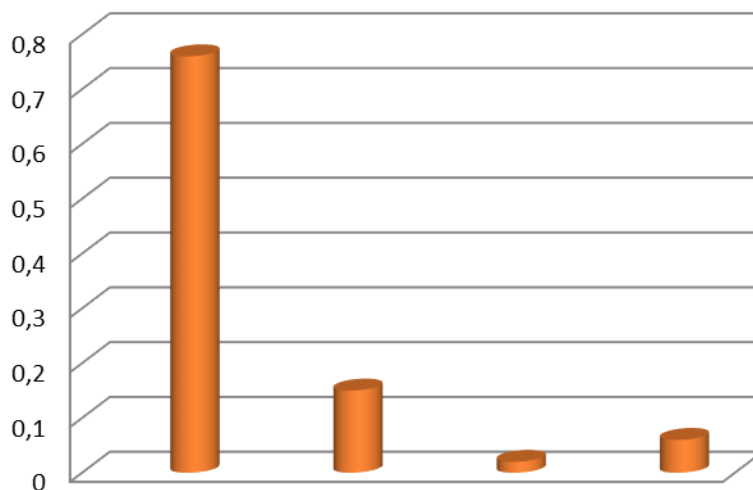
## **RESULT AND DISCUSSION**

After the research was carried out using quantitative methods, the researchers obtained survey results from the teaching staff who had been studied. The survey results have been obtained in research on how to approach elementary school students with an introduction to learning systems using Internet . Moreover, from the results of the data obtained, it can be seen and concluded that the existence of technology using internet-based learning by using gadgets as a means of learning at a distance or near, moreover, it can help students in accessing facilities, predominantly Islamic religious education as an excellent supporting facility. Moreover, with the implementation of this as a

support, the school has realized. It can provide mentoring in its utilization so that they are more accustomed to learning during long-distance lectures later. However, with this, there is a need for various feature developments by the school in order to provide access to approaches to students or students for the use of gadget education and also the use of Islamic religious education is also applied in balancing children's education so that it is not affected by gadgets.

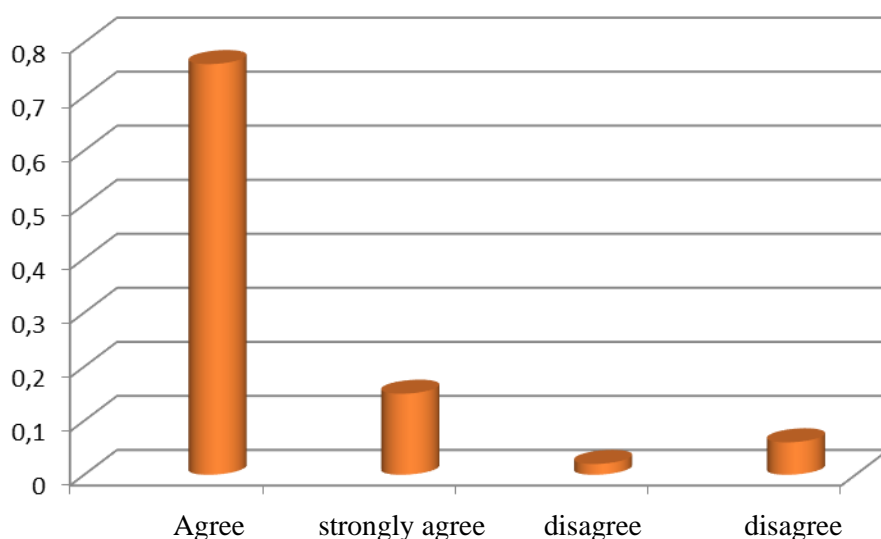


From the distribution of questionnaires that researchers have carried out to School students, the results and responses and surveys, namely 45 out of 100 people agree that the use of online learning gadgets for School teachers, 5 out of 100 answered that they disagree with the use of online learning gadgets for school teachers. Indeed very helpful to educators and students in learning. 45 out of 100 disagreed with using online learning gadgets for school teachers. So it can be concluded that the use of gadgets as online learning for dominant School teachers who choose to agree maybe they already feel the benefits of gadgets alone as is known about education using gadget can grow the value of the benefits of using gadgets that are following their uses and benefits for early childhood.



