

The impact of ICT on the development of children's religious and moral values

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Abstract

Human civilization today cannot be separated from the development of information and communication technology. The purpose of this study was to describe and analyze the impact of the use of information and communication technology on the development of early childhood religious and moral values. The results of this study indicate that the use of ICT has a positive and negative impact, especially the psychological impact on children's development. In addition, the use of ICT, if it can be used wisely, can lead to a) the right to education through the use of ICT under parental supervision, b) the role of parents in education, supervision, and control of children in the use of ICT, c) facilitate parents and children in learning and communication, d) can grow aspects of child development comprehensively, e) as a media for children to learn characters in a game/video, f) helping children listen to murotal or g) as a reminder (alarm) when worshipping/doing essential activities. The findings of the adverse effects of this study caused: a) children sometimes spoke harshly, b) children became quiet and lacked socialization with the surrounding environment, and c) lost track of time.

INTRODUCTION

Early childhood education is currently facing global challenges marked by the rapid progress of information and communication technology (Fitri et al., 2020; Umroh, 2019). Technology can be utilized in various fields of life, including education to make it easier to digitally access the world of education (Effendi & Wahidy, 2019; Fatwa, 2021). It also suggests that the digital era makes things easier (Tatminingsih, 2017; Ngafifi, 2014; Kariadinata, 2012). Therefore, humans create technology to make their lives easier, and human life changes along with the development of technology.

(Kariadinata, 2012; Ngafifi, 2014; Tatminingsih, 2017) information and technology affect learning in early childhood. Learning in early childhood can take advantage of information and communication technology in every learning material. It is intended that the technology can increase children's motivation to learn and explore their world (Hikmah, 2019; Kurniasih, 2019; Saripudin, 2017). In this regard, information and communication technology can make it easier to convey messages effectively and efficiently by using technology assistance. In addition, (Haryati, 2012; Parsaorantua et al., 2017; Rahadian, 2017) explain that communication technology is related to efforts to send and receive messages or news to create understanding and continuity of relationships. Thus, the use of

information and communication technology can make it easier for someone to convey messages and receive messages and create a good relationship between the message's sender and the recipient. In addition, technology is expected to help communicate so that the recipient of the note quickly understands it. Therefore, information and communication technology can contain elements that show positive and educative message content so that it has a good impact on early childhood education development.

Problems will arise if information and communication technology are not used wisely. It will create new issues for early childhood, including the aspects of developing religious and moral values. Children like to play with technology by forgetting religious values. Also, children sometimes like to say rude things and do not want to socialize with the surrounding environment. These problems cause information and communication technology to be utilized properly and correctly. Therefore, the use of technology impacts children's development, either socially, emotionally, physically, motoric, or religious and moral values (Febrialismanto & Nur, 2020; Junaedi et al., 2021). This is so that children who are growing and developing in aspects of development can be stimulated through the effective use of information and communication technology. This is so that early childhood religious and moral values can develop optimally.

Yulsofriend Anggraini, and Yeni, in their research, found that the use of gadgets had an impact on children's speech delays because gadgets hindered direct communication with the surrounding environment (Yulsofriend et al., 2019). Hardiyana's research found that the use of ICT is utilized in early childhood learning through audio-visual media, computers, and the internet (Hardiyana, 2016). Utami also researched that online learning encourages the emergence of social distancing behavior, so there is a lack of intensity in children's communication with peers, teachers, and adults around them (Utami et al., 2022). However, research related to children's morals and religion has not been widely carried out through ICT, so a study is needed to describe and analyze the use of ICT on the religious and moral development of early childhood. So it is hoped that parents who play a role in educating children can take advantage of the use of ICT wisely and adequately and can be used for the benefit of children's education.

Based on the explanation that has been described above, this shows that the use of information and communication technology has an impact on the development of religious and moral values in early childhood. Therefore, parents can choose educational shows so children's development can develop optimally according to their developmental age.

RESEARCH METHOD

This study aimed to describe and analyze the impact of information and communication technology on the development of religious and moral values in early childhood. The research method

used in this research was the qualitative research method with descriptive analysis. The time of the implementation of this research was from October to December 2021. The data collection technique used in this research is to use a questionnaire/questionnaire via Google Form. The number of respondents who filled out the questionnaire was 20, whose parents spread over several areas in the Cirebon district. The data analysis technique can be seen in Figure 1.

