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The Impact of Internet Use on Social Media on the Learning Process: Focus on Early Childhood

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Abstrak: This research aims to determine the impact of using the internet on social media on the learning process that focuses on early childhood. In this research, researchers used quantitative descriptive research methods. We specialize in this research to review or examine the general use of social media in early childhood, both its impact and existence at school. This research was conducted at Permata Ibu Kindergarten with a population of 18 students, nine boys and nine girls, with a sample size of 18 students and one teacher using total sampling techniques. The instrument used was a questionnaire consisting of 15 questions. The research found that the internet in schools is still very low due to reasonably good management and school rules and also the role of parents who are very good and selective, where social media use is in the low category at 89%. In comparison, the medium category is 11%.

INTRODOCTION

It cannot be denied that the process of technological development is becoming more rapid day by day and making it easier for Indonesian people to access news from electronic media. The benefits of internet technology make access to information and human needs more efficient and effective (Caton et al., 2022; Chen et al., 2023). However, the negative impact of technology, such as social media, has the potential to impact the entire community (Gazali, 2014; Grace et al., 2014; Iosifidis & Andrews, 2020). The development of internet technology also has an impact on maritime society, including Indonesia. This condition will most likely have implications for reducing the gap in access to information technology, especially in rural areas so that they can freely access information according to their uses and needs, including access to information for children.

Science and technology are currently developing rapidly and widely, resulting in technological products that provide convenience for humans, both in terms of science, education and entertainment (Schroeder, 2018; Squire, 2012). Currently, many things are accessed and even known by children and various groups through the internet and social media. Internet technology has had a large and varied impact on human life, one of the most popular in terms of entertainment and education (Kang, 2012; Korda & Itani, 2013; Messing & Westwood, 2014).

The development of the times can change children's activities and creativity, for example in playing. Just like online games have replaced traditional games in the past, these online games are widely used by children and various groups because online games are much more exciting, fun and easy to play, but This cannot be said to be wrong if the negative impact has not been proven (Camerini et al., 2018; Thomas & Akdere, 2013). The development of information technology will most likely lead to the entry of new cultures with new values and norms that provide more choices for children and various groups in social interaction. Especially in urban areas which are experiencing faster development. The presence of video games amidst the pace of technology has a big influence on children's personal development and adaptation, in fact quite a few children have turned into game addicts and there are also some children who are not affected or influence their learning outcomes (Brehm, 2021; Moe, 2008). In life and learning activities, the time that should be used for studying and socializing with peers should not be reduced or even so that games that have no connection with the learning process are not disturbed.

The expected activities are to restore children's true abilities and hone abilities, knowledge and understanding of a healthy internet world and active parents in supervising children when using mobile phones so that they can be better and more useful in using social media. And it is also hoped that in particular for young children who are vulnerable to the use of social media because early childhood should not be familiar with social media, online games and smartphones because that can damage the creativity of these early childhood to develop and learn many things out there but Not with the use of social media. In emotional growth, children who use gadgets become more irritable, like to be rebellious, imitate behavior on gadgets and talk to themselves on gadgets. While the effect on moral development has an impact on discipline, children become lazy to do anything, leave the obligation to worship, lack of study time due to playing online games and social media too often. for the active attitude of parents which is needed to The results of this study provide important hope accompany children in accessing information and entertainment they like (Bolam et al., 2006; Lewis et al., 2010; West et al., 2015). For this reason, parental supervision and assistance is needed for children when playing smartphones or playing the internet at internet cafes. The media literacy factor in parents has a fixed time routine to focus on supervising their children's activities. Future research can make media literacy more effective which focuses on parents so that there is a balance in receiving the contents of various media messages.

In the process of this research, this research will focus on parental supervision factors from the aspect of family communication to minimize the impact of online game use on children. Online games have the potential to be addictive and less focused on learning at school, and have the potential to cost internet cafes money if children continue to play online games all day. The impact of online games on children is most likely caused by the lack of media literacy in society. This research provides an understanding for the public, especially children, to be aware of the impact of online games socially, psychologically and economically. Media literacy is an effort to make people aware of being able to use media more positively or facilitating media audiences to become media cultured, so that

technological developments must be able to improve students' abilities and not become an obstacle (Brehm, 2021; Moe, 2008).

