

The Role of Parents in Supporting Technology Based Learning Models in Early Children

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Abstract: Education in the 21st century has entered the era of industrial revolution 4.0 so it is required to continue to innovate. Early Childhood Education (PAUD) as one of the basic education institutions, must be prepared to answer the challenges of current developments. In this technological era, educators must create effective digital learning and provide real learning experiences for children. The aim of this research is to determine the role of parents in supporting technology-based learning in early childhood. The method used in this research is literature study by collecting and reviewing library data which is then connected to research to get answers to problems. The results of research on the role of parents in supporting technology-based learning in early childhood are very much needed in realizing the success of technology-based learning programs in early childhood

Keyword : Learning; Digital Media; Early Childhood

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Introduction

Industrial revolution 4.0 is an era where the existence of machines is utilized on a large scale to make human work easier. (Maliki, 2023) From time to time these machines have been developed according to needs so that they can cover various fields including information and communication technology. In the field of information and communication technology today, technology is developing increasingly rapidly into digital technology where its use is connected to the internet network and causes knowledge and information to be accessed, spread and shared very quickly and communication becomes much more efficient. In this era, the term digital revolution era emerged.

The era of the digital revolution is an era where almost everyone is familiar with digital technology, starting from adults, teenagers, the elderly and even children. This is because the current generation is the alpha generation. The alpha generation is the generation born between 2010 and 2024 and lives in a time of rapid technological progress marked by the existence of smart phones and gadgets, video games, tablets, etc., so this generation has lived side by side with digital technology screens since they were

very small, so this generation is also called the "glass generation" (McCrinkle, M., & Fell, 2020). This generation will become increasingly familiar with digital technology as they grow older and will continue to encounter increasingly advanced technology in life to come. This revolutionary era then indirectly formed a generation with different characteristics from previous generations, which encouraged parents to adapt in raising their children.

Early childhood education is a development effort carried out for children from birth to six years of age, by providing educational stimulation to assist physical and spiritual growth and development so that children are ready to enter further education, which is carried out in formal, non-formal and informal (Permendikbud 137., 2014). It can be said that early childhood is children aged 0-6 years whose growth is stimulated through educational learning. The education system that is being widely promoted at the moment, namely the technology-based learning model, requires young children to encounter digital technology in the form of cellphones or smartphones, tablets, laptops and other media in the learning process involving digital media.

The study of Holzberger et al. (Edwards, S., Skouteris, H., Rutherford, L., & Cutter-Mackenzie, 2013) stated that the technology-based learning model is delivered using digital media (for example text or images) via the internet. The learning content and learning methods provided aim to improve student learning and increase teaching effectiveness or promote personal knowledge and skills (Holzberger et al., 2013)

In early childhood education, the term ICT (Technology, Information and Communication) includes video cameras, digital computers, software (applications) and creativity and communication tools, the internet, mobile phones, tape recorders, computer games, toys, programmable, and others (Kayode, O. P., & Olaronke, 2014). The application of technology-based learning models using digital media in the current situation certainly cannot be separated from the role of educators and parents in achieving early childhood learning goals.

Lena Lee (2015) in her study explained that to achieve effective learning goals, it is very important for educators to have experience in using digital media because educators will be able to develop operational and functional competencies in using technology so that they can create effective learning (Lee, 2015). This statement is supported by the results of Lin and Chen's (2017) study showing that the relative success of digital learning improves learning performance, depending on educators who can utilize teaching strategies well and appropriately, create good learning situations for students, and are willing to use digital learning (Lin, M., & Chen, 2017).

Educators and parents are really needed in the learning process, because the learning model implemented requires the role and support of parents. Because this learning model requires more familiarization and assistance from parents when children study at home. This then also requires parents to be more optimal and accompany their children in learning with knowledge about digital media technology for their children. Apart from that, several research results show that the use of technology-based learning models in early childhood learning does bring benefits, but there are also many problems

that arise besides these benefits. These problems include changes in behavioral patterns and habits (Ngafifi, 2014), problems with sleep disturbances, a greater risk of obesity, and the emergence of vision problems (Domoff et al., 2019). Furthermore, historically many researchers have argued for and against whether early childhood children need to use digital technology in learning (Blackwell, C. K., Lauricella, A. R., & Wartella, 2014).

technology-based learning model in early childhood. Such as the application of learning, what educators and parents need to do in technology-based learning models to achieve success in early childhood learning and what impact digital media-based learning has on early childhood. Knowledge of these things can increase insight for parents and educators, so that educators and parents can consider appropriate learning applications, and can provide optimal assistance in the early childhood learning process.

Methodology

The research method used in this research is a literature study research method. In (Putrihapsari & Fauziah, 2020) Nazir (2014) defines literature study as research carried out by reviewing various literature studies required in research. The purpose of using the literature study method in this research is as an initial step in planning research by utilizing literature to obtain data in the field without needing to go directly.

The data sources used as references in this research are relevant library sources as primary data sources (research data, research reports, scientific journals, etc.), and secondary data sources (basic government legal regulations, books, etc.).