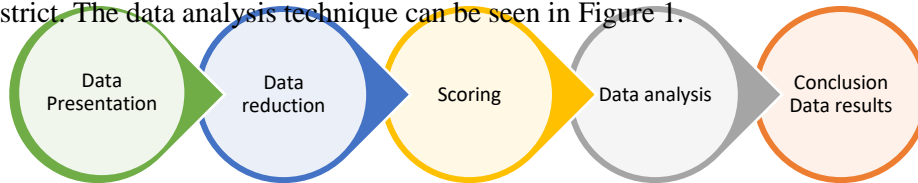


Figure 1: Data Analysis Techniques

RESULTS AND DISCUSSION

A. Results

The following figure 2 is data were obtained from an online questionnaire to 20 parents of early childhood students in Cirebon Regency.



Figure 2. Giving ICT Access to Children

Based on the data collection results, as shown in Figure 2, it is known that 90% of the 20 parents studied have provided access to information and communication technology in the form of smartphones/computers/laptops to their children. Meanwhile, only 10% of 20 parents do not provide ICT facilities for their children. It can be concluded that parents are now open to technological developments by giving children access to learning ICT at home.

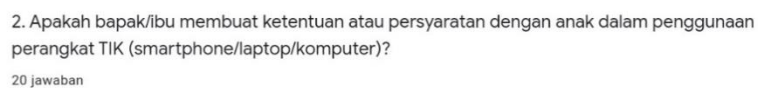


Figure 3. Parental Commitment with Children

Based on the results of data analysis in Figure 3, it is known that 95% of the 20 parents had previously agreed with their child regarding the use of ICT. And only 5% of 20 parents don't. This means that overall, parents have understood the importance of communication and children's opinions through agreements and responsibility to children so that children can carry out these commitments. This is something outstanding.

3. Apakah bapak/ibu selalu mengawasi dan membimbing anak ketika menggunakan perangkat TIK?
20 jawaban

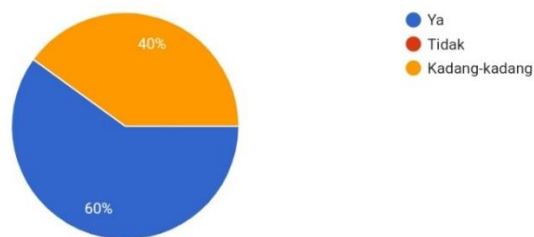


Figure 4. Parental Control

Based on the results of data collection, as shown in Figure 4, indicates that there are no parents who do not supervise their children while using ICT. More than half, namely 60% of the 20 parents, always watch and guide their children using ICT devices. And the other 40% sometimes supervise and guide their children using ICT devices. Maybe because parents are busy, such as doing housework, is the reason why parents don't always watch their children. Sometimes, providing ICT devices such as smartphones is used as a solution for parents so that their children are calm when they work or cannot supervise their children.

4. Apakah anak bapak/ibu mengalami ketergantungan gadget/smartphone?
20 jawaban

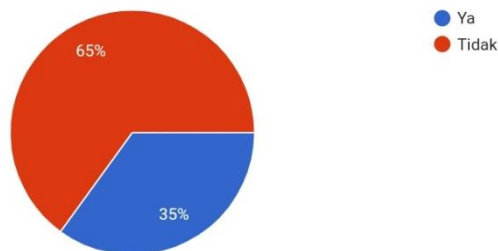


Figure 5. The Problem of ICT Dependence

The problem of children's dependence on ICT, especially gadgets, is often encountered in everyday life. This is due to a lack of parental supervision and the absence or weakening of commitment regarding ICT use between parents and children. Based on Figure 5 above, 65% of children from 20

parents are not dependent on ICT. At the same time, the other 35% are dependent. Parents should give firm action against children who experience dependence so that nothing worse happens.