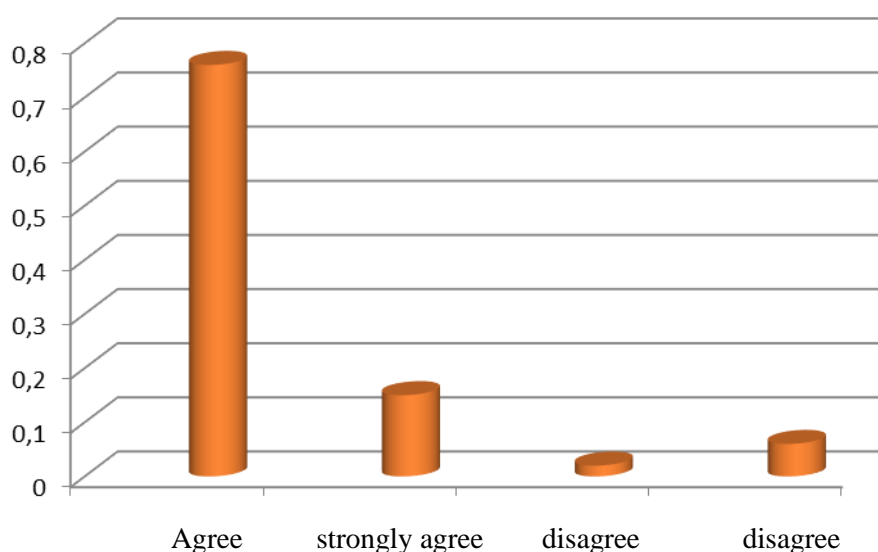
Agree    strongly agree    disagree    disagree

From the distribution of questionnaires that researchers have carried out to School students, the results and responses and surveys, namely 86 out of 100 people agree that the use of online learning gadgets for School teachers, 8 out of 100 answered that they disagree with the use of online learning gadgets for School teachers. Indeed very helpful to educators and students in learning. 4 out of 100 disagreed with using online learning gadgets for School teachers. So it can be concluded that the use of gadgets as online learning for dominant School teachers who choose to agree maybe they have felt the benefits of these gadgets that the use of gadgets in this developing period the use of gadgets in learning is very much needed to support activities in seeking various kinds of learning at this time teachers only sending learning through gadgets where sometimes students no longer use textbooks in finding learning materials.

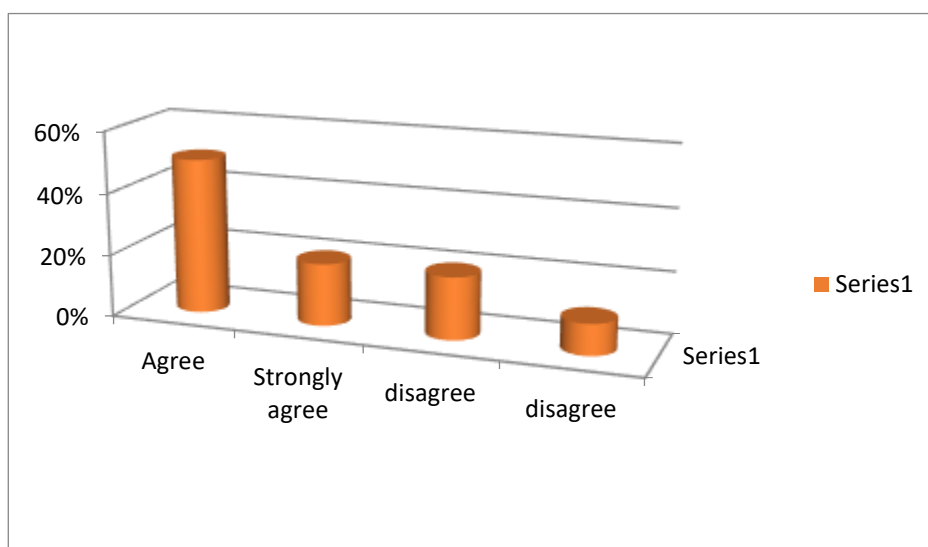


From the distribution of questionnaires that researchers have carried out to School students, the results and responses and surveys are that 80 out of 100 people agree with the use of online learning gadgets for School teachers, 14 out of 100 answered that they disagree with the use of online learning gadgets for School teachers. Very helpful to educators and students in learning. 0 out of 100 disagreed with using online learning gadgets for School teachers. So the use of gadgets as online learning for dominant School teachers who choose to agree may have felt the benefits of these gadgets. Moreover, this gadget helps educators and students understand lessons in increasing student achievement and their interests.





