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The Use of Technology in Increasing Religious Knowledge of Early Childhood

Hisny Fajrussalam [1], Anggi Nursaharai[2], Fairuz Afra Rafifah[3], Siti Wulan Darnia[4], Uus Ruswandi[5], Nurdiansyah[6]*

Master's Program at the University of Education Indonesia Campus in Cibiru
*Correspondence: E-mail: hfajrussalam@upi.edu

ABSTRACT

Religious knowledge in early childhood has an important role in shaping their moral and ethical values. The utilization of technology has become one of the effective tools in improving religious understanding in early childhood. The purpose of this research is for literature and library studies on the utilization of technology to increase knowledge of Islamic religion for early childhood, as a reference for teachers and parents of children in utilizing technology as an increase in knowledge. The assessment method is carried out by referring to literature studies on relevant research results. Previous studies also highlight that digital media such as animations, videos, and interactive learning tools can make religious material more engaging and easier for young children to understand. Technology is also noted to provide wider access to Islamic learning resources, allowing children to learn anytime with proper guidance from adults. The results of the discussion in the study are how technology in the view of Islam, the introduction of Islam for early childhood, the utilization of technology in learning religion for early childhood, and the advantages and disadvantages of technology for early childhood.

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1. INTRODUCTION

Early childhood, often called preschool, is a sensitive period of development and the maturation of physical and psychological functions that are ready to respond to various stimuli from the environment. This period is the most appropriate time to lay the first and main foundation for the development of potential, physical abilities, cognitive, language, art, social emotional, spiritual, self-concept, awareness, self-discipline, and independence. (Khairi, 2018).

Religious education for early childhood is directed to stimulate, guide, nurture, and offer learning activities that produce understanding, abilities and skills in children as a foundation for their faith so that later they grow into a complete person. Digital technology has now begun to be used in educational institutions as a means to support learning, either as an information tool (i.e. as a means of accessing information) or as a learning tool (i.e. as a means of supporting learning activities and assignments). Holzberger et al. (2013) study states that digital learning is the delivery of digital media (e.g text or images) via the internet. The learning content and learning methods provided aim to enhance learner learning and improve teaching effectiveness or promote personal knowledge and skills. Without realizing it, the current generation has been introduced to technology by parents, other family members or the surrounding environment since birth, so today's children are very familiar with technological developments. Therefore, the media can be utilized by educators as a learning tool (Ulfa, 2017).

2. METHODS

Learning continues to evolve along with the times. In the implementation of daily learning, we often encounter the utilization of technological developments in the world of education. The application of technology in learning activities is characterized by the presence of e-learning which with all its various levels has facilitated changes in learning delivered through all electronic media such as: audio/video, interactive TV, compact disc (CD), and the internet (Jamun, 2018). As is often done by teachers or lecturers, namely combining technological tools in the learning process.

Technology is used by teachers to increase early childhood knowledge. The provision of religious education at all levels of education is in line with government policy in religious development. In GBHN, it is stated that the increasing and widespread development, religious life and belief in God Almighty must be increasingly practiced both in personal life and social life. This is an anticipation of the Indonesian nation in facing the development of science, with the hope that the rapid development of science accompanied by good religious morals will provide the expected results.

The research method used in this research is a review of several literatures along with corrective, updating studies by combining and collective literature. The object of this research is Islamic religious education, technology; with the subject of early childhood. The collection technique used in this research is by using data collection techniques in the form of books, and journals that we have reviewed sourced from Internet Explorer.

3. RESULTS AND DISCUSSION

3.1. Technology in the view of Islam

Technology is the knowledge and skills that are the application of science in everyday human life. The development of science and technology is the result of all steps and thoughts to expand, deepen, and develop science and technology. The role of Islam in the

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development of science and technology is that Islamic Sharia must be used as a standard for the utilization of science and technology.

In Pacey & Bray (2021) stated that the progress of science and technology in the world has now been controlled by Western civilization, the welfare and material prosperity produced by the development of modern science and technology has made many people admire and then imitate in their lifestyle without being selected in advance against any negative impacts in the future or the multi-dimensional crisis caused. Islam does not hinder the progress of science and technology nor does it act on technological products both in the past, present and future.