5. Apakah ketika anak sudah mengenal TIK, pembiasaan nilai keagamaan seperti belajar mengaji dan sholat tetap konsisten dilakukan?
20 jawaban

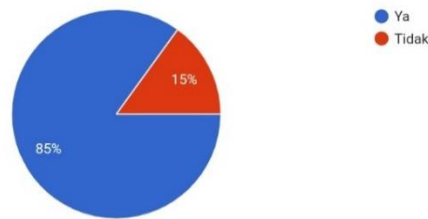


Figure 6. Consistent Development of Children's Religious and Moral Values

The data obtained from Figure 6 shows that most of them, namely 85% of children from 20 parents, after introducing ICT to their children, still habituate religious and moral values. At the same time, 15% of them become unable to do this habituation. So it is necessary to identify further what causes this habit to become impossible.

6. Manakah dari perilaku di bawah ini yang dialami anak Anda sebagai akibat dari pengaruh negatif TIK?
19 jawaban

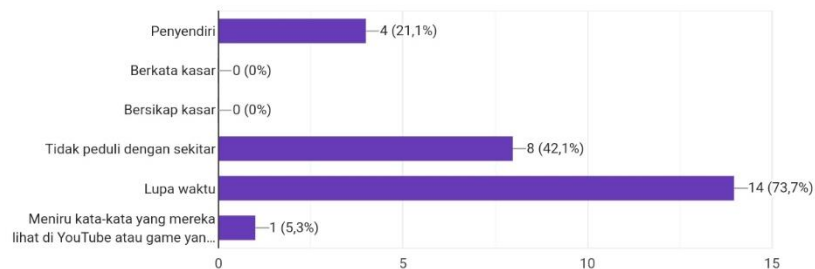


Figure 7. Negative Effects of ICT

Based on the data from Figure 7, out of 20 respondents, only 19 filled out the choice questionnaire. Of the six choices of negative behavior due to ICT use listed in the questionnaire, about 14 respondents (73.3%) out of 19 people, the negative impact of ICT experienced by their children forgets time. Losing time when using ICT devices is common even in adults. Because of the various features, animated videos and online games make children forget the time. Then the second-highest percentage is children who don't care about their surroundings and children who are lonely. If this is left unchecked, then the child will have difficulty socializing around him. And children can also imitate the words they hear and the movements they see from the ICT device. This is where the importance of parental commitment and supervision is when children use ICT.

7. Menurut bapak/ibu apakah penggunaan TIK bermanfaat bagi perkembangan nilai agama dan moral anak?

20 jawaban

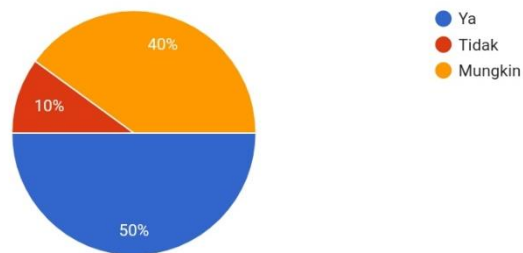


Figure 8. Parents' Perceptions on the Benefits of ICT for the Development of Children's Religious and Moral Values

It can be defined that some parents know the use of ICT for the development of their children's religious and moral values. The data from Figure 8 shows that 50% of 20 parents think that ICT benefits the development of children's spiritual and moral values. While the other 40% are doubtful, and the remaining 10% do not know.

8. Apakah di sekolah anak sudah dikenalkan dengan TIK?

20 jawaban

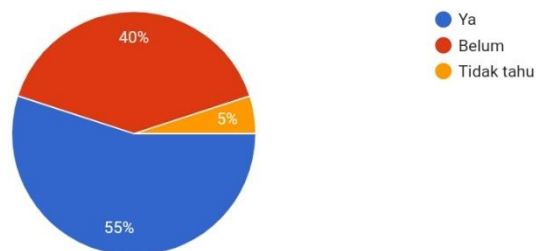


Figure 9. Introduction to ICT in Schools

From Figure 9, it is known that as many as 55% of the 20 parents and their children have been introduced to ICT in school. Meanwhile, 40% of the 20 parents of their children have not been introduced to ICT. The remaining 5% don't know it.