The important thing is that the title of our research is made so that young children now shouldn't know the name of social media, especially online games, because it can damage a child, we already know this, especially if you keep playing smartphone and lack of supervision of these parents. Just a small example, if young children play online games or social media for long hours using their cellphones, it can damage the child's eyes. Using a cellphone for too long can cause tired eyes, dry eyes, moreover, most people blink less often when long hours of playing with this cellphone is really not good for young children, the habit of playing online games and social media can also cause eye irritation and a child's vision can become blurred (Grace et al., 2014; Kang, 2012; Korda & Itani, 2013; Messing & Westwood, 2014). And cases like this have happened to many people in Indonesia, how dangerous online games and social media are when used in early childhood, besides that there are many cases where parents rely on the internet in raising their children. For example, when a child is fussy, parents usually give gadgets to watch entertainment so that their little one stops crying. And if this method is effective, it will become a habit if your little one is fussy. If you are used to using the internet and using it excessively since you were a child, it is very likely that it will later lead to an internet addiction. Things like this are certainly not good for the psychological or physical aspects.

METHOD

This research is aimed at young children at Permata Ibu Kindergarten, many of whom are familiar with social media. The results of the research focused on children's understanding of the impact of internet social media on mothers' kindergarten children. This research aims to see how children understand which components need to be paid attention to by providing alternatives for children to maximize their learning potential at school compared to children who spend most of their time playing the internet (games). This research was conducted at Permata Ibu Kindergarten in Pulau Tengah Village, using a qualitative descriptive type of research so that the data obtained could be analyzed more deeply (Creswell, 2012). The research data can be seen in table 1.

Tabel 1. Student population Tk Permata Ibu

No	The number of students	Number of male students	Number of women students
1.	18	9	9

In this study, the sample was Permata Ibu Kindergarten students, totaling 9 male and 9 female students, 1 teacher using a research technique, namely total sampling technique. The method of collecting data in this research is by observation techniques (questionnaires) and documentation. Observation (observation) is collecting data by looking directly at the research object to be studied. Meanwhile, the use of questionnaires to collect data is done by giving questions or written statements to respondents to be answered according to the respondent's knowledge. And documentation is used as evidence of taking pictures in the field as well as several sources such as journals and others, as reinforcement in research.

RESULT AND DISCUSSION

From the results of the research that has been carried out, it is explained that the actual impact of internet use on social media at "TK Permata Ibu" is very low as can be seen in table 2.

Table 2. The results of the analysis of use in social media

No	The number of students	Low Level	Medium Level
1.	18	9	9

From table 2 above it is known that there is a clear difference where internet use in social media is 89% for the low level and 11% for the medium level. The low use of the internet on social media among children is caused by several factors, including a lack of attention from parents towards their children, supervision and the influence of social media that parents are aware of. The research results also indicate that children like technology, namely internet media (Sarwar et al., 2019; Schroeder, 2018). This is because the internet on social media attracts children's attention so that children are more inclined to use cellphones as a means to explore information, entertainment and knowledge, rather than playing with their friends. Meanwhile, at the moderate level, children's internet use is still balanced, parents still apply time limits and supervise children's study hours and play hours, so they can still be well organized. This indicates that schools are very good at helping and limiting the negative impacts of technological developments and are able to take advantage of them

Analysis of the results of internet use in social media is in a low category, the impact is seen from the lack of supervision of parents, the association of children with the surrounding environment so that children become more flexible in using cellphones. The role of parents is very important in this regard before introducing the internet to children, as parents they also have to understand and understand what the internet is. Don't just facilitate children with sophisticated cellphones and super-fast internet, because this only leads children to negative things. If parents are too busy, ask someone to teach their children about how to surf the internet properly and accompany them when they surf the internet. Basically, technological developments, if carried out appropriately and effectively, will be able to increase children's intelligence and creativity in various ways, including in the learning process. Basically, protecting children from exposure to technology does not mean limiting children's freedom to surf the internet, but guiding children to positive things. Meanwhile, for the medium category, the impact is visible because the internet on social media is a means of introducing technology and information that can increase children's knowledge and insight, so not many parents let their children play on cellphones. With the presence of the internet on social media, children can also be more creative in creating new things, but this requires parental supervision. One application that can help children is YouTube, where children can find lots of tutorials for making various creations. With technology, many children get more information that is sometimes not found at school during the learning process (Bolam et al., 2006; Lewis et al., 2010; Thomas & Akdere, 2013).

