

IMPLEMENTATION OF PANCASILA STUDENT PROFILE AS AN EFFORT OF GADGET DEPENDENCE SWITCHING FOR EARLY CHILDREN IN FORMAL PAUD INSTITUTIONS

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ABSTRACT

The gadget transfer model can be carried out with various positive activities that can support children's development through playing by applying the Pancasila learner dimension. The goal of learning outcomes in PAUD is to provide directions that are appropriate to the age of the child's development in all aspects of development (religious-moral, physical-motor, emotional-social, language, and cognitive values) so that children are ready to follow the next level of education. Through project learning activities, the introduction of the surrounding culture, can divert children's attention from gadgets and switch to games that are indeed appropriate for the child's age level to foster children's character and creativity.

Key Words: Pancasila student profile, gadget transfer, Formal PAUD.

1. INTRODUCTION

The COVID-19 pandemic has brought about very visible changes, especially in technological developments. The development of technology is currently very advanced, technology also greatly affects the development of early childhood, because technology is one of the so-called learning tools/media that is very effective during the Covid-19 pandemic. So it's not surprising that nowadays we see a lot of young children holding "Gedget ". Therefore, gedget also has its own value and benefits for the community. There are positive and negative impacts in using gadgets.

From the positive side, gadgets can make it easier for humans to communicate, one of which is like cellphones, to ask news, provide information with people who are out of town without us having to come to their homes directly, can increase knowledge, train children's creativity, the negative impact here is first can interfere with a child's development. Early childhood in using the gedjet needs supervision from parents so that the child does not often hold the gedjet, and the second is that it can interfere with health, this is very concerning for the development of an early age child who uses the gedjet where they lack rest and can be affected the effects of radiation from this technology are very dangerous for young children and the effects of excessive radiation can cause cancer. The use of gadgets can have an impact on children's social development. most of the children use gadgets only to play games and watch animated films that should be gadgets that can be used as learning media for children. In this case,

it is very necessary to supervise by parents to monitor children's activities in using daily gadgets to minimize the negative side of the impact of using gadgets on children. Schools as suggestions for playing and socializing for children, can provide activities that can divert children's

preoccupations to form characters who are not dependent on gadgets. children are better directed into activities that have activities in the environment so that they are easy to socialize. So it is hoped that parents who have early childhood should not be too free to use gadget, control them and provide an understanding of the dangers of using excessive gadget and what its effects are.

Building children's motivation is a powerful way to shape children's good academic results (Gustian, 2021) . Expressing interest as a whole gives strength to learn, therefore the first thing that is important in learning is to grow interest in learning (Wulandari, 2021)

. Interest can also be interpreted as a tendency to pay attention and act towards a person, activity or situation that is the object of that interest accompanied by feelings of pleasure (Wardani & Ayriza, 2020) .

This research is expected to be able to explore the model of implementing the Pancasila student profile through activities at school to distract children from gadgets and the constraints of parents in accompanying children when studying, so that this research is able to contribute to further research in exploring solutions to these problems.

2.METHOD

This research is expected to be able to explore existing models of activities in schools to divert children's attention from gadgets and the constraints of parents in accompanying children when studying, so that this research is able to contribute to further research in exploring solutions to these problems.

The data collection that the author uses is descriptive analysis method, which is a combination of descriptive and analytical methods, which means describing. The analysis is not only limited to outlining but also providing an explanation and understanding of the object of research. This study describes the events that are currently or are happening in relation to the implementation of programmed activities carried out in schools including planning, implementation processes, results and evaluations. The purpose of using descriptive analysis method is to explain facts about the profile of Pancasila students and to know the impact of gadget dependence.

3.THEORY STUDY

3. 1.Profile of Pancasila Students

Pancasila students are the embodiment of Indonesian students as lifelong students who have global competence and behave in accordance with the values of Pancasila, with six main characteristics: faith, fear of God Almighty, and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creative.

Early childhood education is the foundation of education that will lead children to further education. In early childhood education, it is very influential in the formation of children's character. Holistic - Integrative Early Childhood Development (PAUD) is early childhood development that is carried out based on an understanding to meet the diverse and interrelated essential needs of children simultaneously and systematically, which includes various aspects of physical and non-physical development, so that children can grow and develop as children who

are healthy, strong, intelligent, cheerful, and virtuous. An effective and efficient PAUD service program is integrated and involves many sectors including education, health, religion, social, family planning, and so on to optimize children's growth and development according to their potential. Parents and educators can fulfill children's basic needs for optimal growth and development and perform simulations, detections and interventions for children's growth and development. Early childhood development through formal educational institutions such as kindergartens, still faces various problems that cause limited reach, types of services and gaps in the essential needs of children.

