

THE INFLUENCE OF GADGETS ON THE DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN AND SOLUTIONS FOR PARENTS BASED ON THE THEORY OF PERENIALISM

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Abstract: Perennialism is a learning theory that maintains the purity of traditional teachings, and rejects modernization that rejects human life. Gadgets are products resulting from the modernization that is happening at this time. In fact, Gadgets were created to make it easier for humans to communicate between each other, but the fact is that technological advances are still being misused by some groups of people, so that they can have quite a fatal impact on these users. This research method is descriptive qualitative. This type of research is literature or literature research. Literature research is a type of research that collects data sources based on reference materials such as books, journals, articles and other scientific works. The results of this study indicate that gadgets are not a basic requirement for elementary school children, and intense supervision from parents is also needed on this problem.

Keyword: Perennialism, Gadget, Elementary School

INTRODUCTION

The term perennial was first coined by Italian philosophers Neo Platonism and Augustino Steuco, as the title of his book *De Perenni Philosophia*, Steuco coined the term with the aim of formulating the philosophical teachings of his school. Perennial in question is the teaching of traditionalism, which is the teaching taught by figures such as Rene Guenon, Ananda K. Coomaraswamy, Fritjof Schuon and Sayyid Hossein Nasr, which is recognized to be the core of all religious teachings. The term tradition itself refers to a teaching that contains original principles derived from God.¹

¹ Ahmad Norm Permata, *Divine Symmetry of Human Religion According to Perennial Philosophy*, Print I, (Bandung: Nusa Media Publisher, 2018), 9–10.

Interestingly, similar views such as perenial are in demand and become the interest of many scholars from various religions, as shown by Paul F. Knitter in his book entitled "No Other Name? A Critical Survey of Christian Attitudes, Toward the World Religions, which means "you cannot say that one religion is better than the other".²

At the end of the 20th century, a new paradigm related to perenialism, this paradigm emerged in the form of thought known as postmodernism, the purpose of this paradigm is as a form of criticism of modern society for the various omissions and failures that exist in modernism, the character of postmodernism is caring for others (the other).³

When perenial is associated with the concept of education or learning, then perenial views the main purpose of education is to direct students to achieve and realize eternal truth. Perenial considers that truth is universal and constant, so the way to achieve it is to train intellectually and mental discipline.⁴

Technology was created to facilitate human affairs. Countless types of technology can be found in this modern age. One example of technology that is very popular is gadgets, everyone uses gadgets with modern technology such as televisions, laptops, computers, tablets, smartphones, and others. Children have now become active consumers where many electronic products and gadgets make children their target market. Not only from among children, parents also really like gadgets until it is called gadget freak.⁵

According to Piaget, children have four levels of cognitive development: motor sensory stages (0-2 years), concrete pre-operations (2-7 years), concrete operations (7-11 years), and formal operations (11 years and above). Furthermore, the characteristics of elementary school children are individuals who have a relatively rapid level of development responding to everything from various aspects of existing development. While according to Richard the characteristics of elementary school children are as follows: (1) Egocentric, (2) Have high curiosity, (3) Social creatures, (3) The unique person, (4) Rich with fantasy, (5) Short concentration power, (6) The most potential learning time.⁶

Based on the above explanation, it can be said that the development of the times and technology such as gadgets not only have a positive impact on human life, negative impacts can also occur if the gadget is used by children without

² Wahyuni Nafis Komaruddin Hidayat, *Future Religion of Perenial Philosophy Perspective*, Print II (Jakarta: PT Gramedia Pustaka Utama, 2003), xxviii.

³ Emanuel Wora, *Perenialism: Critique of Modernism and Postmodernism*, Print I (yogyakarta: Kanisius, 2006), 5.

⁴ King Lottung Siregar, "Theory of Learning Perenialism," *Al-Hikmah: Journal of Religion and Science* 13, no. 2 (2016): 172.

⁵ Milana Abdillah Subarkah, "The Influence of Gadgets on Child Development," *Rausyan Fikr: Journal of Thought And Enlightenment* 15, no. 1 (2019): 125.

