

## THE URGENCY OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN ISLAMIC LEARNING IN FACE-TO-FACE LEARNING MANAGEMENT IN PRESCHOOL / KINDERGARTEN

**Siti Bulkis**

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### ABSTRACT

*The world of education must always adapt technological developments to efforts to improve the quality of education, especially adjusting the use of information and communication technology for the world of education, especially in the learning process. The world is in a phase of rapid technological development. The utilization/use of ICT-based learning media which is rich and varied in various types and characteristics, not only increases interest and motivation in learning, but learning can increase children's interest in learning and be meaningful/inspirational. In this research, the author used qualitative research as a literature study. The research stages were carried out by collecting library sources, both primary and secondary. Learning media created based on augmented reality is suitable for use in early childhood and is a solution in implementing the learning process. This learning media can help cognitive development in children aged 4-5 years. In the learning process, teachers or educational teams should be more sensitive to technological developments, especially now that teachers are dealing with students in the alpha generation. Teachers can use various types of applications that support the learning process in the Early Childhood education unit in the learning process. So this will make it easier for teachers and children to understand the purpose of this learning.*

**Keywords:** Technology, Education, Early Childhood, Learning Media.

### INTRODUCTION

Law No. 20 of 2003 states that early childhood education is a coaching effort aimed at children from birth to six years of age which is done by providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Education itself has an important role in creating a quality individual (Robingatin, Khadijah, 2017). Kindergarten age is a very crucial period for children's development in adulthood (Adiyono, et al, 2022). So that the success of children in developing all aspects of their development is inseparable from the support of the family environment (Adiyono, et al, 2023), schools, and communities as well as the creation of adequate facilities and infrastructure (Adiyono & Widya, P., 2021) and a

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learning system that is appropriate for their developmental age (Adiyono, et al, 2021; Afifatu Rohmawati, 2015).

The world of education must always adapt technological developments to efforts to improve the quality of education (Huda, S & Adiyono, 2023), especially the adjustment of the use of information and communication technology (Al Rashid, et al, 2023) for the world of education, especially in the learning process (Adiyono, et al, 2023). The world of education must continue to adapt and utilize the development of information and communication technology (ICT) to improve the quality of education. Adjusting the use of ICT in the learning process has many benefits (Adiyono, et al, 2023). The benefits of using ICT in education clearly outweigh the challenges. With proper planning and implementation (Adiyono, 2022), ICT can be a very effective tool to improve the quality of education (Rohmawati, et al, 2023).

Kindergarten teachers have a lot of burden or even more difficulty in preparing for early childhood learning and development. For this reason, as a teacher, you should have sufficient readiness to face teaching and learning activities and have most importantly self-confidence (Adiyono, et al, 2023). Korth stated that teachers who are ready to learn under any conditions will improve teacher quality. In addition, the readiness of a kindergarten teacher in facing learning affects the success of educational programs at school and teachers who have good readiness will help improve children's learning. Teacher readiness in the learning process is very important (Adiyono, et al, 2023). The world is now in a phase of rapid technological development (Musri, N & Adiyono, 2023).

The contribution of Information and Communication Technology (ICT) in the world of educational progress is enormous and has become a reference for professionals, educational consultants, and learning practitioners to continue to innovate and develop and implement it in learning activities (Anwar, K., et al, 2023). The real contribution of ICT utilization in the world of education is that ICT can be integrated into learning and assist teachers in delivering teaching materials (Wati, et al, 2022). This is felt by ICT users to facilitate and streamline teaching and learning activities both face-to-face (offline) and remotely (online). The role and function of ICT is also felt by educational actors, both learners, namely teachers and learners, namely students (Adiyono, et al, 2023). The role and function of ICT in education contribute, among others; ICT acts and functions as an academic manager in an institution, ICT can be used as a tool in delivering teaching materials (Miftah, Mohamad, 2023).

