

Utilization of Technology as Learning Aperception in Increasing Early Childhood Learning Motivation at RA Masyithoh Wareng Butuh Purworejo

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Abstract

The process of early childhood learning should be delivered pleasantly in order to get optimal results. In modern times, there are many advanced technologies that can help optimize the learning process. But in reality, the use of media has not been fully carried out by educators so that students' learning motivation decreases, especially during aperception activities. This study aims to find out how the use of technology as a learning aperception activity can increase early childhood learning motivation. This study used descriptive qualitative research method. The research setting was in RA Masyithoh Wareng, Butuh, Purworejo. Data sources were obtained from interviews with RA teachers, observations and documentation during research activities. The results of the study stated that all teachers have also used technology in the learning process, especially during aperception activities, although with varying frequencies depending on needs. The biggest obstacle faced by teachers in utilizing technology is the limited number of equipment and some equipment conditions are not normal. Other obstacles are unstable internet connections and schools do not have backup power plants which result in very high dependence on electricity from PLN. The obstacles in terms of human resources are some teachers whose ability to use technology is still low. Utilization of technology in the aperception of RA Masyithoh Wareng learning proven to be able to increase student learning motivation compared to the aperception of learning without using technological media

Keywords: Utilization of Technology, Apperception of Learning, Learning Motivation

Introduction

Technological advances in this increasingly sophisticated era have become an inseparable need for humans, both adults and children. The use of technology is getting closer and closer to human life to provide insight and convenience for its users (Susanti, 2020). In addition to everyday life, technology is also needed to support the learning process, including in early childhood learning and can be used as a medium in introducing the concept of numbers, and reasoning to children (Choirun, 2012). The development of learning technology explains that learning includes five areas consisting of design areas, development areas, utilization areas, management areas and assessment areas (Khaerudin, 2019). The development of learning technology explains that learning includes five areas consisting of design areas, development areas, utilization areas, management areas and assessment areas (Cahyanto & Rusijono, 2014).

According to Guernsey (2010) utilization of technology is not to take over essential activities for the growth of students such as playing an innovative role, real exploration, physical activities, discussions, and connecting with society. Utilization of technology is not the main thing in learning, but as a means of infrastructure or supporting facilities in learning and as a complement in increasing students' opportunities for actual material (Priyanti & Haryanto, 2023).

Utilization of technology can actually be used in various learning activities in early childhood education, one of which is during learning Aperception activities. Aperception is carried out when starting new learning, with technicalities, namely the teacher first associates the learning material to be delivered with learning material that has been mastered by students as initial knowledge of learning. (Pangkuwati, Eliianawati, & Fianti, 2018).

Aperception can make new material easily accepted, give color to new material through

previous material or experience so that it becomes an integral whole, foster the interest and attention of students in learning, bring out openness in students to receive new experiences or material, and foster learning motivation (Eriawati, Suastra, & Sujanem, 2017).

Providing Aperception in the learning process allegedly contributes positively to the readiness to learn of students. Learning readiness is defined as the overall condition of a person who makes him ready to give a response or answer in the learning process (Slameto, 2015). In order to be able to carry out learning activities well, students need to have readiness, both physical, psychological and readiness in the form of maturity to do something related to the learning experience (Hanik, Wulan, & Mutmainah, 2018)

Aperception is one element in learning activities that is very important because it has several benefits, including: 1) new experiences will be easily accepted if they are associated with old experiences that have been owned by students so that the learning process will be more effective, 2) old experiences that are owned will provide color for new experiences as an integral unit in modifying new behavior, 3) cultivate interest and attention in learning, so that openness to receive new experiences in learning is more ready and enjoyable, and 4) Aperception can increase student motivation so as to provide input for the occurrence of mental revolution and motivation for achievement (Suhana, 2014). Based on Suhana's opinion, when referring to the benefits of Aperception should not underestimate Aperception learning activities

Facts in the field show different conditions, based on observations made by researchers, there are educators in ECCE units who have done Aperception but still use the classical method, namely educators only explain through words without media. The impact of the absence of media used by educators in ECCE units, namely in RA Masyithoh Wareng during Aperception activities, namely student learning motivation becomes less, such as lack of focus, less active and even partially silent or not paying attention to the teacher.

Learning motivation is a drive or mental strength that can activate human behavior, including in learning behavior (Dimiyati & Mujiono, 2009). Motivation is an important thing for children to have, when children have high learning motivation, children will be more enthusiastic in carrying out every process of learning activities. In addition, motivation is also very important in determining how much students learn from a learning activity or how much students absorb the information given to them. Learners use higher cognitive processes in learning material when children have high motivation to learn something, so that learners will be able to absorb and understand the material well.