⁶ Witarsa, Ramdhan, Rina Sri Mulyani Hadi, Nurhananik Nurhananik, And Neneng Rini Haerani. "Pengaruh Penggunaan Gadget Terhadap Kemampuan Interaksi Sosial Siswa Sekolah Dasar." *Pedagogik (Jurnal Pendidikan Sekolah Dasar)* 6, No. 1 (March 17, 2018): 9–20.

parental supervision. Introducing technology to children is not a wrong thing if parents are able to conduct intensive supervision in their use.⁷ Thus, in this journal, researchers use literature studies to study the influence of gadgets on the development of elementary school children and solutions for parents based on the theory of perenialism.

FIND AND DISCUSSION

Paradigm theory of learning perenialism

Etymologically, perenial comes from the Latin: *philosophia perennis*, which means eternal philosophy. Jaspers tried to explain the word eternal with the view of not accepting if the philosophy of perenial is used as a system, because basically all types of philosophy are perenial or eternal, according to him also philosophy is a perenial process that is not subject to anything.⁸

According to Alwi Kaderi, the philosophy of perenialism is a school of educational philosophy that emerged in the twentieth century, this school of philosophy opposes or rejects change. This school of philosophy of perenialism is a school of philosophy that emerges as a form of criticism or reaction of the philosophical school of progressivism. In contrast to perenialism, the school of progressivism is quite the opposite, which is upholding changes in human life.⁹

As for the call pinned by some figures such as Rene Guenon, Ananda Coomaraswamy, Frithjof Schuon, and Aldous Leonard Huxley to this school of philosophy is different, such as *Sophia Perennis* (Eternal Wisdom), *Religion Perennis* (Eternal Religion), *Philosophia Perennis* (Love of Eternal Wisdom), but of all these calls can be packaged into a name namely Perenialism.¹⁰

Musa Pelu argues about perenialism that perenialism is a school in the world of education born in the twentieth century. Perenialism comes from the word *perennial* which has eternal, eternal, always and endless meaning. Based on the above understanding, it can be analogous to a flower that always grows from season to season. This shows that there is an element that is always there and the same. When the elements are connected to each other, it seems like a thread with a special color pattern, which is continuously the same.¹¹

⁷ Layyinatus Syifa, Eka Sari Setianingsih, and Joko Sulianto, "Impact of Gadget Use on Psychological Development in Elementary School Children," *Elementary School Scientific Journal* 3, no. 4 (2019): 530.

⁸ Wora, *Perenialism: Criticism of Modernism and Postmodernism*, 11.

⁹ M. Alwi Kaderi, "Perenialism in the Era of Globalization," *Jurnal Tarbiyah: Journal of Scientific Education* 6, no. 1 (2017): 61.

¹⁰ *Ibid.*

¹¹ Musa Pelu, "Historical Trajectory of The Philosophy of Perenialism Education and Its Actualization," *Agastya: Journal of History and Learning* 1, no. 2 (2011): 1.

Advantages and Disadvantages of Theory of Learning Perenialism

The advantages of perenialism in Islamic education are in the formulation of the goal of perenialism, the goal is considered very good and in line with Islam because it focuses on the development of human nature as a truth-seeking creature, so as to bring learners closer to Allah Swt. Another principle of perenialism is pluralism in terms of the similarity of truth, although on a different level of tradition. So there is no fanaticism towards one group and blames another group. While in terms of curriculum development, the subject centered model has several advantages, namely as follows: (1) Easy to arrange, implement, evaluate, and refine. (2) Educators do not need to be specially prepared, as long as they master the knowledge or material to be taught are considered to have conveyed it.

The disadvantages of the application of perenialism are in terms of curriculum development (subject centered), because the subject centered model has several shortcomings, namely: (1) Because knowledge is given separately. (2) The content of the curriculum is taken from the culture of the past, regardless of the present culture. (3) Because it prioritizes material, the role of learners is considered very passive, because it pays less attention to the needs and experience of learners. (4) Teaching is more focused on past knowledge and life, so teaching is verbalistic and less practical.¹²

Theory of Learning Perenialism in an Islamic Perspective

There is something interesting in this case that in the concept of western perenialism explains the disobedience that occurs in modern human life today, which the perenial wants to return to the values applied in ancient times. This shows that traditional values applied in ancient Greece had disappeared from the civilization of modern Greek life. While in the islamic concept shows that the values that have been taught and applied in human life, will remain and continue to be applied forever, and those values never fade throughout human life, these values are listed in the Holy Qur'an and Hadis.