Islam does not hinder the progress of science and technology, is not anti-technological products, and will not contradict the orderly and straightforward theories of modern thought, provided that they are analyzed carefully, objectively, and do not contradict the basis of the Qur'an.

With the basis of the Qur'an. The role of Islam in the development of science and technology is at least twofold: Making Islamic aqidah as a paradigm of science, then making Islamic sharia (which is born from Islamic aqidah) as a standard for the use of science and technology in everyday life.

3.2. Introduction Islam for Early Childhood

The stages used are in accordance with ADDIE which is a development model that has systematic and simple stages. According to Branch (2009) stated that: There are several reasons why ADDIE is still very relevant to use. The stages used are: analysis, design, development, implementation, evaluation.

The first is analysis, analyzing the problems that exist in the kindergarten. Learning using books has limitations in delivery that make children less enthusiastic about learning Islam.

Second is design, at this stage using use case diagrams and squence diagrams where use case diagrams are used to capture the functional requirements of the system. In this use case there are such as the main page, material menu, quiz menu, and game menu. Squence diagram is describing the behavior of objects that are sent and received between objects.

Third is development, which is the creation of animation content such as storyboards according to needs. Fourth, there is implementation at this stage, implementing the storyboard into the language and whitebox to test the resulting animation. Finally there is evaluation, at this stage the learning animation is by distributing questionnaires to users.

3.3. Utiliation of Technology in Religious Learning for Early Childhood

According to Shoraevna et al. (2021)there is a classification of ICT utilization in three types, namely: First, ICT as a medium (tool) of education, which is only as a complement to clarify the descriptions presented. Second, ICT as a source of information and information search. Third, ICT as a learning system.

According to Innovation (ITSDI) & MM (2021), there are generally three utilizations of technology as information or instructional computers and the internet for education and learning: First, learning about computers and the internet, namely computers can be used as learning objects, for example, in general there are three: First, Learning about computers and the internet, i.e. the computer can be used as an object of learning, for example computer science. Second, learning with computers and the internet, i.e. information technology facilitates learning in accordance with the applicable curriculum at school. For example, Pustekkom, Depdiknas developed an interactive multimedia CD program for subjects.

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Innovation (ITSDI) & MM (2021)IT is any form of use or utilization of computers and the internet for learning. The form of use / utilization of information technology, namely tutorials, is a program in which the delivery of material is carried out in a tutorial manner, namely a concept presented with text, images both silent.

The use of technology in the context of education is something that can be accessed and enjoyed by anyone. However, in its use, each individual has the freedom to consider it as positive and beneficial or even risk falling into its negative impact. Therefore, it is important to manage the use of technology wisely, which must be supported by a deep understanding so that education through technology can be effective and efficient in accordance with the development of the current digital age (Hsbollah & Hassan, 2022).

The utilization of technology can be made by the existence of e-modules, the use of e-modules can also facilitate understanding of material through video and video images (Firdaus & Pahlevi, 2022; Nugroho et al., 2023).

The advantages of e-modules over printed modules are that e-modules are more interactive, making their navigation easier, allowing images, audio, video, and animation to be displayed, and equipped with formative quizzes that can provide immediate automatic feedback (Darpiyah & Sulastri, 2023; Mahendri et al., 2023).

In addition, the benefits of e-modules are also able to increase student motivation, tools, or facilities available to conduct evaluations, making quality learning more efficient (Darpiyah & Sulastri, 2023; Nurhikmah et al., 2021)

Technology plays a very important role in Islamic education, in this role involves several stages that must be carried out, namely: planning, implementation, evaluation. First is planning, educators can choose technology that is appropriate for learning. This process involves selecting appropriate technologies and preparing them for effective and efficient use. Planning should also include developing clear guidelines with established educational objectives. Second is implementation, at this stage technology can be applied in learning. Here, educators and learners must have high motivation to carry out the learning process with technology. Third is evaluation, this stage is very important in understanding the effectiveness of using technology in learning. Educators must conduct an evaluation to assess the extent to which the technology has met the learning objectives.

State that by utilizing educational technology well, Islamic religious education can keep up with the fast-paced times and remain relevant. This helps to create a learning environment that is advanced and in line with the demands of today's times. The development of technology in Islamic religious education provides a number of benefits: efficiency and attractiveness of learning, technology helps learners and educators carry out learning activities more efficiently and interestingly.

