The Influence of Technology and Parent Participation on Early Childhood Learning at Sirajul Ulum Kindergarten

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Abstract

In this digital era, the use of technology has become a significant topic in early childhood education, significantly impacting the learning process. This study analyzes the influence of technology and parental participation on early childhood education at RA Sirajul Ulum. Through a quantitative approach, this research explores the relationship between the use of technology, such as interactive learning applications, and the role of parents in guiding early childhood learning. The study population includes all early childhood students enrolled at RA Sirajul Ulum, with a sample taken from two groups: the intensive technology use group and the less intensive technology use group. The results of the study show that intensive use of technology among early childhood students is positively associated with increased motivation and participation in the learning process. Additionally, parental involvement in guiding technology use has enhanced children's understanding of the learning material. These findings provide deeper insights into how technology and parental participation can influence early childhood education at this institution, highlighting the importance of collaboration between technology and parental involvement to achieve optimal learning outcomes.

Keywords: *The Influence of Technology, Parental Participation, Early Childhood Learning*

INTRODUCTION

In the 4.0 era, often referred to as the Fourth Industrial Revolution, technology has become an integral part of various aspects of life, including education. The use of technology in early childhood education has garnered widespread attention due to the significant changes it brings to teaching and learning methods (Rahayu, 2020).

Children in this era are exposed to technological devices such as tablets, smartphones, and computers from an early age (Ricky Satria Wiranata, Yogyakarta Fairuz Nurillah Khoirunnisa, & Yogyakarta, 2022). This exposure influences the way they learn and access information. Technology enables children to access various learning resources that may not be physically available in their surroundings. Educational applications, learning videos, and educational games can help children learn more interactively and engagingly (Pan, López, Li, & Liu, 2021). With the help of technology, learning materials can be tailored to the needs and developmental levels of each child. Educational applications and software often come with features that allow for this customization, helping children learn at their own pace and in their own learning style (Nurmuhlisna, 2019). Technology also facilitates interaction and collaboration between children, teachers, and parents. Online learning platforms and communication applications allow for more active parental involvement in the child's educational process, as well as collaboration among children in group learning activities (Yolin Erwin, 2021). The use of technology from an early age helps children develop essential digital skills for their future. They learn how to use digital devices wisely and gain a basic understanding of technology that will form the foundation for further learning in the future.

However, the use of technology in early childhood education also requires wise supervision and regulation. It is important to ensure that the content accessed by children is safe and age-appropriate. A balance between technology use and physical activities or direct social interaction must also be maintained. As Asmawati mentioned, technological advancements in the 4.0 era significantly change teaching and learning methods, including for early childhood education. With the right approach, technology can be a highly effective tool to support early childhood education and prepare them to face future challenges (Asmawati, 2021). Technology can effectively enhance children's cognitive skills, creativity, and understanding of the world. Educational applications, interactive games, and online learning resources enrich early childhood learning experiences (Mumtaha & Khoiri, 2019).

In relation to this study, there are concerns regarding the negative impacts of technology use at an early age. Excessive screen exposure can lead to sleep disturbances, vision problems, and a lack of social interaction crucial for a child's development. Inappropriate or unsuitable content for children is also a concern. Therefore, it is important to understand the influence of technology on early childhood learning, including its benefits and risks, and to develop balanced educational policies (Rani Zulfia Khasanah, Leli Fertiliana Dea, 2024). Early childhood education is crucial for shaping the foundation of a child's development, making it essential to examine how technology can be effectively integrated (Irsyadillah et al., 2022). The use of gadgets by young children can negatively impact their mental health. Frequent interaction with gadgets and the virtual world can affect the cognitive abilities of young children. This can result in mental health issues such as emotional changes, disrupted behavior, sleep problems, as well as anxiety and fear. All these factors can potentially harm the social development of young children (Hidayah, 2019).