After obtaining the data source as a reference, it is continued with analysis of the literature review data which is carried out using content analysis. Content analysis is where the researcher examines a text objectively to get an overview of the content as it is, without the intervention of the researcher (Ahmad., 2018). In this case, the researcher will carry out an in-depth discussion of the content of the information in the data source which requires setting time to read and examine the data so that there is a result. It is hoped that these results can answer the problem and be used as a consideration in the scope of early childhood education.

Result and Discussion

1. Finding

Technology-based learning models for early childhood in the era of the industrial revolution 4.0 are really needed to provide implementation explanations regarding appropriate learning media to be used in the era of the industrial revolution 4.0. Implementing a technology-based learning model requires collaboration between educators and parents to face problems in order to achieve success in learning.

Consideration is an important part in implementing technology-based learning models (Lee, 2015). Strategy planning for technology-based learning models designed by educators is a starting point for achieving learning goals, integrating information with better management and digitalization topics into learning for early childhood, as well as considering the facilities and tools needed in practice

(Iivari, N., Kinnula, M., Molin-Juustila, T., & Kuure, 2018). The successful implementation of a technology-based learning model requires collaboration between educators and parents as children's companions. This is in line with NAEYC that the implementation of learning requires the role and support of parents as companions and educators as the key basis for the technology learning model in the use of digital media in implementing learning (NAEYC., 2012).

Apart from that, educators and parents need to collaborate and have skills related to the use of digital media. Technology-based learning models have a positive impact on early childhood development, but there are also negative impacts. The negative impacts that arise can be anticipated with strategies for implementing appropriate and appropriate use of digital media in early childhood. Therefore, implementing learning with digital media in early childhood requires careful consideration from educators and parents.

Considering the problems or obstacles that arise in technology-based learning models, educators and parents need knowledge, insight and experience related to technology, so that they can overcome problems and obstacles in the implementation of learning and learning can run effectively and children achieve optimal development and ready for the next level of learning.

Technology that is used wisely and appropriately will provide many benefits and can even help provide stimulation and fun learning media for children (NAEYC., 2012). However, on the other hand, if technology is not used properly, it can interfere with a child's development, and whether or not they are wise in using this technology really depends on the parents.

2. Discussion

The current era is an era where the generation lives familiarly with digital technology. Digital technology is said to be children's digital toys that are well integrated in learning and can empower children with something they have never had before. In this context, digital technology also opens up as an alternative path of social interaction and changes the relationship in learning between children and educators (Kalaš, 2012).

The current learning model is shifting from a traditional-based learning model to a technology-based learning model along with advances in technology. Traditional learning models are referred to as broadcast media, which are usually created externally by an established production source, such as a film studio, TV network, or editorial staff and provided either for individuals or a wider audience for viewing or passive reading, while technology-based learning models newer ones include social and interactive media which is a form of media where users can consume and actively create content, such as applications, multiplayer video

games, YouTube videos, or videoblogs (vlogs) (Chassiakos, Y. R., Radesky, J., Christakis, D., Moreno, M. A., Cross, C., Hill, D. Swanson, 2016)

The digital media used in technology-based learning models allows sharing of information in various formats, such as text, photos, video and audio. This is in line with the definition of learning media proposed by Holzberger et al., (2013) where technology-based learning is learning that is delivered using digital media (such as text or images) via the Internet, learning content and teaching methods are provided to improve student learning and aim to increase teaching effectiveness or increase personal knowledge and skills.

a. Technology-based Learning Model in Early Childhood

Technology-based learning models for early childhood certainly involve educators and parents in their implementation. Educators and parents need to collaborate and communicate with each other regarding learning in early childhood. Educators play an important role in basic planning for effective learning by utilizing digital media to support learning and achieve learning goals, namely helping to optimize the growth and development of young children, so that young children can fulfill their subsequent developmental tasks. Meanwhile, parents play a role in assisting children's learning while at home or online learning so that children are protected from the negative impacts of using digital technology. Parents must continue to supervise and accompany children in the various digital activities carried out, Kominfo (2014) in (Nisa', 2020).

In its application, educators must have competence in the fields of media didactics, media ethics, media education and school development related to media (Küsel, J., Martin, F., & Markic, 2020). Educators must develop competence in the field of general media in order to plan, implement and reflect on the safe and adequate use of digital media for early childhood.

Planning with a mature strategy also needs to be balanced with optimal implementation. Planning for learning activities needs to be organized and implemented correctly in order to help children master certain knowledge, concepts, skills and behavior (Juwita, T., & Tasu'ah, 2015). Then, Rivai & Murni in (Pinat, L. M. A., Setijanto, D., & Bramantoro, 2017) emphasized that the focus of learning design is to determine optimal learning methods related to achieving predetermined goals and in accordance with the needs and age characteristics of children.

In planning, educators need to determine the digital media that will be used according to the needs and characteristics of the child. Digital media in the form of a learning platform is chosen by educators, whether it is a platform for interaction between educators and children or a learning media platform in the form of game applications, video or image viewers such as YouTube, quiz viewers and other learning applications. Educators need preparation in implementing online learning, such as learning to use digital media applications

as an intermediary for interaction and learning. Digital media as an intermediary for interaction with children, educators can use various application platforms, for example via WhatsApp group, Google Meet, Zoom, etc.