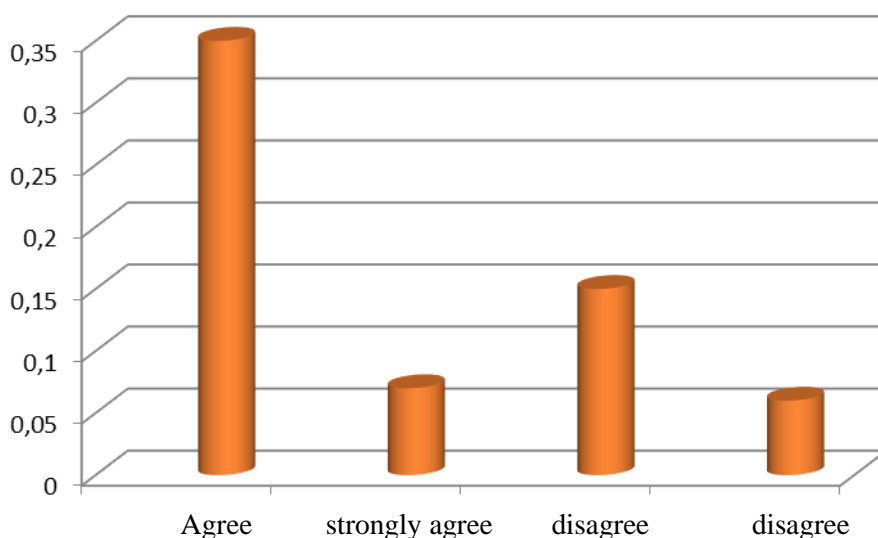
From the distribution of questionnaires that researchers have carried out to School students, the results and responses and surveys, namely 80 out of 100 people agree that the use of online learning gadgets for School teachers, 14 out of 100 answered that they disagree with the use of online learning gadgets for School teachers, there is a possibility that it is indeed very helpful educators and students in learning. 0 out of 100 disagreed with using online learning gadgets for School teachers. So the use of gadgets as online learning for dominant School teachers who choose to agree may have felt the benefits of these gadgets. Gadgets are essential among young people in finding information and increasing students' knowledge in improving learning.



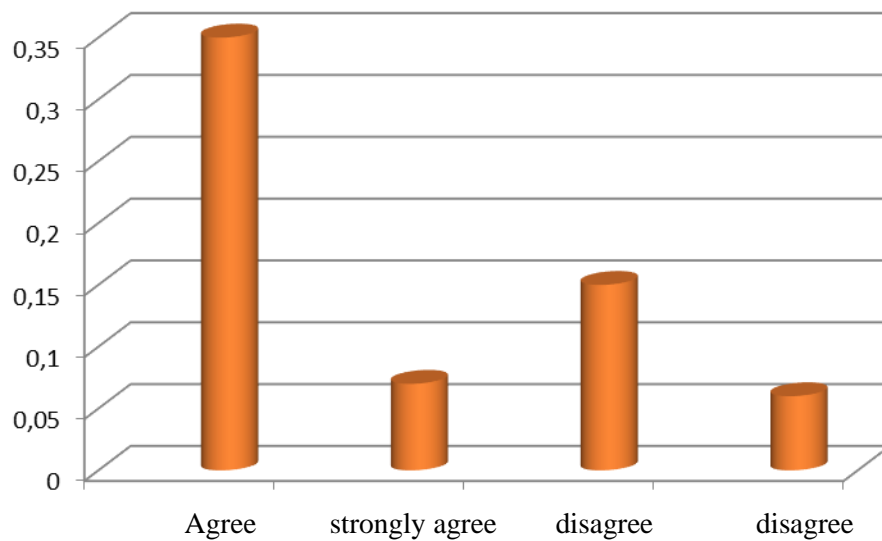
From the distribution of questionnaires that researchers have carried out to School students, the results and responses and surveys are that 50 out of 100 people strongly agree with the use of online learning gadgets for School teachers, 20 out of 100



