



THE URGENCY OF DIGITAL LEARNING MEDIA FOR YOUNG CHILDREN

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ABSTRACT	ARTICLE INFO
<p><i>This article aims to provide an overview of the importance of digital learning media for early childhood, in today's learning process. Therefore, in this research article, we intend to see and analyze how the learning process is carried out in the early childhood education environment, what problems teachers and students face in the learning process, and what the impact of digital media learning is on early childhood. In writing this literature study article, the author uses books, journals, articles and documents that can help the author to complete this article. The results of this research are that digital learning media really gives children an influence and stimulus to grow and develop their desire for learning, because with digital learning media, it is possible for children to be happy and be exposed to new and unconventional learning, so this is related to the essence and characteristics of early childhood, where learning must be done in a simple and enjoyable way for them.</i></p> <p>© 2023 Edusentris: Jurnal Ilmu Pendidikan dan Pengajaran</p>	<p>Article History:</p> <p>Submitted/Received: 8 January 2023</p> <p>First Revised: 1 February 2023</p> <p>Accepted: 17 February 2023</p> <p>First Available online: 1 March 2023</p> <p>.Publication Date: 1 March 2023</p> <p>Keywords: Digital learning media, early childhood education, industrial revolution</p>

1. INTRODUCTION

Technological developments are so fast and massive, the spirit of the times is marked by developments in various aspects of life. With the development of technology, the goals and orientation of education must be able to adapt to the technological framework and methods to achieve the 21st century learning process, which is characterized by technology as a method or model for achieving learning. As Henderson et al., (2015); Komara, (2018); Khoirunnisa & Habibah, (2020) Reveal that the use of technology is an important part of optimizing learning. Therefore, technology in today's life has been integrated with real life, to create skilled and intelligent humans of the 21st century (Salgues, 2018). With the integration of technology and education, the learning process does not have a narrow and traditional space, so that access to knowledge occurs quickly and innovatively, with a digital feel. Educational life in the 21st century requires education to use technology fully, with easy access to information, as well as new communication and collaboration patterns (Prayogi & Estetika, 2020).

Apart from being an opportunity for education to carry out many innovations, in order to make education better now and in the future, technology is also a challenge for education which is used to using traditional learning patterns and models. In this case, the experience of educators using digital models, digital learning is relatively increasing depending on educators who can carry out good and appropriate learning strategies, and are willing to use digital media (Nurjanah & Mukarromah, 2021). Therefore, whether we realize it or not, education today needs to open up horizons for how digital models are adopted in the middle of the learning process, because it influences the form and pattern of learning, technological devices are easily accessible to educators and students can easily access learning resources (Sihotang, 2021). In 2020, as reported by CNN Indonesia, the Ministry of Education and Culture (Kemendikbud) revealed that there are schools that do not have access to the internet, so that when conducting online learning it is certainly very difficult because access to the internet network is not good. As for the results of a survey conducted by Wahana Visi Indonesia on teachers, there were two camps of those who wanted learning, around 5 percent of the 27,046 teacher respondents agreed that learning in the midst of the pandemic would be carried out face-to-face, while the other 45 percent agreed that learning should be combined distance with face-to-face, 38 percent. agreed to study completely online, and 12 percent agreed that distance learning was carried out offline.

Digital learning media is learning that is designed to provide effectiveness in learning for students. Learning media must be understood as containing people, materials and events that always build conditions for students to gain real knowledge, attitudes and skills, so that the development of learning media to solve problems is developed (Ilyasa Aghni, 2018; Darmawati & Julianto, 2018). Apart from that, Riady (2021) stated that today's learning must encourage children to be active in learning in an appropriate and interesting way, this is in line with research that shows children benefit from varied and innovative learning practices. Therefore, learning based on digital media allows students to be active and able to learn at any time, so that they can improve digital-based learning (Yudhi, 2020; Sitepu, 2021).