Islam when viewed from the meaning of peace or salvation, simply by looking at the meaning can be known that the basic concept of Islam is to provide peace and salvation for mankind, there is not a single islamic teaching that burdens more than to disrupt human life, both in terms of moral, intellectual, and mental discipline. The propositions that explain all these aspects are the aspect of morality listed in (Q.S.Al-Ahzab:21), the aspect of intellect is listed on (Q.S.Al-Alaq: 3), and the mental aspect of discipline is listed on (Q.S.An-Nisa:103).

¹² Muhammad Arfan Mu'ammam, "Educational Perenialism," *Nur El-Islam* 1, no. 2 (2001): 26.

The Effect of Gadgets on The Development of Elementary School Children By Developmental Stages of Elementary School Child Psychology

In general, for the age of elementary school students there are several important points that need to be considered and understood by a teacher in the education process, namely the stages and tasks of development and what aspects can inhibit and support the student's development process in adjusting to the environment. Developmental psychology scientists realize that a picture of the right developmental patterns is the basis for understanding students. The stages and characteristics of the child's age development include:¹³

Age 0-5 years is the age or phase for infants to children, the number of infants' age starts from the moment humans are born to the age of one year. While early childhood lasts at the age of one to approximately five years. Biological growth at this time is very rapid, but sociologically they only know the family environment, so the family must be able to prepare students to enter the wider social environment, especially the preparation to enter school.

The age of 6-12 years is the age or final childhood phase, this phase lasts until the age of twelve years, this period can still be referred to as the playing period with the characteristics of children have started to like to leave the house and enter the age group marked by children have and choose friends to play. At this age the child is physically able to enter the world of play and has the mental drive and ability to understand concepts, logic of truth and symbols, which have a certain meaning.¹⁴

At the age of 6-12 years a child has come out of the infant phase, and began to follow formal education, namely elementary school level. Social pressures and expectations to attend school can lead to changes in behavior, interests, and values in a child. Further explained that in this new phase some parents consider that this phase is a difficult phase, because a child who is in this phase begins to experience unique behavioral development, such as difficulty arranging by parents, starting to oppose parents, and so on, hal ini dapat disebabkan oleh faktor pribadi anak ataupun faktor lingkungan sekitar.

The next characteristic in this phase occurs in the physical and motor development of children, namely an elementary school child begins to have the ability to speak and the expectation of vocabulary is increasing. Children begin to be interested and pay attention to themselves, children who tend to like to pay attention to themselves will produce self-emotions such as anger, fear, jealousy, curiosity, joy, and affection.¹⁵

¹³ Ihsan Anshory, Erna Yayuk, and Dyah Worowirastrri, "Stages and Characteristics of Elementary School Student Learning Development (Development Task), *The Progressive and Fun Education Seminar*, 2016, 383.

¹⁴ Ibid., 384.

¹⁵ Ibid., 385.

Gadgets

Gadgets are epistemologically reviewed from the English language which has the meaning of a small electronic device that has a special function. While in Indonesian, gadgets are referred to as "shakes". Gadgets are different from other electronic goods, the thing that distinguishes gadgets from other electronics is the element of "novelty", for example gadgets such as smartphones, notebooks, tablets, and so on, which are updated every year.¹⁶

Another definition conveyed by Milana Abdillah is that gadgets are an electronic object that has various service features and applications of the latest technology with the aim to help human life to be more practical, although in addition to that function of course the gadget also has other special functions.¹⁷

Gadgets first appeared in the 19th century, with anecdotal evidence from the Oxford English Dictionary, in the use of gadgets that were as such a place name for the storage of technical items that people could not remember by their real names, this began to occur from 1850. It is mentioned that the opportunity sailors who brought Chinese tea clippers were first made and then used and finally called gadgets.¹⁸