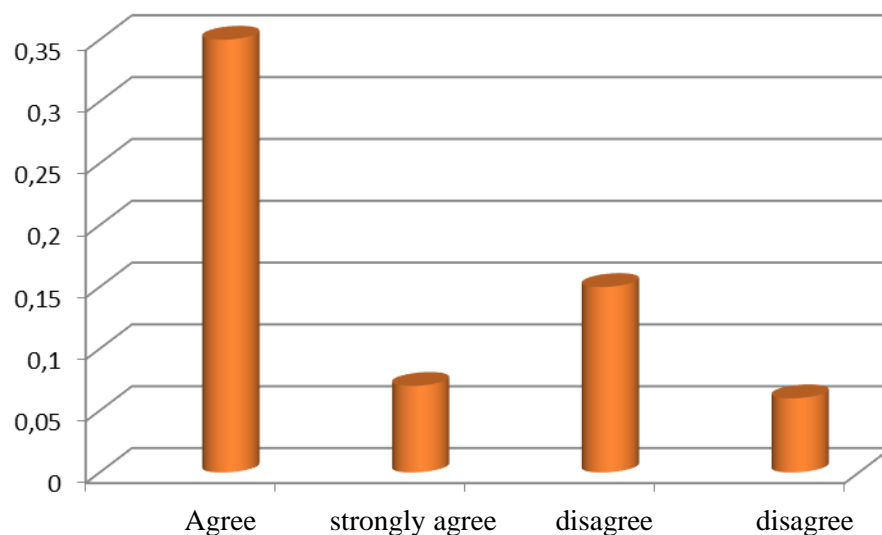
answered that they agree with the possibility of using online learning gadgets for School teachers. Indeed very helpful to educators and students in learning. 20 out of 100 answered that they disagreed with the use of online learning gadgets for School teachers and 10 out of 100 disagreed. So the use of gadgets as online learning for dominant School teachers who choose to agree may have felt the benefits of these gadgets. Moreover, in addition to utilizing this gadget, it adds insight and skills in making the best use of technology and makes students more enjoyable in increasing their interest in learning.



From the distribution of questionnaires that researchers have carried out to students in Schools, the results and responses from the survey, namely 76 out of 100 people agree that the use of online learning gadgets for School teachers, 16 out of 100 answered that they disagree with the use of online learning gadgets for Islamic school teachers. 2 out of 100 answered that they disagreed with the use of gadgets for School teachers, 6 out of 100 people strongly agreed with the use of gadgets as online learning for School teachers, so it can be concluded that the use of gadgets as online learning for School teachers was more dominant, those who chose to agree, maybe they already felt the benefits of gadgets the. Educators should understand better what students like in learning and their interests. Using this learning method, students will be able to understand better what is being taught by the teacher.