There are problems encountered in early childhood education, which are related to the lack of maximizing the use of technology in learning. As has been observed by researchers at the Cikal Cendikia Ceria early childhood education school located in Babakan Ciparay, Bandung City, the school uses very little digital learning media. Therefore, the use of digital learning media guides learning to be programmed effectively, by utilizing existing technology (Kartini, 2021; Hendraningrat & Fauziah, 2022). Based on the description above, there are many factors that are useful in using digital learning media, so that motivation, learning style, technological skills, intelligence development can increase (Priyono, Sutimin, Ardianto, 2022).

Early childhood education can be said to be the period when children aged 0-6 years, in this golden age they need to be given good learning, so technology-based learning is very necessary, so that education is not monotonous and many discover new things. As Dewi (2017) said, early childhood learning requires an intermediary, namely learning media, so that this media is able to divert the concentration of children who quickly get bored. In line with what Jayanti, Melinda & Fahriza (2018) stated, learning and teaching activities are currently developing rapidly, with technological developments, so that learning is no longer a frightening and boring prospect, children can learn anywhere and anytime. Therefore, learning for young children requires interesting patterns or methods, so that technology makes them think that learning is interesting and fun.

2. METHOD

This research is qualitative research with descriptive analysis techniques through library research. This research seeks to describe existing phenomena, both currently and in the past. This article focuses on the immersion of critical pedagogy in the development of neoliberalism. Meanwhile, Tahmidaten & Krismanto (2020) revealed that there are steps in using this literature review research, including: 1) deepening and looking for general discussions related to the topic being discussed 2) looking for interesting problems regarding the topic being discussed 3) narrowing down the research discussion and organizing it. research materials 4) search for and determine reference sources in the form of books, articles and scientific journals 5) conduct studies and find solutions to these problems and 6) conduct research.

3. FINDINGS AND DISCUSSION

Digital media-based learning in the industrial revolution 4.0 and 5.0 is very important, because the current learning process is different from previous learning, so the presence of digital learning media provides a new perspective and color for early childhood education today. Therefore, digital learning needs to be paid attention to by teachers and parents to face problems and achieve current learning success. Thus, in the current era, where the generation is very familiar with the world of technology, digital technology is not just a toy, but can be empowered to develop children's learning processes. So, digital learning provides a way of learning that children have never done before. Currently, educational media is shifting from traditional media to digital media which is in line with new technology. Traditional media is referred to as educational media. Usually created externally by a production company, such as a film studio, television network, or editorial staff, and suitable

for viewing or reading by individuals or larger groups. In contrast, newer digital media have included social and interactive media, which is a type of media where users can actively consume content, such as apps, YouTube videos, video games, and video blogs (Chassiakos et al., 2016). Digital media allows information to be stored in a variety of formats, including text, images, video, and audio files.

In the context of digital media-based learning, persistence is very important (Lee, 2015). Integrating information with management and digitalization topics into learning for early childhood, as well as considering the facilities and tools needed in practice, is the beginning of digital media learning educators who are planned. There needs to be cooperation between parents and teachers to achieve the goals of digital media-based education as a means of raising children. This is in line with NAEYC's statement that to carry out education, teachers must have the support of students as mentors and educators so they can utilize digital media as a learning tool (NAEYC, 2012). Apart from that, educators and the general public need to collaborate and have knowledge about the use of digital media. Digital media-based learning has a positive impact on the development of the younger generation, but there are also negative impacts. The negative impacts that arise can be mitigated with strategies for using digital media that are appropriate and appropriate to the child's age. This is the reason why teaching digital media to young children requires careful attention from both teachers and parents.

4. DISCUSSION

4.1. Digital Media Learning Problems for Early Childhood Children

In efforts to implement digital media learning for early childhood, of course there are still many obstacles, because not all teachers have the understanding and expertise in using and developing digital learning media, so that to maximize learning it does not run effectively. Therefore, teachers must have the understanding and expertise to design digital learning media, because digital learning is very necessary for the growth and development process of early childhood. Currently, there are still many educators who believe that the role of digital learning media as a tool to assist the learning process is still limited.