Parental participation is also crucial in early childhood learning. Technology opens opportunities for parents to actively engage in their children's education through educational activities supported by digital devices. By interacting through educational apps and interactive games, parents can become effective companions, enriching their children's learning experiences, and setting positive examples for their

cognitive and creative development (Asmawati, 2021). Parental support and understanding of the use of technology in early childhood education are key factors in ensuring the quality of learning and optimal child development. Parental involvement plays a highly significant and necessary role in a child's education, as the early stages of a child's learning begin in the family environment. Quality education for children requires parental contributions, as they serve as role models and play a crucial role in shaping proper behavior for their children.

Therefore, it is expected that parents can set positive examples for the development of their children (Laila, 2020). By understanding the benefits, risks, and policy implications associated with the use of technology in early childhood education, we can ensure that children reap the maximum benefits of technological advancements without sacrificing crucial aspects of their growth and learning. Through this research, a problem formulation has been obtained, which will address how technology affects children and the role of parents in monitoring the use of technology by young children.

METHODOLOGY

This research adopts a quantitative approach, which is based on the positivism philosophy. This method aims to investigate a specific population or sample by collecting data through research instruments and analyzing them quantitatively or statistically, with the goal of testing established hypotheses (Sugiyono, 2022). Quantitative research has three main characteristics: first, consistency in the research process from start to finish, which can result in similarities in the titles of research reports. Second, problem development based on previous findings. Third, problem changes in the field after being confirmed with the reality found (Nurwulandari & Darwin, 2020). The research population includes all the subjects to be studied, while the sample is a subset of the population with specific characteristics. In this study, the population consists of all early childhood students registered at RA Sirajul Ulum, totaling 28 children, with 15 children in Group A and 13 children in Group B. The sample is drawn from this entire population, including early childhood children and their parents. This sample is then divided into two groups: one group using technology intensively and another group using technology with lower intensity. This division allows for a comparison of the effects of technology and parental participation on early childhood learning at RA Sirajul Ulum between the two groups.

RESULT AND DISCUSSION

In this study, the influence of technology and parental participation on early childhood learning at RA Sirajul Ulum is analyzed using data from the population, which includes all early childhood students enrolled in the institution. The total population consists of 28 children, divided into two groups: 15 children in Group A and 13 children in Group B. The entire population is included as the sample, comprising early childhood children along with their parents. To identify the influence of technology and parental participation, this sample is then divided into two groups: a group using technology intensively and a group using technology with lower intensity.

Data Analysis

To analyze the data, we use two main statistical formulas:
Mean ($\bar{x}$): $\bar{x} = (\sum x\_i) / n$ where $\bar{x}$ is the mean, $\sum x\_i$ is the total sum of data values, and n is the sample size. Percentage (P): $P = f / N \times 100\%$ where P is the percentage, f is the frequency or number of cases in a specific category, and N is the total number of cases.

Group Division

1. Group Using Technology Intensively:
   - Number of children: 14 (50% of total population)
   - Mean parental participation: X1
   - Mean children's learning outcomes: Y1
2. Group Using Technology with Lower Intensity:
   - Number of children: 14 (50% of total population)
   - Mean parental participation: X2
   - Mean children's learning outcomes: Y2

Calculations

1. Mean Parental Participation:
   - Intensive group: $\bar{x}\_1 = (\sum x\_{(i^1)}) / 14$
   - Less intensive group: $\bar{x}\_2 = (\sum x\_{(i^2)}) / 14$
2. Mean Children's Learning Outcomes:
   - Intensive group: $\bar{Y}\_1 = (\sum X\_{(i\_1)}) / 14$
   - Less intensive group: $\bar{Y}\_2 = (\sum X\_{(i\_2)}) / 14$

Calculation Results

From the average calculation results, it is known that the group using technology intensively has higher average learning outcomes compared to the group using technology with lower intensity. The mean parental participation in the intensive group is also higher, indicating that parental support plays a crucial role in early childhood learning.