Functions and Benefits of Gadgets. First, The era of globalization is able to change everything, including technology. With the development of human technology is made easier to establish communication with a small object called a gadget, humans in ancient times must meet directly if there is a message that wants to be conveyed to others, or can send letters through the post office, but modern humans today do not need to leave the house, only need to spend a little in order to establish communication with others through gadgets. Second. Social: The purpose of social here is to be able to socialize with many people, because in the gadget there are several applications that make users can share photos, videos, even stories to others such as stories of daily life, or other interesting stories. With the help of gadgets, distance is no longer a problem to share stories with others. Third, Education: Before the era of globalization, a person who wants to learn or seek a science must travel a distance first in order to get that knowledge, such as in ancient times a student who wants to learn with his teacher then the student must go to his teacher's house to be able to learn a science. But in the era of globalization with the help of gadgets everyone can easily access or browse about science, such as religious science, political science, and so on.¹⁹

¹⁶ Large Dictionary Indonesian/ Ministry of National Education, Print IV (Jakarta: Gramedia Pustaka Utama, 2008), 78.

¹⁷ Subarkah, "The Influence of Gadgets on Child Development," 127.

¹⁸ Antonius Simamora, "Parents' Perception of the Impact of Gadget Use on Children of Primary Education Age," *Journal of Democratic Culture*, 2016, 6.

¹⁹ Praise Asmaul Chusna, "Influence of Gadget Media on Child Character Development," *Research Dynamics: Religious Social Communication Media* 17, no. 2 (2017): 319.

Negative Impact of Gadgets on The Development of Elementary School Children

In accordance with the times, many new service features contained in gadgets, especially at this time not only social networking features but online game applications or games have enlivened modern children's gadgets today or millennial children as it is called. In contrast to ancient children, who always dabbled with traditional games, such as for example the most popular is the game "hide and seek" or "marbles".

Traditional games such as those mentioned above certainly become an activity that is "foreign" to millennial children, because of the development of the times that cause their childhood to be directly preoccupied by gadgets. As a result of this online game children always spend their free time in front of a glass screen gadget, things like this are certainly not good for the development of the child's body, besides being able to damage the eyes other impact that occurs is children are not able to maximally process their physical power. Moreover, at that age levels parts of the body and brain have not been able to grow perfectly like adults, therefore physical exercise is very necessary for children.

The next negative impact is that children who always spend their time with gadgets will tend to be passive children, less able to communicate with others because they communicate more often with gadgets. So the end of all these negative impacts is that children will experience impaired body development and damage to certain parts of the organs.²⁰

Meanwhile, according to McMonagle, play or physical activity is not only good for the health of children but also able to add to the child's appetite level. This is because the child's motor skills can be trained and his body muscles can be formed properly. If this is done, the child's sleep hours will be fulfilled in accordance with the child's age needs.²¹

1. Impact on Children's Psychological Development

Today, primary school children are poisoned by sites that are not appropriate for their age. For example, negative sites such as porn sites will certainly affect a child's psyche, of course the child will start thinking about what he sees. So that the negative impact of millennial children who just occupy elementary school is starting to dare to do perverted actions to their friends, of course this concern is caused by negative sites seen by children.

Another example is children who perform acts of abuse against their friends, because they often see fight scenes from video games on their gadgets, then applied to the realworld. Children are generally quick to adopt

²⁰ Syifa, Setianingsih, and Sulianto, "Impact of Gadget Use on Psychological Development in Elementary School Children," 531.

²¹ Ibid., 532.

whatever they see every day, but have not been able to choose Between good things and bad things. Therefore, it is necessary to be supervised by parents.

Psychologically, gadget addiction can also lead to social disparities and "degradation" of characters. Children tend to be more preoccupied with their own world, apathetic or individualistic and rarely communicate with their surroundings. A number of studies concluded that excessive gadget use is a contributing factor to the increasing rate of depression, anxiety, attention deficit, bipolar disorder, and behavioral disorders in children.

2. Impact on Child's Brain Development

The explanation in this sub-chapter is still related to previous explanations, namely about the service features available in gadgets. Based on previous explanations gadgets have a lot of applications and can access any site, including sites and help applications that discuss education. but the problem here is that in the gadget no one can guide children to install or access useful sites such as academic or educational sites, because basically gadgets. It is an "inanimate object" that can only be functioned by the "living thing" that is human.²²

Based on several studies that have been done, there are no special links or applications that can help educational or cognitive development in children, therefore age level and thinking patterns become an important role for gadget users in installing or accessing certain sites on gadgets. Cognitive delays, impulsive improvement, and decreased ability to self-regulate and delays in brain development, this is due to brain stimulation influenced by environmental factors.²³