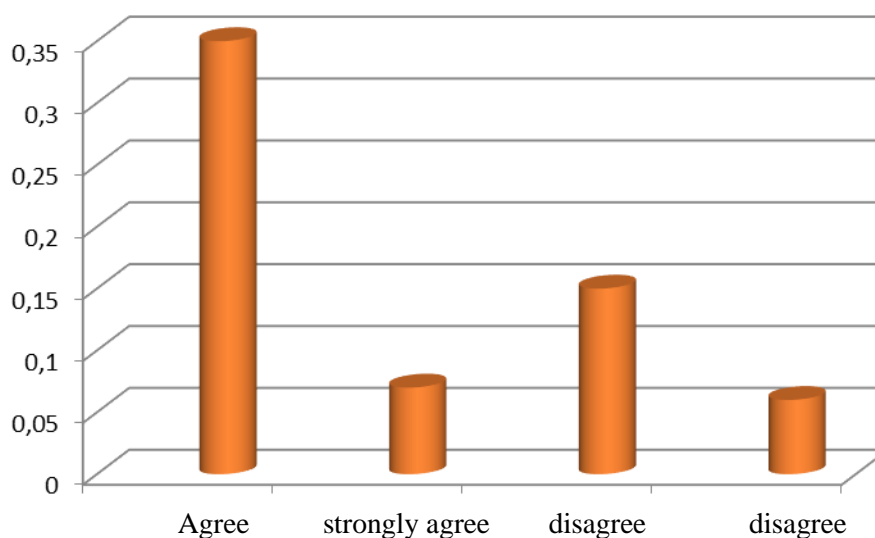


From the distribution of questionnaires that researchers have carried out to students in Schools, the results and responses from the survey are 79 out of 100 people agree that the use of online learning gadgets for School teachers, 10 out of 100 answered that they disagree with the use of online learning gadgets for Islamic school teachers. 8 out of 100 answered that they disagreed with the use of gadgets for School teachers, 3 out of 100 people strongly agreed with the use of gadgets as online learning for School teachers, so it can be concluded that the use of gadgets as online learning for School teachers was more dominant, those who chose to agree, maybe they already felt the benefits of gadgets the. Using applications such as gadgets can make it easier for students to find assignments or learning materials than textbooks, so students do not get bored or bored in using books.

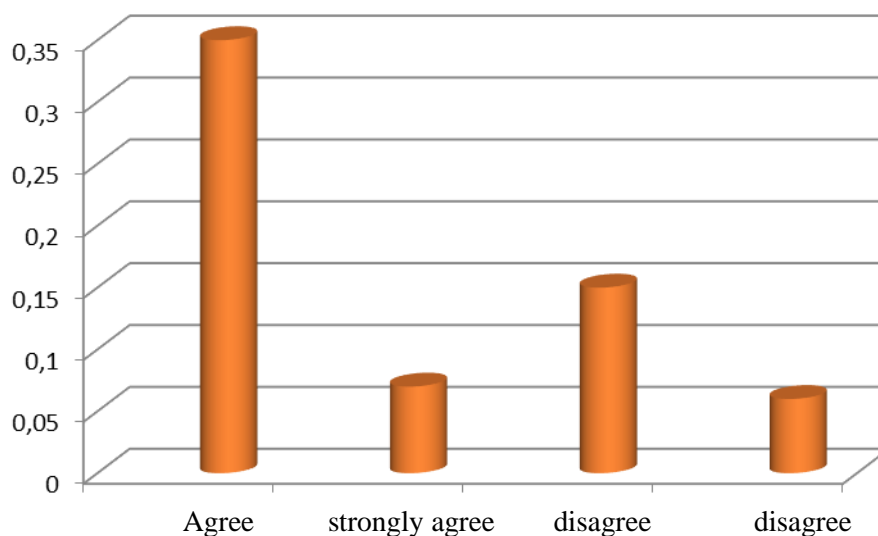


From the distribution of questionnaires that researchers have carried out to students in Schools, the results and responses from the survey are 6 out of 100 people

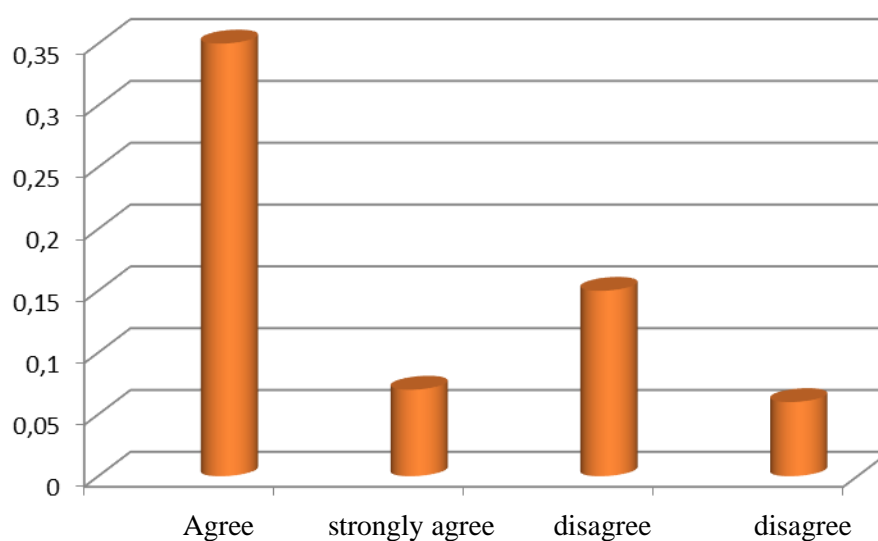
agree that the use of online learning gadgets for School teachers, 7 out of 100 answered that they disagree with the use of online learning gadgets for Islamic school teachers. 15 out of 100 answered that they disagreed with the use of gadgets for School teachers, 8 out of 100 people strongly agreed with the use of gadgets as online learning for School teachers, so it can be concluded that the use of gadgets as online learning for School teachers was more dominant, those who chose to agree, maybe they already felt the benefits of gadgets the. With learning using this gadget, it is easier for students to send assignments to teachers more quickly, and the applications used are such as WhatsApp and Classroom.