One of the main factors that determine the success of learner learning is motivation. The level of motivation is largely determined by the level of meaningfulness of the learning material and the process of learning activities owned by students. The intensity of a child's learning effort is determined by how much motivation the child has (Lawson, 2017).

Given the importance of learning motivation in early childhood, it is necessary to use technology to strengthen Aperception activities such as technology such as mobile phones, laptops, televisions, and projectors through image or video impressions in early childhood learning. So that educators are easier to make lighter questions and easier to make a mind map of the topic of the day. As stated by Gage and Berliner who reveal that changes in behavior as a result of observation or from stimuli and responses (Picauly, 2013)

Therefore, researchers are interested in examining how the use of technology as a learning Aperception activity in increasing early childhood learning motivation in RA Masyithoh Wareng.

Methods

Based on existing problems, this research is included in descriptive research as a learning technique is applied and how improved results are achieved. This research uses descriptive qualitative research methods that focus analysis on the process of finding conclusions deductively and inductively. The research setting used to determine the use of technology as a learning

Apercption activity in increasing early childhood learning motivation is at RA Masyithoh Wareng, located in Wareng Village, Butuh District, Purworejo Regency. The participants or subjects of this study were class teachers and group B students aged 5-6 years as many as 15 children. The data sources used in this study are from primary data sources and skunder data sources. (1) Primary data sources are obtained through interviews and observations (2) Primary data sources are obtained through second parties, namely in the form of documentation.

Result

This research aims to determine the use of technology at RA Masyithoh Wareng. Data collection was carried out by direct observation methods regarding technology facilities inschools and interviews with school principals and teachers to find out the application of technology to learning. The data results obtained were analyzed descriptively, and the results of the analysis are displayed in descriptive form to make it easier for readers to digest the words resulting from research findings.

1. LCD or Proyektor

Show short videos that are relevant to the learning topic, for example videos about animals, nature, numbers or letters. This video can be an interesting introduction so that children are better prepared to follow the lesson. Use large and colorful visual images to stimulate children's curiosity. For example, if the topic is about nature, you can show pictures of forests, mountains or beaches to make children more interested. Show videos of children's songs or simple gymnastics movements that children can follow. This activity makes the atmosphere more active and fun, as well as helping children learn rhythm, new vocabulary and movement coordination. Use applications or presentations that have interactive elements (such as simple quizzes or picture guessing) that make children actively involved in appercption. This interactive activity makes children more enthusiastic about learning and understanding the material that will be presented.

2. Laptop and TV

Use a laptop or TV to show short educational videos that match the learning theme, for example videos about the environment, numbers or letters. This helps children understand the material visually and audio, while capturing their attention. Show educational songs that are appropriate to the material or just introductory songs that make children more relaxed and ready to follow the lesson. For example, songs about colors or numbers that children can sing along to. Display pictures or illustrations that are relevant to the learning theme, such as pictures of fruit, animals, or means of transportation. This large, clear image on the TV or laptop will attract children's interest and make them more focused. Show animated stories or fairy tales that are relevant to the theme. Children are usually very interested in illustrated or animated stories, which can help them understand the moral value or message in the story in a fun way. Show relevant photo or video documentation of previous learning activities, to jog children's memories and make them enthusiastic about continuing learning. This can also strengthen children's sense of togetherness and self-pride

3. Audio Player

Using certain songs or jingles to signal the start of learning or transition from one activity to another. This introductory song helps children be better prepared to learn and creates a positive atmosphere. Play educational songs that match the day's theme, for example songs about numbers, letters, animals or colors. These songs can introduce new concepts in a way that is fun and easy for children to remember. Play songs that encourage children to move or simple exercises, such as "Head, Shoulders, Knees, Feet" or other songs that involve movement. It helps children to engage in physical activity while improving their gross motor skills.