The use of the internet in social media among early childhood children at Permata Ibu Kindergarten has not fully become a habit in the daily life of these early childhood. Because what we found, not all early childhood at Permata Ibu Kindergarten use the internet, there are also some children who during recess are busy playing with their friends and doing other positive activities without using or borrowing their parents' cellphones to use social media as they wish. see Tiktok, YouTube, but indeed there are some children who we have asked questions to those concerned who already know the name of the cell phone to use or view social media, the internet, what is it like because early childhood can be said to have a very high curiosity about things that they just encountered, even though you could say they are old, they shouldn't know about these things, especially since the internet and social media have a negative impact on children's development, namely children forget, are lazy in learning, rarely eat, and can also have an impact on the child's eye health. one of which is eye health eye muscles Getting tired quickly makes vision blurry, the frequency of blinking will decrease, so they will often complain of sore or painful eyes, experience dry eyes. Exposure to blue light on a cellphone that is too intense and close can increase the risk of a child's eyes becoming crossed and not seeing clearly. This impact is not very good for children when their use of social media is excessive and there is a lack of supervision of parents. Because it has become a habit when children ask their parents for a cellphone but the parents don't give the child a cellphone, usually the child will cry, whine and get angry when what they want is not achieved. Moreover, the use of social media has spread widely among the world and is experiencing rapid development. Playing cellphones in early childhood has become a habit and we often encounter it in our respective regions, of course, internet social media is a game that is operated using an internet connection via a computer or just a cellphone.

This social media is basically intended to drive away fatigue, fill free time or just refereshing the brain in adults after carrying out daily activities. However, this is inversely proportional to early childhood, which actually makes individuals addicted to using social media and the internet. Their high interest makes them experience addiction which is very ingrained and has a negative impact on early childhood. Based on the phenomena that we have seen in the field, there were 9 children who during their break time went to their parents for lunch while borrowing their parents' cellphones to view social media. This impact is very negative, in fact, if it is allowed to continue, it will become a very bad habit if parents allow this to happen just because if they are given a mobile phone, the early child will cry. Now this factor can also be caused by influences on the surrounding environment, it could be when other friends who already have cellphones and are familiar with online games, the internet and so on, early childhood who are not familiar with these things are interested in knowing social media. This has a very bad impact on children who are not supposed to know about it first because at an age they are not supposed to know more about the dangers of social media for early childhood(Sarwar et al., 2019; Schroeder, 2018; Squire, 2012). This factor is also caused by the lack of supervision of parents for early childhood, they are too busy working or busy with their own business so that it is just left for us children to get to know cellphones especially until they can find out social media by themselves or the child asks his friends who already know this social media first.

However, it cannot be said that there is a negative impact but no positive impact in the case that we have discussed above. The positive impact may not be much, but it is undeniable that the positive impact is for early childhood and their respective parents, maybe when parents give their children cell phones to use them for learning, such as watching YouTube by watching singing videos, learning the alphabet, recognize the names of animals and shows that are positive for the development of these children. But also remain under parental supervision. In research that has been carried out using an interview and documentation system for interested parties, information has been obtained that children's language development when using gadgets is to make it easier for children to use good Indonesian and write correctly, such as watching YouTube where they learn to sing, counting and spelling words and also knowing the names of animals, learning to recognize hijaiyah letters. Because young children may be able to feel and get a new atmosphere in learning, then the way to reduce the impact of gadget use on early childhood behavior is to explain that this is not appropriate for their current age and is believed to have a bad impact on children's eye health because playing on cellphones for too long can most likely cause eye pain, headaches and vision in the eyes becomes unclear.

In the interview analysis, data was obtained that children actually tend to prefer gadgets rather than playing with their friends. Because when children are familiar with social media or online games, children will start to get addicted to getting to know more or want to know more about social media, maybe they think this is very important, more interesting than playing with friends. And because there are so many games on gadgets such as YouTube, TikTok and online games, children become addicted. The impact of playing too many games is that children will most likely interact less with their friends, only focusing on themselves and their gadgets. This also causes these children to become lazy in studying. This is the basis that we parents must accompany our children when playing with cellphones so that they are not exposed to negative things from cellphones and do not follow the trends of today's children. At the Permata Kindergarten school, researchers have not found a single student who plays online games, but there are several of them who use gadgets just to watch YouTube and watch cartoons. The effects are likely to damage the eyes, children become lazy about studying and their minds are only focused on gadgets rather than the learning process, but there are also children who don't seem to have any influence at all.