3.2. Understanding Gadgets

In general, the definition of a gadget is an electronic device or device which is relatively small in size and has a special function and is practical in its use. Another opinion says that the notion of a gadget is a small electronic object that can be carried anywhere easily.

Gadget is a term that comes from English, which means a small electronic device that has a special function. That is, from day to day gadgets always appear by presenting the latest technology that makes human life more practical .

Examples of gadgets include smart phones (smartphones) and netbooks (a combination of portable computers such as notebooks and the internet).

One of the famous and most attractive features of the gadget is the internet. In addition to enriching our horizons, with gadgets that provide internet access, we can expand friendships through social networking sites such as Facebook, Twitter or Multiply.

Even though it provides so many advantages for the user, if you are not wise in using it, the gadget can give you a loss. One of them, the inability to live alone.

The ease of internet access through gadgets also makes it easier and faster for us to get what we want. "As a result, children become lazy, don't want to try, and can't endure . The use of gadgets in early childhood is very influential on the social emotional development of children and has a more negative impact if there is no guidance and control from parents. Early childhood uses gadgets solely in playing games that drain children's concentration during playing and socializing with peers. As a result, children are irritable, lazy and lack cooperation because they tend to be selfish. Gadgets can indeed make our lives easier, but we need to limit the time we use them so they don't interfere with precious time with family and friends. In addition, access sites that are useful and make us smarter.

4.RESULTS AND DISCUSSION

It is undeniable that technology has developed rapidly. Technology was created to facilitate human affairs. We can find countless kinds of technology in this modern era. In a sophisticated digital world, technology is present as an answer to facilitate all human activities. Gadgets are one of the main reasons why human behavior gradually becomes apathetic. For adult humans who already understand the two sides of the gadget, it can still be wrong in its use. Especially in early childhood, where they still need assistance when using. One of the good sides is that children can play while

learning through more interesting audio-visual media, so that children can easily understand what they are learning. But on the other hand, it also affects the formation of a child's character. Early childhood who actually still need guidance and real examples from the surrounding environment. A child's character can also be formed when he overuses gadgets.

The role of the school as a second home for children is very important to be able to create a conducive learning environment with various activities that are challenging for children with the surrounding media. Teachers can give assignments to children through project activities. With these activities, children can develop a sense of responsibility and can work together with friends in group assignments. As implemented in the student profile of Pancasila through 6 dimensions, namely faith and devotion to God Almighty and noble character, independent, critical reasoning, creative, mutual cooperation, global diversity, which is integrated into six aspects of learning. The purpose of learning outcomes in PAUD is to provide a direction that is appropriate to the age of the child's development in all aspects of development (religious-moral values, physical-motor, emotional-social, language, and cognitive) so that children are ready to follow the next level of education. Thus, at the end of the foundation phase, the child shows a fondness for practicing the basics of religious values and character; pride in their identity; literacy skills and the basics of science, technology, engineering, arts and mathematics to build enjoyment of learning and readiness to attend basic education. Activities that can be carried out in PAUD units are project activities that can be carried out in order to celebrate major holidays, celebration of local cultural traditions, and certain moments. For example, the celebration of Kartini Day, Indonesian Independence Day, National Awakening Day, school anniversary. Teachers are expected to be able to design project activities by exploring the diversity of regional natural and cultural resources. Thus, children will be able to get to know the surrounding environment better and will be busy with exploration and experiments that have been implemented at school. Project learning in early childhood education emphasizes the PROCESS, not just the PRODUCT

As a first step in implementing activities for diversion from gadgets, the teacher prepares a program of activities that can be carried out, reading books, introducing Javanese traditions to children through traditional games, Javanese songs, to making Javanese dolls from materials around (janur, paper). used, leaves, etc.). Teachers also prepare lesson plans for children and various game tools that can be used. Teachers can also give assignments to children to repeat activities carried out at school so that they can be repeated at home with parental assistance and then reported to the teacher.

5. CONCLUSION

The gadget transfer model can be carried out with various positive activities that can support children's development through playing by applying the Pancasila learner dimension. The goal of learning outcomes in PAUD is to provide directions that are appropriate to the age of the child's development in all aspects of development (religious-moral, physical-motor, emotional-social, language, and cognitive values) so that children are ready to follow the next level of education. Through project learning activities, the introduction of the surrounding culture, can divert children's attention from gadgets and switch to games that are indeed appropriate for the child's age level to foster children's character and creativity.

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