The problem of the learning process in the classroom still depends a lot on the presence of the teacher (Mardhatillah, et al, 2023). This is due to the lack of innovation of some teachers to optimize the existence of media (Julaiha, et al, 2023) in early childhood learning activities, so it is not widely used by teachers (Kabariah, et al, 2023). If used, the media is only limited as a learning aid (Adiyono, et al, 2022) not as an integrated part of learning planning (Saraya, A., 2023). This view suggests that there is no effort to empower the media in the learning process. Evaluation of learning (Halimah, N., & Adiyono, 2022) in children's education, namely, a diary of students'

activities. Teachers take notes on children's diaries in a more comprehensive and detailed manner. Based on the curriculum, so that it can be fulfilled. The implementation of the 2013 Curriculum is a problem in itself, because each teacher must spend time and focus on observing and developing their students (Aini, Q., 2023).

Many factors cause the less than optimal utilization of ICT in KBM, among others; infrastructure facilities that support the presence of ICT, competence in using ICT in learning activities for teachers, and the commitment of educational institutions to the presence of ICT in schools. This problem can be seen from the readiness of teachers and education personnel in planning (Adiyono, et al, 2023) carefully when preparing lesson plans (RPP). Computer-based learning media is one of the important factors in optimizing and improving the quality of learning. Therefore, stakeholders (Adiyono, 2020) both managers of educational institutions (Adiyono, 2021) and teachers should realize the importance (Adiyono, 2019) of the presence of technology as a medium in the process of learning activities, so that learning can take place effectively and efficiently (Istiqomah, et al, 2023).

Problems that are often faced by teachers/education include the difficulty of student acceptance of material that is complex and abstract. This is a learning job for teachers to be able to present solutions (Oktavia, M., 2023), so that student learning is more interesting and easily accepted (Nazla, S., et al, 2023). For this reason, teachers are required to be able to provide learning facilities for students in the classroom. The role of the teacher in addition to teaching and delivering subjects (Suparmin & Adiyono, 2023), the teacher also functions as a facilitator, motivator, and evaluator of student learning. Given that the key to successful learning (Adila, et al, 2023) lies in the proficiency creativity, and innovation of teachers can present enlightening learning, attracts student interest in learning, and can motivate student learning independence more optimally, and successfully (Safitri, et al, 2023).

The utilization of ICT-based learning media that is rich and varied in various types and characteristics, not only makes learning interest and motivation increase, but learning becomes more able to increase children's learning interest and meaningful/inspiring (Abdurrahim, et al, 2023). Optimizing the use of ICT-based learning media can increase motivation and interest in learning, which can be reflected in the more active role of learners in learning (Rosmini, H., et al, 2024). The benefits that are felt and observed directly are the increased interest and quality of learning outcomes (Badruzaman, A., 2023). For this reason, it is necessary to conduct research specifically related to the urgency of ICT in Islamic learning in PAUD / TK educational institutions.

## **RESEARCH METHODS**

In this research, the author uses qualitative research literature study. The research stage is carried out by collecting literature sources, both primary and secondary. This research classifies data based on the research formula. In the next stage, data processing and/or reference quotations are carried out to be displayed as research findings, abstracted to get complete information, and interpreted to produce

knowledge for drawing conclusions. Performing data processing and/or citing references to be displayed as research findings on learning media made based on augmented reality is feasible to use for early childhood and becomes a solution in the implementation of the learning process. This learning media can help cognitive development in children aged 4-5 years. In the learning process, teachers or a team of educators should be more sensitive to technological developments in the learning process, especially now that teachers are dealing with students in the alpha generation. Teachers can use various types of applications that support the learning process in Early Childhood education units in the learning process. So that this will make it easier for teachers and children to understand what the purpose of this learning is.