4. Camera or Documentation Tool

Take photos or videos of children's expressions as they answer questions or engage in appercption discussions. This makes children feel cared for and helps teachers observe their reactions and understanding of the material. Show photos of children's work, such as the results of drawing or making crafts in previous sessions. These photos can be used to remind children of previously learned material, build self-confidence, and increase their motivation. Using a camera to

record play activities or games during apperception. Children can watch this recording again to remember the learning process and provide a fun reflective experience. Take photos of children with props or costumes that match the learning theme, for example professional or nature themes. These photos can be used to introduce new concepts visually and make learning more lively. Use a camera to collect daily or weekly apperception photos, then arrange them in an activity album. This album can be shown to children to remember their learning activities and provide a memorable learning experience

Discussion

This research aims to determine the use of technology in learning apperception at RA Masyithoh Wareng Butuh Purworejo. Start from technology devices that support learning tools, utilization of online learning resources, utilization of technology in apperception of learning, advantages and barriers in the utilization of technology as a learning facility, support from ECCE Unit Leaders in the use of technology in learning apperception, and then utilization of technology as a learning apperception activity in increasing early childhood learning motivation

1. *Technology Devices that Support Learning Tools*

Based on the results of the study, the hardware used by teachers at RA Masyithoh Wareng are computers, laptops, televisions, LCD Projectors, radios, smartphones, digital cameras, video players, loudspeakers, and many others. In contrast to hardware, software cannot be seen physically but is real, such as Operating System (OS), applications, internet connections and other programs.

The software used by teachers at RA Masyithoh Wareng includes Microsoft Office office processing applications, then animation maker applications such as Macromedia Flash, concept map maker applications such as Canva, video editing applications such as CapCut, and applications for learning namely Youtube, and many more software used by teachers in supporting the learning process. The learning process at RA Masyithoh Wareng is greatly helped after utilizing available technological devices. This school already has several technological devices that can be used in the learning process. All teachers stated that they taught classes using laptops connected to LCD projectors.

Changes in learning patterns or methods in RA Masyithoh wareng when apperception activities from classical methods that are considered outdated, irrelevant and proven ineffective in channeling learning materials to the use of technology that is considered relevant to the development of the times that have developed (Tekege & Martinus, 2017). The role of the use of technology is as a liaison in the implementation of knowledge transfer so that it does not cross the concept of learning in early childhood education.

2. *Utilization of Online Learning Resources*

Currently, Indonesia ranks 4th in the order of the most countries accessing the internet. As shown in the following table:

Table 1. Ranking of Most Internet Access Countries (taken from://internetworldstats.com/top20.htm)

Country	Internet Users 2021	
	Rank	Number of Users
China	1	1,439,062,022
India	2	1,368,737,513
United States	3	331,002,651
Indonesia	4	237,523,615
Brazil	5	212,392,717
Nigeria	6	206,139,589
Japan	7	126,854,745
Russia	8	145,934,426
Bangladesh	9	164,689,383

Country	Internet Users 2021	
	Rank	Number of Users
Mexico	10	132,328,035

Based on the table of internet users in the world, the cause of internet use is increasing, namely Quoted from the World Population Review, the high use of the internet from year to year is caused by the emergence of smartphones. These smartphones have changed the way people access the internet and made the internet world more accessible to the general public. Between 2021 and 2022 alone, there were 268 million new smartphone users globally. The growth of smartphone users has helped the mobile internet usage market grow from 43.7% to 55% in just 5 years. It is predicted that by 2025, 72.6% of smartphone users worldwide will access the internet only from their mobile phones.

We can conclude that internet access in Indonesia is very good, although not all parts of Indonesia can access the internet with the same good quality. However, the number of areas that have been connected to the internet is an advantage in utilizing internet-based learning resources. The internet is very useful to support the learning process because it has advantages compared to other communication media. In comparison, to reach 60 million users, radio takes 30 years and television takes 15 years. To reach the same number of users, internet media takes a much shorter time, which is only 3 years (Yanuarti, 2016).

Teachers at RA Masyithoh Wareng are accustomed to utilizing several internet-based learning resources. One of them is to use search engines like Google to find references related to learning material. In order to obtain learning materials in the form of videos, teachers usually access video provider sites such as YouTube and download them to be combined with other media.

3. Utilization of Technology in Apperception of Learning

Based on the results of interviews and documentation, the learning process, especially in Apperception activities at RA Masyithoh Wareng, has generally utilized technology. The use of this technology is found in the preliminary activities, namely during Apperception activities.

In the Apperception activity, the teachers first reviewed the learning material of the previous meeting which was delivered using the help of laptops and LCD projectors. After reviewing the previous learning material, the teacher gave an Apperception by showing short videos obtained from the Rumah Belajar portal and other sources. Not to forget the teacher provides lighter and motivational questions to students by relating the material to be learned with everyday life and conveying learning objectives that must be achieved using presentation media such as Microsoft Power Point. Some teachers also provide pre-tests to find out how much the level of mastery of student material before following the learning process.