Intan (2018) state that access to literacy and information to develop children's digital literacy skills that use technology and information applications effectively and efficiently in various contexts and allow easy access to literature sources such as e-books, journals, papers, essays and other information relevant to Islamic religious learning.

The use of multimedia texts in the classroom helps students to become more familiar with academic vocabulary and language structures so that technology allows the creation of various types of diverse learning media to create a non-viewing and more engaging learning experience. In developing technology there is better time management by assisting educators in time management, learning supported by technology that can be better organized.

In developing technology for learning materials, it is easy to record and store which allows learners to re-access the material taught if needed in the future. Record and save

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learning materials in developing early childhood technology according to states that flexibility is that students can learn anytime and anywhere, according to the schedule they want in developing technology provides flexibility for learners and educators to allow learning to take place according to each individual's preferences.

As such, technology is invaluable in Islamic religious learning, helping to increase the activity and efficiency of the learning process and providing greater access to information and learning resources. The use of technology for early childhood in the context of Islamic religious education has a number of advantages and disadvantages that need to be carefully considered (Fahmi et al., 2021; Hulkin & Santosa, 2023; Rusdi et al., 2023).

3.4. Advantages of Technology for Early Childhood in Islam

The use of technology for early childhood in the context of Islamic religious education has a number of advantages and disadvantages such as: having early childhood involvement and interest in using technology, states that involvement is to increase perceived personal interest or interest generated by stimuli in specific situations such as interactive games, can increase children's interest in Islamic religious learning.

Having accessibility to technology for early childhood according to states that accessibility is something that can easily obtain and use products and allows children to access Islamic religious material anytime and anywhere, giving flexibility to parents and educators in managing the time and place of learning.

As well as having a controlled interaction to develop technology in a way that educators and parents can control the type of content and applications used by children, this is to allow for ensuring that children only access appropriate and useful material (Astuti et al., 2022; El-Laudza, 2021).

3.5. *Facilitating Condition* (FC)

Based on the research conducted it was revealed that the availability of facilities or access to technology can influence users' behavioral intention (BI). Facilitating Condition refers to the availability of facilities that can be utilized for technology use. FC has a positive and significant impact on BI, in line with research conducted indicating a significant impact when facilitating conditions on users' technology behavioral intention. Consistent with the findings in this study, FC has a positive and significant impact on BI, as indicated by the β, T-statistic, and P-value. Therefore, the hypothesis regarding FC's impact on BI is accepted (Wangdi et al., 2023).

3.6. The Impact of Technology on Early Childhood in Islam

In the use of technology, it has disadvantages such as: having content that is not suitable for the age of early childhood, states that content is in the form of what must be conveyed through text, images, sounds, videos and so on but the risk of children accessing content that is not suitable for their age must require strict supervision from parents and educators (Chistyakova et al., 2021).

It has the potential to distract children because early childhood tends to have a shorter attention span or excessive technology that is not well designed for the age of the child can be a distraction and interfere with the child's learning.

The quality of the material varies for the lack of technology for children according to states that a varied method is a change in teaching from one method to another, in technology has the quality of applications of Islamic religious education content in the

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digital world varies, and not all applications or websites offer material that is accurate or in accordance with the correct teachings of Islam.

Dependence on technology for children, states that dependence is a situation where a person's life is influenced by the times, and we act as recipients of the consequences, the point here is that if technology is not managed properly children can become too dependent on learning technology, which can reduce their ability to learn independently without technological devices.

By understanding both the advantages and impact of technology in Islamic religious education for early childhood, parents and educators can make wiser decisions in choosing and managing the use of technology for their children's learning. It is important to maintain a balance between technology use and social interaction and monitor technology use closely to ensure a positive learning experience.

4. CONCLUSION

The use of technology can support the improvement of Islamic knowledge in early childhood by providing more interesting, interactive, and accessible learning media. Islam basically accepts technological developments as long as they are used in accordance with Sharia values and bring benefits. Various digital media such as animations, videos, and e-modules can help children understand religious material more effectively.

However, the use of technology still requires supervision because children are vulnerable to inappropriate content, distractions, and potential dependence. Therefore, the role of teachers and parents is very important in selecting, directing, and supervising the use of technology. Overall, technology can be a positive learning tool for early childhood Islamic education if used wisely and in a controlled manner.

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