## **RESULTS AND DISCUSSION**

### **The Urgency of ICT in PAUD / TK Education**

One of the goals of digital-based education is to prepare early childhood both mentally and emotionally or develop other aspects of development to face the world of education in the future. So technology is not something foreign to early childhood if later it will continue its level of education. The learning process at school is the responsibility of a teacher to be able to create a good classroom dynamic so that it becomes interesting and children focus on following the learning process (Adiyono, et al, 2023). This can be assisted by the media used, by the development of the current era, namely human life that is already side by side with technology. So that it can be the basis for designing the creation of interesting digital-based learning media to become the center of attention in early childhood.

Effective and engaging teaching that keeps up with the times will determine the substantial quality of the nation's next generation. The fundamental reason for this is due to not getting provisions about digital and not liking things related to technology and digital, which is a competency that must be improved. To achieve this, the task of a teacher is to develop and improve these competencies by minimizing traditional media and increasing the use of digital-based media.

In recent years, technology has become an integral part of our daily lives, transforming various aspects of society, including education. The use of information and communication technology (ICT) in education has gained significant attention, particularly in the context of early childhood education (ECE). ECE refers to education provided to children between the ages of 3 and 6 years old. The use of technology in ECE has been shown to have numerous benefits, including improving cognitive development, enhancing learning outcomes, and increasing engagement and motivation among children. This article explores how technology can be used to enhance cognitive development in early childhood education through augmented reality (AR) learning media specifically designed for children aged 4-5 years old (hereafter referred to as AR learning media).

AR learning media is an innovative technology that combines virtual and real-world environments, providing children with immersive and interactive learning

experiences. AR learning media can be used to create interactive and engaging learning environments that help children develop cognitive skills such as problem-solving, critical thinking, and spatial awareness. This article discusses the results of a literature review on AR learning media for early childhood education, highlighting its potential benefits for cognitive development, as well as some challenges and limitations that need to be addressed.

The results of this literature review indicate that augmented reality (AR) learning media has the potential to enhance cognitive development in early childhood education. AR learning media can stimulate various cognitive skills such as perception, memory, attention, problem-solving, spatial awareness, language development, and social cognition. AR learning media provides children with interactive and engaging learning experiences that make learning more enjoyable and memorable.

AR learning media can help children develop their perception skills by providing them with immersive and interactive learning environments that allow them to explore and interact with virtual objects in real-world environments (Bebell & Bebell, 2018). AR learning media can also help children develop their memory skills by making learning more engaging and interactive (Kafai & Chang, 2019). AR learning media can help children focus and concentrate on learning tasks by making learning more engaging and interactive (Kafai & Chang, 2019). AR learning media can also help children develop their problem-solving skills by challenging them to solve problems and think critically (Kafai & Chang, 2019). AR learning media can also help children develop their spatial awareness skills by helping them understand spatial relationships and navigate virtual environments (Kafai & Chang, 2019). AR learning media can also help children develop their language development skills by providing them with interactive and engaging learning experiences that help them learn new vocabulary and improve their language skills (Kafai & Chang, 2019). AR learning media can also help children develop their social cognition skills by helping them understand social relationships and interact with others (Kafai & Chang, 2019).

## **Discussion**

However, there are also some challenges and limitations that need to be addressed when implementing AR learning media in early childhood education. One of the main challenges is the high cost of developing AR learning media, which can make it difficult for schools and educational institutions to implement (Musri, N., 2023). Another challenge is the need for technical expertise to develop and implement AR learning media, which can be a barrier for some schools and educational institutions (Saraya, A., et al., 2023).

Another challenge is the need for high-quality content that is engaging, interactive, and educational for children (Jibril, et al., 2023). AR learning media should be designed with children's cognitive development needs in mind, and should provide them with interactive and engaging learning experiences that stimulate their cognitive skills (Adiyono, et al., 2022). A third challenge is the need for proper training and support

for teachers and educational teams to effectively use AR learning media in the classroom (Rosmini, H., et al., 2024). Teachers and educational teams should be trained on how to use AR learning media effectively to enhance cognitive development and should be provided with ongoing support and resources to ensure that they are using AR learning media in the most effective and engaging way possible (Adiyono, et al., 2023).