Professional PAUD teachers must have a different perspective where media is an integral part of the entire learning process. Therefore, digital learning media is a key component of learning that cannot stand alone. This component is connected with other components to achieve the learning goals expected by educators. Learning about media makes things more interesting and fun. The use of interesting and varied learning media influences children's motivation and creativity and accelerates understanding of learning concepts. Educators must be able to choose the right media, easy to obtain and safe for students to use.

Based on the description above, digital learning media provides many opportunities for children to learn in interesting and unique ways. Teachers must be diligent in utilizing and utilizing information and communication technology as a teaching tool that meets students' needs. Educators must understand that children need to learn quietly, interacting with neighbors and real material. Educators are able to provide interactive activities to children,

which can help them to reflect on what they have learned from educational activities. Use reliable and stable technology to ensure the Early Childhood Education curriculum is implemented with minimal disruption. artistically. Educators, towards the development and use of media for halal learning, towards Early Childhood Education.

4.2. The Impact of Digital Media Learning for Early Childhood

Digital learning can provide satisfying learning interactions and provide many opportunities to learn by doing or practicing (Manesis, 2020). Furthermore, as explained by Kalas (2013) in (Gjelaj, Buza, Shatri, & Zabeli, 2020), digital technology can provide new opportunities for children to engage in fun and enjoyable play, learning, communication, exploration and development. relevant. In this regard, the use of technology in the learning process has a good impact on children's development in general and cognitive development in particular. According to Anderson and Subrahmanyam's research, the use of computer games and educational computer programs can produce academic benefits with relevant content and improve other cognitive skills (Anderson & Subrahmanyam, 2017). Furthermore, according to research conducted by Hsin, Li, and Tsai, on average, children who participate in technology-mediated learning have better outcomes for children in terms of language, literacy, mathematics, science, digital literacy, cognitive abilities, etc. (Hsin, Li, and Tsai, 2014). Furthermore, the use of digital media can support increased attention and concentration, consistency and extensive knowledge of applications, as well as improved operational skills (Plowman, Stevenson, Stephen, & McPake, 2012).

On the other hand, learning media also has a negative impact on children's growth and development. Some studies have found that children's use of digital media technologies can lead to many problems, such as spending too much time looking at screens, which can overload young children's senses and lead to inattention and inattention (House, 2012). Additionally, young children should not be exposed to online learning as this does not prepare children socially and emotionally for school (Edwards, Skouteris, Rutherford, & Cutter-Mackenzie, 2013) and can harm health and development. This is further supported by research conducted by Domoff et al., 2019 which shows that excessive screen use increases the risk of obesity, vision problems, and can cause sleep disorders and poor sleep quality.

Based on the description above, it can be concluded that some impacts of digital media-based learning are positive and some are negative. The positive impact of digital media-based learning provides new opportunities for children to be involved in learning, can increase attention and concentration, and can develop and improve children's skills. In this context, educators and parents should choose and manage their children's time in using technological media wisely.

5. CONCLUSION

To realize education that keeps up with the times which are marked by advances in science and technology, schools and teachers need to pay attention to and understand the importance of digital learning media for early childhood. Therefore, with this digital learning media, children do not get bored and monotonous in learning, because this digital learning media provides different concepts and ways of learning as usual. Thus, it is very important to

develop the creativity of teachers and parents, so that the realization of digital learning can be carried out both at school and at home. Apart from paying attention to and understanding the importance of digital learning media for early childhood, teachers and parents should also analyze what digital learning looks like, so that children are able to grasp the meaning and learning outcomes that are useful for themselves. This is related to the fact that technological media does not provide positive benefits for children, but has negative characteristics for children's growth and development, so teachers and parents must anticipate negative effects.

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