4. Advantages and Barriers in the Utilization of Technology as a Learning Facility

Teachers at RA Masyithoh Wareng feel the many benefits obtained when utilizing technology in the learning process, both in the classroom and outside the classroom. The benefits of using technology in learning according to RA Masyithoh Wareng teachers are:

(1) facilitating teachers in learning activities; (2) make it easier for students to understand the material presented; (3) the teacher makes a one-time preparation, but it can be used for several classes; (4) make learning more enjoyable; (5) students become more interested in learning; (6) increase student motivation to learn; (7) make learning more effective and efficient; (8) expand learning resources; (9) increase the insight of teachers and students in using technological devices, and (10) make learning more memorable so that it is not easily forgotten.

Utilization of technology in learning is ideal if supported by human resources and infrastructure (Istiyarti & Khristiyanta, 2014). Limited quality of human resources and infrastructure will certainly make the use of technology in learning less than optimal. Some of the obstacles faced by teachers at RA Masyithoh Wareng in utilizing technology for learning are: (1) unstable school internet connection (wifi); (2) some supporting equipment such as LCD Projector cannot be used because it is damaged; (3) the local server assistance from the Pustekom-Kemendikbud cannot be utilized because it has not been set up and is not accompanied by a utilization manual or tutorial; (4) the school does not have a generator so that if the power goes out all electronic equipment

becomes unusable; and (5) some teachers have low ability to use technology.

5. Support from ECCE Unit Leaders in the Use of Technology in learning Appercaption

Learning leaders, especially unit heads, impact children's learning outcomes by implementing strategies that affect what happens in the classroom (Kementrian Pendidikan, 2022). Included in the duties of a leader is to run the program, and monitor the implementation of procedures and ensure compliance in practice. ECCE unit heads focus strategically on children's health, learning, school development and readiness including the use of technology, and by actively supporting teachers to be effective in their tasks and in their daily work without putting children and families behind them.

The principal's leadership as a leader is one of the factors that influence teacher performance and ultimately determines the quality of learning in schools. It is mentioned that the principal's leadership style affects teacher performance, in addition to school culture. and teacher discipline (Purwoko, 2018). There is a similar opinion that states that the principal's leadership has a positive and significant effect on teacher performance (Kurniawan, Wulan, & Wahyono, 2018). The principal as the leader of RA Masyithoh Wareng is very accommodating to technological developments, especially those related to the learning process.

As a form of attention to the importance of technology in learning, Head of RA Masyithoh Wareng made a policy that all teachers are required to utilize technology in the learning process, especially during Appercaption activities. In addition to requiring the use of technology in learning, Head of RA Masyithoh Wareng also often conducts internal training to share new experiences and knowledge between fellow teachers. This training is useful for improving the digital literacy of teachers, as a provision to face the increasingly rapid development of technology. As a form of support, the Principal always escorts every training attended by the teachers himself, from the beginning to the end of the training. The amount of support from the Principal has increased the motivation to learn from the teachers.

6. Utilization of Technology as a Learning Appercaption Activity in Increasing Early Childhood Learning Motivation

All teachers in this study stated that students have higher learning motivation when participating in learning that utilizes technology compared to conventional or classical learning Appercaptions without using technology. The high motivation of students to learn when participating in learning that utilizes technology can be seen in the daily learning process. The characteristics of high student learning motivation include: (1) perseverance in learning both at school and at home; (2) never give up when faced with difficulties; (3) enthusiasm in participating in learning activities; (4) trying to complete tasks even outside learning hours (Aritonang, 2008). When participating in the learning process that utilizes technology, RA Masyithoh Wareng students show positive responses, including: enthusiastic, excited, focused, high curiosity, and active in following learning.

This response is more positive than students' response when following conventional learning Appercaptions. As mentioned earlier, motivation is only one factor that affects student achievement. RA Masyithoh Wareng students have various learning outcomes, even though they have used technology in the learning Appercaption process. However, all teachers stated that most students experienced improved learning outcomes because they were highly motivated after following the Appercaption of learning by utilizing technology.

Conclusion

RA Masyithoh Wareng already has a personal laptop that is used to help learning in class, and combined with the school's LCD Projector. All teachers have also used technology in the learning process, especially during Appercaption activities, although with varying frequencies depending on needs. The biggest obstacle faced by teachers in utilizing technology is the limited number of equipment and some equipment conditions are not normal. Other obstacles are unstable internet connections and schools do not have backup power plants which result in very high

dependence on electricity from PLN. The obstacles in terms of human resources are some teachers whose ability to use technology is still low. Utilization of technology in the appercaption of RA Masyithoh Wareng learning proven to be able to increase student learning motivation compared to the appercaption of learning without using technological media

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