1. Mean parental participation:
   - Intensive group: $\bar{x}\_1 = 85\%$
   - Less intensive group: $\bar{x}\_2 = 70\%$
2. Mean children's learning outcomes:
   - Intensive group: $\bar{(Y\_1)} = 90\%$
   - Less intensive group: $\bar{(Y\_2)} = 75\%$

Interpretation

The data shows that children in the group using technology intensively demonstrate better learning outcomes compared to the group using technology with lower intensity. This indicates that the combination of technology use with active parental participation can enhance the effectiveness of early childhood learning at RA Sirajul Ulum. However, it is also important to consider the negative impacts of

excessive technology use, so technology use should be balanced with proper guidance and supervision from parents.

Technology

Technology, both software and hardware, has the capability to simplify human life and broaden their thinking (Unik Hanifah Salsabila et al., 2021). Through innovation and technological advancements, humans can explore and expand the boundaries of their thinking, opening opportunities for new ideas and more effective solutions to various challenges. Thus, technology not only serves as a practical tool but also as a catalyst for overall human intellectual development.

With technological advancements, the learning process can occur more efficiently and effectively. Its benefits include increased attractiveness and effectiveness of learning, supporting teachers in delivering materials through various visual and audiovisual media, optimizing time usage, and creating a more dynamic learning environment. However, behind these positive impacts, technology has negative impacts on education in Indonesia. One is the potential decrease in student learning motivation, especially due to easy access to gadgets and laptops connected to the internet. Although technological advancements should facilitate the learning process, uncontrolled usage can reduce students' enthusiasm in participating in learning activities (Akbar & Noviani, 2019).

Parents

Parents are individuals who have formed families and fully assume the role of fathers and mothers to their children since birth (Ferdian Utama, 2020). They are responsible for understanding when and how their children can effectively learn. As part of a family consisting of a legitimate husband and wife, parents play a crucial role in creating a stable family environment and supporting the development of their children (Purnomo & Ningsih, 2020). Based on the above explanation, parents have the primary responsibility for the optimal development and growth of their children. They serve as the primary example for children in actions, behaviors, and attitudes to be imitated. Because the parent-child relationship begins early in a child's life, parents are the closest and most influential individuals in a child's life. Family success depends on conducive conditions, where each family member provides support to develop the potential of each child (Kamaruddin et al., 2023). Family interaction is highly influenced by the active roles of both men and women.

Parental Participation

In the digital era, families need to maintain face-to-face communication and sustain harmonious physical interactions. The role of parents is crucial in managing children's education policies, especially regarding the use of digital technology (Asmawati, 2021). They should guide children in using technology wisely and responsibly, set examples in its usage, and monitor their children's online activities.

Parents should also assist children in selecting appropriate content and set time limits for technology usage. Thus, parents play a central role in shaping their children's digital skills and ensuring that technology usage positively impacts their lives.

The role of parents in accompanying children in the learning process is crucial because being a good example has a significant impact on children's mental and physical development. The support parents provide to their children in learning activities at home contributes to the formation of obedient behavior and compliance with rules. The support parents offer their children in learning activities at home is pivotal in shaping their behavior, particularly in fostering obedience and compliance with rules. Parents act as primary role models, demonstrating obedience and adherence to rules themselves, which children often emulate. Through consistent involvement, parents establish clear expectations for behavior during learning activities, emphasizing attentiveness and cooperation (Fitria Husnul Huda, Leli Fertiliana Dea, 2023). Positive reinforcement, such as praise, reinforces obedient behavior, creating a link between following rules and positive outcomes. Furthermore, structured routines provide stability, making it easier for children to understand and follow guidelines. Effective communication during these activities allows parents to explain the rationale behind rules and offer guidance, fostering a sense of responsibility and self-regulation in children (Utama & Tanfidiyah, 2019). Overall, parental support in learning activities at home creates an environment where obedience and adherence to rules are valued and reinforced, contributing significantly to children's development in these areas.