3. Impact on the Development of Children's Language Skills

Steinberg explained that in the brain there are several areas that are responsible for digesting words or understanding language, these areas are Broca Area, Wernicke Area, and soon. When the input of spoken language enters the brain, the sounds will be responded to in the temporal lobe, especially by the auditory primary cortex to be processed in detail. Setelah diterima, dicerna dan diolah secara rinci, maka bunyi-bunyi bahasa tadi ditransfer ke area Wernicke untuk diinterpretasikan. In this area the sounds are sorted into syllables, words, phrases, clauses, and sentences..²⁴

Impaired declarative memory load in the brain also affects children's language development. Dardjowidjojo explained that memory is formed and used through three stages, namely: input, storage, and output. The best source of declarative memory input for children comes from social interactions, real experience experiences involving themselves, facts, and so

²² Ibid.

²³ Ibid., 533.

²⁴ Ibid., 534.

on. Vocabulary obtained by hyperactive children tends to be more than the vocabulary obtained by children who play too much games with their gadgets. This is because the process of experience through which hyperactive children are more varied than those who are passive and busy with their gadgets.²⁵

The Role of Parents as Perennialism in Preventing the Influence of Gadgets on the Development of Elementary School Children

The role of parents is certainly very influential in the process of child development, for wise parents must know what factors can inhibit and help the child's development process. Parents should be aware of factors that can inhibit the growth and development of children and prevent them, both internal and external factors. Related to this discussion, one of the factors that can inhibit the process of child growth and development is gadget technology.

Based on the previous explanation, it has been known that gadgets have a negative impact on elementary school level children, because considering the child's motor skills have not been able to fully function to understand the usefulness of the gadget. A study conducted by Antonius Sinamora produced some views or perceptions of parents related to the use of gadgets in elementary school-aged children. The perception of the parents includes several points, including:

1. Children's Communication with Parents

Communication is a very important thing in life, especially in a family between children and parents. Elizabeth said that parents are adults who bring children into adulthood, especially in development. Parents have the task of equipping and preparing children for maturity by providing guidance and direction that can help children in living life. Regarding how the guidance and direction is certainly different between parents, because each family has a different pattern and nature.²⁶

2. Children's Psychomotor Abilities Decreased

Psychomotor ability is the ability of human personality related to physical movement and muscle function due to the impulse and thought, feelings and abilities from within a person. This psychomotor ability is related to the body's muscle movements, performance, imagination, creativity, and intellectual works. as for examples of activities such as swimming, painting, dancing, running, prayer movements, and so on.

²⁵ Ibid.

²⁶ Simamora, "Persepsi Orang Tua Terhadap Dampak Penggunaan Gadget Pada Anak Usia Pendidikan Dasar," 10–11.

The assessment of psychomotor abilities can be done by observation or observation when teaching and learning activities are being carried out, for this example visiting some elementary schools to take samples of assessments of the psychomotor abilities of elementary school children.

The relevance of the above exposure to this subject is when the child is playing with his friend or participating in extracurricular activities at school, then at the same time the child has honed his psychomotor skills, in addition to honing the child's psychomotor skills can also hone his talent and potential..

3. Children have difficulty adapting to subject matter

Activities that should be done by elementary school children after school is a break and then do homework given by the school. The purpose of this homework is so that children can understand the subject matter given during school, but after the child knows even has a *gadget*, then the time to rest is actually used to play with his *gadgets*. therefore, the focus of learning children become disturbed due to his physical condition that is too tired so he is no longer able to understand the subject matter.

4. Children have difficulty in socializing

Children who like to play with their friends indirectly without realizing it train their social skills, by communicating and also socializing. Because the child has used to talk outside the house even if only with friends or the surrounding area, it will certainly make children able to socialize well as adults. But if the child only spends his time in his room playing *gadgets*, then the child's opportunity to socialize will be lost and the impact. Children tend to be difficult to even be afraid when dealing with crowds.