9. Apakah selama pembelajaran jarak jauh di masa pandemi, pembelajaran anak menggunakan perangkat TIK?

20 jawaban

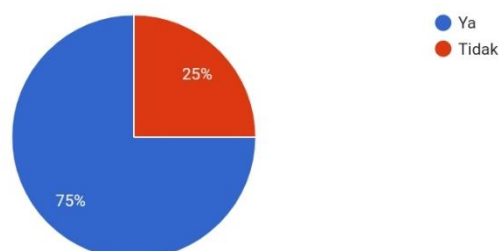


Figure 10. Application of ICT in Learning in a Pandemic Period

Based on Figure 10, it is known that 75% of the 20 parents of their children have used ICT as a learning medium during the pandemic. At the same time, the other 25% did not. This is slightly different from previous data regarding the introduction of ICT in schools.

B. Discussion

Based on the processing of the data results that have been described in the form of a diagram as above, the following are the results of the discussion and the findings obtained: The use of information and technology techniques in early childhood cannot be separated from the role of parents. This is evidenced by the acquisition of a percentage of 90% from research conducted explaining that parents are now open to the use of technological developments by giving children access to get to know ICT in every activity based on agreed commitments and responsibilities and under parental supervision following the results. The presentation of the researcher's research is that 95% of the 20 parents had previously agreed with their child regarding the use of ICT.

According to (Aslan, 2019; Santosa, 2015; Yasin, 2018) in his book *Raising Children In Digital Era* said the roles and responsibilities of parents in educating children in the digital era, among others: (1) limiting children using gadgets and other digital media, (2) encouraging children to perform other motor activities, (3) choose appropriate and safe media or shows for children, (4) monitor children's virtual world environment, (5) accompany and monitor children's activities in accessing and using social media, (6) showing good examples excellent and positive use of social media, as well as (7) advisors, assessors, counselors, demonstrators, friends, facilitators, fact seekers, sources of knowledge, mentors, motivators, role models, supporters for early childhood to use social media.

In the Amendment to the Act, The 1945 Constitution article 28 paragraph 2 states that every child has the right to develop himself through fulfilling his basic needs, has the right to get an education, and to benefit from science. With technology, arts, and culture, to improve the quality of life and for the welfare of humanity, in the context of developing early childhood, we now find many educational services, both formal and non-formal. Whatever the form of the service, it should pay attention to the principles of early childhood learning (Indy et al., 2019; Susanto, 2017; Yuliatiningsih, 2007).

Thus, in this study, the role of parents in providing access to the use of ICT in early childhood is in line with Santosa's thinking and the amendments that apply in Indonesia. Moreover, using ICT during the COVID-19 pandemic is a solution for children to adapt more quickly to ICT developments and make it easier to access various types of information (Asmawati, 2021; Hidayat et al., n.d.; Kurniawati & Fadilah, 2019). For example, assignments and exercises must be done by children when studying from home, understanding material from TV/radio programs provided by the government, habituation of praying through video/sound offered to children who cannot read, and so on.

Then the learning solution at school was replaced with online learning or familiarly called online, to anticipate the spread of Covid-19 (P.A Chusna & A.D.M Utami, 2020; Asmawati, 2021; Zahara, Mulyana, and Darwis, 2021). The role of parents in introducing and using ICT as a means of

online learning media is a directive from teachers based on orders from the central government and then forwarded by local governments to close schools. (Asmawati, 2021; P.A Chusna & A.D.M Utami, 2020; Zahara et al., 2021) Because of this order, schools and parents must introduce ICT to children. From the results of research field data processing, the introduction of ICT in early childhood obtains a percentage of 55% of 20 children's parents who have been introduced to ICT in schools, 40% have not been submitted, and 10% do not know. Meanwhile, the percentage of the results of using ICT during the pandemic as a means of learning media for children is 75% of 20 parents.

In his book "The One World Schoolhouse," Salman Khan says, "Education does not occur in the space between the teacher's mouth and the pupil's ear. Education takes place in each other's brains." This is in line with constructivism learning theory that students build knowledge through the learning process, not transferred from teacher to student. Given this, there is no reason to doubt or refuse online learning (Bilfaqih.Y dan Qomarudin, 2015; Fridayanti, 2021; Wahyuningsih et al., 2020).