Basically, there are other activities that can divert children's attention from using online games, such as inviting children to play with their peers outside the house, such as cycling, cooking, playing with dolls for girls, and playing with cars for boys. And you can also take your children for a walk on holidays and play at home too, but you can't escape parental supervision. Based on several considerations and analysis by researchers, the person who plays the most role in overcoming online game addiction is the family because young children are at home more than at school because at school they only study but it is different if they are at home all day long or more or less 24 hours, also does not escape parental supervision. Online game addiction can be cured within a certain period of time if parents always guide and provide good motivation to their children, such as when parents

work, they make time for their children and always have time to monitor children's early childhood development.

The use of technology, such as cellphones in the learning process, cannot be denied that this has happened and that it coexists with daily life in terms of fairness in the use process, of course it will have a good impact. Actual use does not need to be based on age, but the use and control process must be different. For adult children, the extensive use of technology can be understood as normal, because they are able to sort out what is good and what is not and according to researchers this is normal for someone who is an adult who is familiar with social media, online games, but this is also inversely proportional to older children. early childhood because it has more negative impacts than positive impacts for early childhood if it is not controlled by parents, the community and school environment. Because if you think about it, young children certainly don't know what is good and what is not for them because their minds are still relatively short or they don't understand the outside world and are not able to sort out what is good and what is not good.

Playing on the internet is indeed fun for some of these early childhood children, but sometimes children also don't remember when they are playing, children forget to play with their peers, such as playing marbles, jumping rubber, soccer. The positive impact of using the internet on young children includes interacting without distance restrictions and knowing how to use the internet properly but still under parental supervision. On the other hand there are also negative impacts, what can happen is children become addicted because they are curious to win games so they cannot stop playing games, children don't like crowds, and have a bad impact on children's health. now growing with the times(Caton et al., 2022; Chen et al., 2023; Gazali, 2014). In the technological era, distance is no longer an obstacle to establishing communication between people. Among early childhood is one among the lively play the internet. This study aims to find out how the impact of using social media itself for early childhood at Permata Ibu Kindergarten, especially to find out how many are familiar with gadgets, especially the internet. And also tell them about the impact that will occur if the use of social media is excessive and continuous they will also forget about studying, playing with friends in their environment and causing them to be quiet and alone when they are already engrossed in getting to know gadgets.

From the results of an interview with the person concerned, to whom we asked several questions, it was found that as a result of playing on the internet, there are children who have positive and negative consequences. From the interviews that have been conducted, there are 16 pieces of information that have positive consequences, namely playing on the internet and social media, namely for parents because children do not play outside the house or do not play too far from home, with that parents feel their children are better off because that way the child not joining bad associations from the outside, parents also feel the positive impact of playing because children can still be controlled, with time they can still be divided up for studying, eating and other activities(Bahrudin & Yogihati, 2022; Yusuf et al., 2022; Zb et al., 2022). We have also received information from negative impacts from parents and their children playing on the internet that children forget and are lazy to study, eat and do other activities.

In real life, there is a lot of information obtained from various communities which states that there are also children who when playing on the internet, when their parents tell them to stop playing on the internet, they actually get angry. In fact, this has a very bad impact on children, it can cause them to forget to eat, so that children's meal times become irregular. Children can also feel that playing on the internet for too long causes their physical fitness to decline, namely sore eyes, fatigue and headaches due to being silent and staring at their cell phone for too long and they can also be exposed to radiation from their cell phone screen, so it is believed that the process of gaining knowledge will be disrupted. This is the basis for the importance of control carried out by parents in the use of technology especially for children.

CONCLUSION

From the research and data analysis that has been carried out regarding the impact of internet use on social media in early childhood, information was obtained that social media use was in the low category at 89% while the medium category was 11%. The use of social media at Permata Ibu Kindergarten School is still very minimal; only a few students are seen using cell phones, so it does not affect children's development. In the research that has been carried out, if we look at external factors, it can be said that cell phones have a significant influence on the learning process. From the results of interviews with teachers, information was obtained that it is very likely that children use social media due to the lack of facilities at home, attention and guidance from the family. When using applications or technology, children are still very weak in their knowledge of the bad and good impacts, so children play more with cell phones. It is recommended for future research to choose a research location where the population plays games or cell phones and also prepare valid and well-known instruments so that the data can be generalized better.

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