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Improving Early Childhood Social Interaction through Learning Models Technology Based

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Abstract: This article discusses the importance of social interaction in early childhood and how technology-based learning models can improve social interaction. In today's digital era, the use of technology in education is becoming increasingly relevant, especially for children who are in a crucial phase of social development. This article identifies various technology-based learning methods, such as educational applications and online learning platforms, that can encourage collaboration and communication between children. Through this approach, children not only learn academic skills, but also social skills such as sharing, collaborating, and communicating effectively. This shows that the integration of technology in learning can create an interactive and engaging environment, thereby increasing children's motivation and participation in social activities. This article concludes that the application of technology-based learning models is an effective strategy to support the development of social interaction in early childhood, and provides recommendations for educators and parents in its implementation.

Keyword : Social interaction, social skills, early childhood education, learning methods, collaboration, communication, learning environment, teacher influence, interaction experiences, social-emotional development.

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Introduction

Kindergarten (TK) children's education is a crucial phase in a child's development, where they begin to form basic skills and character that will influence their future lives. In the current digital era, the application of technology in learning has become very relevant to increase the effectiveness of the teaching and learning process. Technology not only offers various interesting learning tools and resources, but also supports more interactive learning, so as to facilitate children's creativity in exploration and discovery.

Bakti Islam Kindergarten, Dhamasraya, is one of the educational institutions that seeks to integrate technology in their learning model. By utilizing various applications and digital media, teachers can create a learning atmosphere that is more fun and interesting for children.

This research aims to explore the impact of using technology on the creativity of early childhood, as well as providing an overview of how technology can be implemented effectively in the learning process at the PAUD level.

Methodology

1. Literature Review

The initial stage of the research was to conduct a literature review which aimed to examine previous theories and research relevant to the theme of technology-based learning and children's creativity. The sources studied include journal articles, books and research reports that discuss:

a. Technology Based Learning: Examines how technology can be integrated into the learning process at the early childhood education level. The references used include research that shows the positive influence of technology on student motivation and engagement.
b. Early Childhood Creativity: Examining the definition of creativity and the factors that influence it in the educational context. Relevant literature explores how interactive and technology-based learning activities can stimulate children's creative thinking abilities.
c. Learning model:

Develop various learning models that use technology, such as collaborative learning and project-based learning. References to previous research discussing the success of these models in improving children's learning outcomes will be an important part of the literature review.

2. Field Data Collection

After conducting a literature review, the research continued with field data collection. Data is collected through three main methods:

a. Observation:

Researchers conducted direct observations in the Aisya 01 Kindergarten class to see the application of technology in the learning process. This observation aims to analyze the interactions between teachers and children, as well as the activities carried out by children during the learning process.

b. Interviews:

Interviews were conducted with educators and children's parents to obtain their perspectives regarding the use of technology in learning. Interview it is designed to explore their experiences, challenges faced, and perceived benefits of implementing technology in the classroom.

c. Documentation:

Data collection is also carried out through analysis of documentation, including lesson plans, teaching materials and children's work results. This documentation provides concrete evidence regarding the use of technology in daily learning activities.

By using a combination method of literature review and field data collection, this research is expected to provide a comprehensive understanding of the impact of implementing technology-based learning models on the creativity of early childhood in Aisya Kindergarten 01 Koto Baru.

Result and Discussion

1. Understanding Social Interaction

Social interaction is the process by which individuals communicate and interact with each other, playing an important role in a child's social development. In the context of early childhood, social interactions help them learn to share, collaborate, and develop essential communication skills. At Bakti Dhamasraya Islamic Kindergarten, social interaction among children is facilitated through various group activities designed to encourage collaboration.

2. Early Childhood Age Range

Early childhood generally covers the age range from 0 to 6 years. At this age, children are in a crucial developmental phase, where they begin to build social relationships and understand social norms. At Bakti Islam Kindergarten, the learning program is designed to support the social development of children in this age range through activities that involve interaction with peers.

3. Technology Based Learning Model

Technology-based learning models include various approaches that utilize information and communication technology to improve the learning process. At Bakti Islam Kindergarten, several models implemented include the use of interactive educational applications, online learning platforms and interactive multimedia. The use of this technology not only makes learning more interesting but also increases children's involvement in social activities.

4. Increasing Social Interaction in Early Childhood through Learning Models Technology Based

The implementation of a technology-based learning model at the Bakti Dhamasraya Islamic Kindergarten shows a significant positive impact on the social interactions of early childhood. With technology, children can engage in more interesting and interactive learning activities, which in turn increases their involvement in the learning process.

The use of educational apps and online learning platforms allows children to collaborate in groups, share ideas and communicate effectively. This is in line with research which shows that positive social interactions can strengthen children's social skills, such as sharing and working together. At Bakti Islam Kindergarten, technology-

based activities such as educational games and collaborative projects have been proven to increase children's self-confidence when interacting with peers.

Interviews with teachers at the Bakti Islam Kindergarten revealed that children showed improvements in communication and collaboration skills after engaging in technology-based activities. Teachers report that children are more enthusiastic and actively participate in group discussions, and are better able to complete assignments together. This reflects that technology not only functions as a learning aid, but also as a means to strengthen social interactions between children.

Thus, the results of this study confirm that the implementation of a technology-based learning model in the Bakti Islam Kindergarten not only improves academic aspects, but also significantly increases the social interactions of early childhood. The integration of technology in education provides opportunities for children to learn in an environment that supports their social development, preparing them to face future social challenges.

Conclution

This research shows that the application of a technology-based learning model in the Bakti Dhamasraya Islamic Kindergarten has major implications in improving the social interactions of early childhood. By using educational applications, online learning platforms and virtual simulations, schools have succeeded in creating interactive and challenging learning environments.

The results of this research confirm that the integration of technology in education is not only a learning aid, but also a primary means of strengthening children's social skills. Therefore, it is recommended that other educational institutions consider implementing technology-based learning models to improve the quality of early childhood social interactions.

Furthermore, further monitoring needs to be carried out to ensure that the benefits of implementing this technology remain stable and sustainable. Likewise, there is a need for training for teachers so that they are more competent in integrating technology in their curriculum.

Thus, we hope that this research can make a significant contribution to the field of early childhood education and promote more inclusive and effective learning practices.

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