Although the 1994 Amendment to the Constitution states the right of children to develop themselves through science and technology and the government's regulations regarding the use of ICT as a learning medium, it does not mean that ICT does not have an impact on early childhood development. Researchers see the effect that occurs of the use of ICT on the moral development of early childhood. The consequence is the influence of something that causes an impact; a collision; is a collision that is severe enough to induce positive or negative changes (Sidgi, 2021; Suharno ; Retnoningsih, 2011). The use of ICT in the Development of Religious and Moral Values in early childhood can also have positive and negative impacts.

The use of ICT can positively impact the Development of Religious and Moral Values in early childhood if children, parents, and related parties can understand each other's roles and responsibilities and implement the commitments and agreements that have been made previously. For example, the time/duration of use, not weakening parents when their children whine asking to use ICT outside the agreed time, and so on. If each related party can play a role properly, the positive impact of the use of ICT on the Development of Religious and Moral Values in early childhood can be obtained; namely, a) the right to education through the use of ICT under parental supervision, b) the role of parents in education, supervision, and control of children in the use of ICT, c) facilitate parents and children in learning and communication, d) can grow aspects of child development comprehensively, e) as a medium for children to learn characters in a game/video, f) help children listen to murotal, or g) as a reminder (alarm) when worshipping/doing essential activities.

While the negative impact of the use of ICT on the moral development of early childhood if there is a lack of parental role in supervising and having high discipline on the commitments that have been made based on the percentage diagram processed by researchers about the dependence and negative impact of ICT, namely a) children sometimes speak rudely, b)) the child becomes quiet and lacks

socialization with the surrounding environment, c) forgets the time, so that the child fails the duties and obligations that must be done. Forgetting time if it is associated with religious and moral values, children will tend to forget the time to pray or worship or even eat and even take a bath for their cleanliness. This is not following Islamic teachings, which recommend always taking care of yourself and maintaining cleanliness. Rasulullah SAW, through his various hadiths, teaches Muslims to be pioneers in maintaining cleanliness. Good hygiene, body, clothes, and the environment. Sahih hadith from the Prophet SAW about cleanliness which is usually taught in early childhood, reads:

النَّظَافَةُ مِنَ الْإِيمَانِ

” Cleanliness is part of faith.”

A valid hadith from the Prophet SAW, which is similar to the sentence "Cleanliness is part of faith," is the hadith of the Prophet SAW, which reads, "Ath-thahuuru syatrul iimaan" (HR. Ahmad, Muslim, and Tirmidhi) (Di et al., 2017).

From the hadith, we are reminded to stay clean and holy is part of faith. By purifying ourselves, we show love and devotion to Allah SWT. Research with (Tatminingsih, 2017) in his research entitled "The Impact of Using ICT on Early Childhood Behavior: Case Studies in Children Age 4-7 Years" obtained results that are in line with researchers, namely: a) the average time spent with gadgets or ICT tools around 5-6 hours per day, b) mothers become lenient when their children sulk, do not want to eat or sleep if the tablet has not been given, c) children have good knowledge and skills in using gadget features, d) children can speak English especially in conversation, e) children tend to be calm and silent while playing with their own gadgets, f) children tend to fight over and find it challenging to give up when playing gadgets together, g) children tend to delay their routine obligations, such as eating, bathing, sleeping, studying when they are playing with gadgets, h) children tend not to care about the situation around them and are engrossed in themselves, i) children do not like being invited to activities outside the home and always want to go home quickly so they can play gadg immediately et. From the results of research data processed by researchers into percentage diagram data described in the discussion accompanied by previous theories and research, it can be seen that the impact of using ICT on the moral development of early childhood is positive or negative.

CONCLUSIONS

The use of information and communication technology (ICT) has both positive and negative impacts on the development of children's religious and moral values. In this case, ICT can be used as a medium that can instill religious and moral values in children. Meanwhile, the negative impact that can be caused on the development of children's spiritual and moral values is the decline in the habituation of religious values and the weakening of children's morals. So in its application, a collaboration between parents and teachers is needed to jointly supervise and guide children to be wise in using ICT. The researcher recommends conducting further studies in the field for different research material.

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