Parents' Efforts to Prevent Gadget Use in Elementary School Children

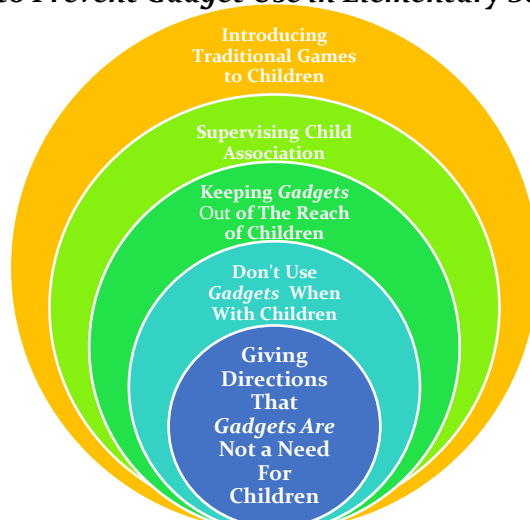


Figure.1 Parents' Efforts to Prevent Gadget Use in Elementary School Children

Giving Directions That Gadgets Are Not a Need For Children. Parents should understand that in the development of children aged 6-12 years do not need gadgets, unless the gadget is used by parents to browse looking for articles related to the child's development. This is because seeing the use of gadgets carried out by children is only limited to playing games, the reason children use gadgets only to play games because they do not understand the function or usefulness of gadgets fully.²⁷

Not only limited to games, considering the negative impact that may occur, parents must be firm in providing understanding to children. Although there is a need with gadgets, it must be parents who control the gadget and the child only becomes a spectator of what is presented by parents.

Don't Use Gadgets When With Children. Bad habits that are done by parents are when they are with children still like to interact with their gadgets, as if interaction with gadgets both about work and so on is considered more important than building interaction with families including children.

Therefore, when the child has grown into a teenager, then the child has become accustomed if not interacting with parents or only interacting as necessary, without being peppered with other harmony such as joking with parents and so on. Based on this explanation, it can be said that related to the problem of gadgets parents cannot fully blame their children. However, parents must also introspect themselves whatever they have done will affect the development of the child.

Keeping Gadgets Out of The Reach of Children. It should also be noted for parents other than giving directions to children is limiting the environment or reach of children from gadgets. Considering the soul of children aged 6-12 years full of curiosity, it is feared that the child began to use gadgets without proper supervision and guidance. This can anesthetize or trigger children to become addicted to gadgets until adulthood, for example when at home parents are advised not to let their guard down when putting gadgets let alone intentionally give the gadget to the child.²⁸

Supervising Child Association. In addition to paying attention to the home environment, parents also need to pay attention to the child's outdoor environment, the intention of the outside environment here is the child's social environment when outside the house. Children at that age level generally do activities or games that can have a positive impact on the child's development, but there may be friends who use gadgets it will affect other children, such as showing a video that should not be watched at that age.

Introducing Traditional Games to Children. Millennial children do not seem to know anymore the games that have been done by children in the past, this is

²⁷ Syifa, Setianingsih, and Sulianto, "Impact of Gadget Use on Psychological Development in Elementary School Children," 535.

²⁸ Ibid.

influenced by the progress of the times that seem to slowly erase the game. Therefore, children of the past can be said to be more fortunate than millennial children because the games they did were unwittingly able to develop motor and cognitive aspects. Unlike millennial children, where their play time has been contaminated by online games on their gadgets.

Parents in this case play a role to restore the child's soul to the time it should. The intention is to introduce "old-fashioned" games to children. "Ancient" games in general are like the game "hide and seek, marbles, congklak", and so on. Of course, all these games are selected according to the gender of the child, for example boys are introduced to marble games, and girls are introduced to congklak games.

Based on the explanation above, it is known that these "ancient" games actually have many benefits for children. One of them trains his motor physical abilities, both fine and gross motor. However, besides that there are other important things to know that these games can train their socio-emotional abilities.²⁹

CONCLUSION

The negative impact of *gadgets* on the development of elementary school children affects various aspects, among others, namely; Impact on The Development of The Child's Body, Impact on Psychological Development of Children, Impact on Child Brain Development, Impact on The Development of Children's Language Skills. The solutions that can be done by parents to this problem are among others; Giving Directions that *Gadgets* Are Not a Need for Children, Do Not Use Gadgets When With Children, Keep *Gadgets* Out of The Reach of Children, Supervise Children's Association, and Introduce Traditional Games for Children.

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²⁹ Ibid.

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