From the distribution of questionnaires that researchers have carried out to students in Schools, the results and responses from surveys, namely 6 out of 100 people agree that the use of online learning gadgets for School teachers, 7 out of 100 answered that they disagree with the use of online learning gadgets for Islamic school teachers 15 out of 100 answered that they disagreed with the use of gadgets for School teachers, 8 out of 100 people strongly agreed with the use of gadgets as online learning for School teachers, so it can be concluded that the use of gadgets as online learning for School teachers is more dominant, those who choose to agree, maybe they have felt the benefits of gadgets the.



From the distribution of questionnaires that researchers have carried out to students in Schools, the results and responses from the survey are 50 out of 100 people agree that the use of online learning gadgets for School teachers, 7 out of 100 answered that they disagree with the use of online learning gadgets for Islamic school teachers. 15 out of 100 answered that they disagreed with the use of gadgets for School teachers, 8 out of 100 people strongly agreed with the use of gadgets as online learning for School teachers, so it can be concluded that the use of gadgets as online learning for School teachers is more dominant, those who choose to agree, maybe they have felt the benefits of gadgets the. Using gadget has many benefits, and it is also beneficial in any way, including those who use it in a good way, but there are also destructive impacts. Namely, students must be kept from using gadgets, so children prefer to use gadgets instead of reading books at home or in the library.



From the distribution of questionnaires that researchers have carried out to students in Schools, the results and responses from the survey, namely 35 out of 100 people agree that the use of online learning gadgets for School teachers, 7 out of 50 answered that they disagree with the use of online learning gadgets for Islamic school teachers. 15 out of 100 answered that they disagreed with the use of gadgets for School teachers, 8 out of 100 people strongly agreed with the use of gadgets as online learning for School teachers, so it can be concluded that the use of gadgets as online learning for School teachers is more dominant, those who choose to agree, maybe they have felt the benefits of gadgets the. In every lesson, there must be benefits, and you can see the use of learning , but behind the benefits, there is a negative appearance, but it could change some lessons for the better. Alone or with peers, therefore, gadgets are considered effective learning .

## **CONCLUSION**

Based on the discussion above, the use of online School gadget applications for distance learning in Schools during August proved to be effective and acceptable and followed by most teachers and student teachers in Schools already using gadget applications to carry out distance learning. The gadget application in the School, designed by the Ministry of Religion of the Republic of Indonesia, indeed aims to address the times' challenges with increasingly rapid technological advances. Provide a forum for teachers and students under the auspices of the Ministry of Religion to master information technology. The research results relating to the activities of teachers and students in the application of gadgets in Schools in August 2022 average a percentage above 75 per cent in a positive direction or indicating indicators of the use of gadget applications in schools, Schools for distance learning at schools. Schools try their best to carry out solid cooperation and coordination so that all obstacles and problems can be adequately resolved. This condition causes student teachers to apply online learning patterns. Learning is carried out in a virtual space (teachers and students do not meet face to face) by utilizing facilities that support long-distance interaction. The wide use of long-distance facilities has widely reached the use of online learning carried out by using several digital platforms which are widely accessible and widely available with equipment following the purpose of interaction with School online learning, including WhatsApp groups, google facilities (classroom, google from, and google meet) and zoom cloud meeting. Four apps become apps.

## **ACKNOWLEDGEMENT**

Previously, we remember that we thank many friends and teachers who have helped make my online questionnaire which I have shared with friends, and thanks to the grace of Allah SWT, the writer can complete the task of researching scientific work. We are also very grateful to the respondents who answered the survey questions we distributed using the basic questionnaire or Google form. Moreover, teachers can apply these lessons to better early childhood. Here, the respondent's responses are very helpful

in observing research on the benefits of programming by early childhood in the digital era to increase learning interest which can help improve student performance in learning gadgets in early childhood. Hopefully, this research will be helpful for readers and future researchers. Moreover, future researchers will be even better at making articles.

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