The encouragement parents provide to their children should foster a strong enthusiasm for engaging in educational activities. This can happen when there is a strong emotional bond between parents and children. A peaceful and comfortable home environment helps children grow and prepare themselves for a better future (Purnomo & Ningsih, 2020). When parents actively support and motivate their children, it fosters a positive attitude towards learning. This encouragement is most effective when there is a strong emotional bond between parents and children. When children feel loved, supported, and valued by their parents, they are more likely to be receptive to their encouragement and guidance. Additionally, a peaceful and comfortable home environment provides children with the stability and security they need to thrive. In such an environment, children can focus on their educational pursuits without distractions or stressors, allowing them to grow and develop in a conducive atmosphere. Ultimately, the encouragement provided by parents, coupled with a nurturing home environment, sets the stage for children to cultivate a lifelong love for learning and prepares them for a brighter future.

Early Childhood

In Indonesia, the term early childhood refers to children aged 0-6 years, as stated in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System in Article 1 paragraph 14, which states that early childhood

education is education intended for children from birth to 6 years old. Early childhood, according to NAEYC (National Association for The Education of Young Children), refers to children aged between 0 and 8 years who receive educational services in childcare centers, family child care homes, etc. (Tatminingsih & Pd, 2019). Social and emotional development in adults begins from the early stages of social and emotional development in childhood, and as development progresses, social and emotional development becomes more complex (Khaironi, 2018).

From the very beginning, interactions with caregivers, family members, and peers shape how individuals perceive and respond to their social environment. As children grow and develop, their understanding of social cues, emotions, and relationships becomes more sophisticated. During childhood, foundational skills such as empathy, self-awareness, and emotional regulation are established through experiences and interactions. As development progresses into adolescence and adulthood, these skills continue to evolve and become more complex. Adolescents begin to navigate more complex social dynamics, such as peer pressure, romantic relationships, and societal expectations. They also develop a deeper understanding of their own identities and values, which influence their social interactions and emotional responses.

In adulthood, social and emotional development continues to be a dynamic process. Adults further refine their interpersonal skills, such as communication, conflict resolution, and empathy, through various life experiences, including work, relationships, and parenthood. They also continue to adapt to changes in their social roles and responsibilities, which can impact their emotional well-being and relationships with others.

Overall, social and emotional development is a lifelong journey that begins in childhood and continues to evolve throughout adulthood. It is influenced by a combination of genetic predispositions, environmental factors, and individual experiences, shaping how individuals perceive themselves and interact with the world around them.

Early Childhood Learning

Psychologically, learning is a process of change, which is a change in behavior as a result of interaction with the environment in meeting its life needs. These changes will manifest in all aspects of behavior. Learning is an effort made by an individual to obtain a whole new change in behavior as a result of one's own experience in interacting with their environment (Hasbuan, 2022). Early childhood learning is a critical phase in a child's development that encompasses the early period of life, especially from birth to eight years old. This phase plays a significant role in forming the foundation of a child's cognitive, emotional, social, and physical development. Learning in early childhood is not only about providing information or knowledge but also includes the development of social skills, motor skills, and the formation of attitudes and basic values (Muhammad Yusuf, 2022). Law Number 20 of 2003

concerning the National Education System in Article 1 number 14 explains that Early Childhood Education (ECE) is a guidance action targeted at children from birth to six years old. This guidance is carried out by providing educational stimulation to support the child's development and growth process (Dhieni, 2020).

Early childhood education activities must be adjusted based on several characteristics of how early childhood children learn. Early childhood education learning is described by several experts as follows:

Table 1. Definitions of Early Childhood Education Learning by Various Experts

Expert	Statements
Maslow	Children have evolving needs from physiological to self-actualization, such as food, affection, and security. Maslow uses a pyramid to illustrate this hierarchy of needs.
Piaget	Children's intelligence develops through active learning processes by providing opportunities for children to engage in activities that stimulate all their senses.
Erikson	Human development is a synthesis of developmental tasks and social tasks. Affective development forms the foundation of human development.
Vygotsky	Emphasizing that learning occurs through interaction with the social and physical environment. Vygotsky introduces the concept of the Zone of Proximal Development (ZPD), which indicates a child's learning potential with the assistance of adults or more experienced individuals.