To address these challenges, schools and educational institutions should consider collaborating with technology companies and educational institutions to develop and implement AR learning media. This can help to reduce the cost of developing AR learning media and can provide schools and educational institutions with access to high-quality content and technical expertise (Adiyono, et al., 2024). Schools and educational institutions should also consider providing ongoing training and support for teachers and educational teams to effectively use AR learning media in the classroom. This can help to ensure that teachers and educational teams are using AR learning media most effectively and engagingly possible.

Furthermore, the training and support provided should focus on several key areas to maximize the impact of AR learning media on cognitive development in early childhood education. These areas include:

**Table 1: The Impact Of Learning Media**

These Areas	Description
Understanding the benefits and limitations of AR learning media	Teachers and educational teams should be provided with an understanding of the benefits and limitations of AR learning media, including how it can enhance cognitive development, as well as the challenges and limitations that need to be addressed. This will help them to make informed decisions about how to use AR learning media effectively in the classroom.
Designing effective AR learning experiences	Teachers and educational teams should be provided with guidance on how to design effective AR learning experiences that are engaging, interactive, and educational for children. This should include tips on how to use AR learning media to stimulate various cognitive skills, as well as how to create AR learning experiences that are age-appropriate and developmentally appropriate for children aged 4-5 years old.
Integrating AR learning media into the curriculum	Teachers and educational teams should be provided with guidance on how to integrate AR

	<p>learning media into the curriculum in a way that is meaningful and relevant to children's learning needs. This should include tips on how to use AR learning media to support the teaching of various subjects, such as math, science, and language arts, as well as how to use AR learning media to support the development of various cognitive skills.</p>
Assessing the effectiveness of AR learning media	<p>Teachers and educational teams should be provided with guidance on how to assess the effectiveness of AR learning media in enhancing cognitive development in early childhood education. This should include tips on how to collect and analyze data on children's cognitive development, as well as how to use this data to inform future teaching and learning practices.</p>
Collaborating with technology companies and educational institutions	<p>Schools and educational institutions should consider collaborating with technology companies and educational institutions to develop and implement AR learning media. This can help to reduce the cost of developing AR learning media and can provide schools and educational institutions with access to high-quality content and technical expertise. Collaboration can also help to ensure that AR learning media is designed with children's cognitive development needs in mind, and that it is age-appropriate and developmentally appropriate for children aged 4-5 years old.</p>

AR learning media has the potential to enhance cognitive development in early childhood education by stimulating various cognitive skills such as perception, memory, attention, problem-solving, spatial awareness, language development, and social cognition. However, there are also some challenges and limitations that need to be addressed when implementing AR learning media in early childhood education, such as the high cost of developing AR learning media, the need for technical expertise, and the need for high-quality content and proper training and support for teachers and educational teams. By addressing these challenges and providing ongoing training and support for teachers and educational teams, schools and educational institutions can maximize the impact of AR learning media on cognitive development in early childhood education. Collaboration with technology companies and educational institutions can

also help to ensure that AR learning media is designed with children's cognitive development needs in mind, and that it is age-appropriate and developmentally appropriate for children aged 4-5 years old.

## Conclusion

In conclusion, AR learning media has numerous benefits for cognitive development in early childhood education. AR learning media can be used to enhance children's cognitive skills such as perception, memory, attention, problem-solving, spatial awareness, language development, and social cognition. AR learning media can provide children with interactive and engaging learning experiences that stimulate their cognitive skills and help them develop these skills more effectively. However, there are also some challenges and limitations that need to be addressed, such as the high cost of developing AR learning media, the need for technical expertise, and the need for high-quality content and proper training and support for teachers and educational teams. Schools and educational institutions should consider collaborating with technology companies and educational institutions to develop and implement AR learning media, and should provide ongoing training and support for teachers and educational teams to effectively use AR learning media in the classroom. By addressing these challenges and limitations, schools and educational institutions can maximize the impact of AR learning media on cognitive development in early childhood education.

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