Meanwhile, for digital learning media such as educational online games or educational learning videos, educators can design or create their own or use existing ones using various free to paid platforms. Apart from that, digital technology such as creating digital learning media can also help train skills and develop creativity, such as by using the ScratchJr application.

Flannery (2013) in (Goschnick, 2016) explains that ScratchJr (Scratch Junior) is a visual coding environment in an application, designed to introduce children to the many concepts and joys of digital creation and programming in an interesting way. ScratchJr is built on the Scratch graphical programming language which uses interconnected on-screen blocks to program character animations. ScratchJr uses an introductory programming language created for children (ages 5–7) to create interactive stories or games by combining graphic programming blocks to make characters move, jump, dance, and sing (Bers, 2018). Computer programming on ScratchJr also has a variety of activities (for example: driving through the city, racing, sunset, etc.), here the teacher's role is to guide students in choosing backgrounds, choosing characters, and creating programs to practice existing simple code sequences (Delacruz, 2020).

This application can sharpen skills for educators and parents, especially to develop learning media and develop children's cognitive and creative abilities in general. In this regard, the results of a study by PAUD educators from the University of Athens by Manesis (2011) in (Mikelić Preradović et al., 2017) show that the use of game-based digital learning media for early childhood has positive results.

Digital media-based learning in early childhood is certainly not free from problems and obstacles in its implementation. Digital-based learning problems that arise include online learning lacking a learning atmosphere, most parents say online learning causes a lack of social interaction with peers, children do not treat online learning as a formal class so children cannot focus on learning, children have weak self-regulation, and children's online learning is said to be inconvenient, challenging, and takes up a lot of time and increases parents' work (Dong, C., Cao, S., & Li, 2020) Online learning has also deprived children of independent thinking, reduced the amount of physical exercise, and caused eye strain by excessive screen use. Apart from that, problems in the form of barriers to access and use of technology among adults and children involved include access to the internet, devices and applications needed, due to lack of skills and competencies to use tools, the ability to integrate digital tools into learning practices (Song, Z., Wang, C., & Bergmann, 2020).

Educators need to consider ways to integrate information with better management and digitalization topics into learning for young children and

consider the means and tools needed in practice (Iivari, N., Kinnula, M., Molin-Juustila, T., & Kuure, 2018). When considering the use of digital educational games as a pedagogical tool, educators play an important role by properly ascertaining and re-evaluating all issues during gaming learning activities. Educators and parents need to pay attention to the context in which digital and non-digital tools and their content are beneficial or harmful to children's development. While children may have an increasing interest in digital and non-digital technologies used to interact, what remains constant is that very young children have socio-emotional, physical, cultural and cognitive needs that must continue to be met, while potentially integrating media mastery into various other activities (Alper, 2013)

Then, parents play a mediating role to prevent danger and regulate children's online activities, such as preparing technology use and rules to monitor children's media use (Nouwen, M., & Zaman, 2018). At the end, parents and educators are expected to evaluate the learning that has been carried out (Kusumaningrum, B., & Wijayanto, 2020)

b. The Role of Parents in Supporting Technology-Based Learning Models in Early Childhood.

Digital learning can provide learning with satisfying interactions and offers many opportunities to learn by doing or practicing (Manesis, 2020). Furthermore, based on Kalas (2013) in (Gjelaj, M., Buza, K., Shatri, K., & Zabeli, 2020) explained that digital technology can provide children with new opportunities to engage in interesting and relevant games, learning, communication, exploration and development. In this regard, the use of technology in the learning process has a good impact on developing aspects of children's development in general and can also develop cognitive aspects in particular. Based on studies by Anderson and Subrahmanyam, it shows that the use of computer games and educational computer programs can produce academic benefits with relevant content and improve other cognitive skills (Anderson, D. R., & Subrahmanyam, 2017).

Furthermore, based on research conducted by Hsin, Li, and Tsai, it shows that on average children who participate in learning that uses technology as a learning medium have a positive impact on children's abilities in cognitive aspects in terms of language, literacy, mathematics, science, digital literacy, cognitive abilities, etc. (Hsin, C. T., Li, M. C., & Tsai, 2014). In addition, the use of digital media can support increasing attention and concentration levels, consistency, and broad knowledge about applications as well as improving operational skills (Plowman, L., Stevenson, O., Stephen, C., & McPake, 2012).

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Conclusion

1. Conclusion

Technology-based learning in early childhood education is very necessary in today's times and conditions. The application of digital media in the technology-based learning process in early childhood education can run well and smoothly with the help of the role and support of collaboration between educators and parents. Good collaboration between educators and parents in digital media-based learning results in children's development developing optimally.

Technology-based learning models can run well without the role and support of parents, because after all the school cannot run alone and still needs the role and support of parents in carrying out this technology-based learning model program.

2. Suggestion

This variable of technology-based learning models in early childhood can be carried out further research to obtain information about various types of digital learning media that can be applied in technology-based learning models in early childhood. So it is hoped that it can increase the knowledge of teachers, parents and practitioners, especially young children.

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