These statements underline the importance of understanding various needs and developmental processes of children holistically. Maslow highlights the importance of fulfilling basic needs such as food, affection, and security before reaching self-actualization. Piaget emphasizes the significance of active learning in children's intelligence development, involving stimulation of all their senses. Erikson depicts human development as a result of various developmental and social tasks, with affective development as the primary foundation. Vygotsky underscores the role of social and physical environment in children's learning, with the concept of the Zone of Proximal Development (ZPD) indicating a child's learning potential with the assistance of adults or more experienced individuals (Azarine & Hendriani, 2023). Overall, these statements affirm the complexity and importance of understanding diverse aspects in child development to support optimal growth and development.

The discussion above outlines the importance of technology in expanding human thinking and learning efficiency but also notes its negative impact on student motivation. The role of parents as primary examples for children and the importance of their participation in managing technology use and supporting the learning process of children. It is emphasized that a strong emotional bond between parents and children, as well as a conducive home environment, are crucial factors in shaping children's character and skills. Definitions of early childhood, their education, and the importance of learning at this stage are also discussed, including in the context of characteristics of early childhood learning according to several renowned experts. In conclusion, a holistic understanding of children's needs and developmental processes, as well as the role of technology and parental participation, is crucial in supporting children's growth and development towards a better future.

This study provides fresh insights into the influence of technology and parental involvement on early childhood learning at RA Sirajul Ulum. By utilizing data from the entire population of early childhood students enrolled in the institution, the research offers a comprehensive analysis of this important aspect of education. The division of the sample into two groups based on technology usage intensity allows for a nuanced examination of the impact of technology on learning outcomes. The results indicate that children in the group using technology intensively exhibit higher average learning outcomes compared to those in the group with lower technology intensity. Moreover, the higher mean parental participation in the intensive technology group suggests the significant role parents play in enhancing early childhood learning outcomes.

Furthermore, the study contributes to the ongoing discourse on the role of technology in education and the importance of parental involvement. It acknowledges the positive impact of technology on learning efficiency while also highlighting its potential negative effects, such as reduced student motivation. Additionally, it underscores the pivotal role of parents as primary role models and emphasizes the importance of their active participation in managing technology usage and supporting their children's learning journey. By delving into the definitions of early childhood, their education, and the characteristics of early childhood learning according to various experts, the study enriches our understanding of this critical developmental stage. It underscores the complexity and importance of comprehensively addressing children's diverse needs and developmental processes to foster optimal growth and development. This research underscores the significance of a holistic approach to understanding early childhood learning, considering the interplay between technology, parental involvement, and various aspects of child development. It underscores the importance of nurturing a conducive home environment and fostering strong emotional bonds between parents and children to support children's growth and development toward a brighter future.

CONCLUSION

This research examines the influence of technology and parental participation on early childhood learning at RA Sirajul Ulum. Based on the analysis of the research population consisting of 28 early childhood students, the results indicate that intensive technology use and active parental participation contribute positively to children's learning outcomes. Technology, both software and hardware, has been proven to have the capability to simplify human life and broaden their thinking. In the context of learning, technology not only enhances the attractiveness and effectiveness of learning but also supports teachers in delivering materials through various visual and audiovisual media. However, uncontrolled technology use can decrease students' motivation to participate in learning. Parents play a crucial role in the development of their children. They are responsible for creating a stable environment conducive to their children's development and serve as primary examples in actions, behaviors, and attitudes to be emulated by children. In the digital age, the role of parents becomes increasingly important in guiding children to use technology wisely and responsibly. The results of this study show that the group of children who use technology intensively with high parental participation has better average learning outcomes compared to the group with lower technology intensity. The average parental participation in the intensive group is also higher, indicating that parental support plays a significant role in early childhood learning. Overall, this research indicates that the combination of technology use with active parental participation can enhance the effectiveness of early childhood learning. However, there needs to be proper supervision and guidance from parents to minimize the negative impacts of excessive technology use. A peaceful and comfortable home environment and a strong emotional bond between parents and children also significantly contribute to the mental and physical development of children, preparing them for a better future..

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