



The Use of Gadget in Instilling Religious and Moral Values to Early 5-6 Aged Childhood



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Abstrak

Pengembangan nilai agama dan moral adalah kemampuan anak untuk bertindak dan berperilaku sesuai nilai agama dan moral yang dianutnya. Penelitian ini bertujuan untuk mengetahui dampak penggunaan gadget terhadap penanaman nilai agama dan moral anak usia dini di Kober El Karim, dan mengetahui manfaat penggunaan gadget untuk anak usia dini di Kober El Karim. Adapun metode yang digunakan dalam penelitian ini yaitu metode kualitatif dengan pendekatan fenomenologis. Hasil penelitian ini menunjukkan bahwa penggunaan gadget berdampak pada penanaman nilai agama dan moral anak usia dini di Kober El Karim berupa anak terbiasa membaca basmalah dalam setiap memulai kegiatan, anak terbiasa dan lebih bersemangat dalam berdo'a sebelum dan sesudah belajar, sebelum dan sesudah makan snack, dan sebelum pulang. Anak berupaya berkata jujur dan menjaga akhlak yang baik selama di sekolah maupun di rumah. Selain itu, penggunaan gadget untuk anak usia dini di Kober El Karim bermanfaat dalam menumbuhkan rasa percaya diri anak, menumbuhkan kreativitas anak sesuai dengan apa yang ditonton, mengembangkan aspek motorik anak, dan menambah kosakata kebahasaan anak.

Abstract

The development of religious and moral values is the ability of early childhood to act and behave according to the religious and moral values they embraced. This study aims to find out the effect of using gadget on instilling religious and moral values for early childhood in Kober El Karim, and to find out the benefits of using gadget for early childhood in Kober El Karim. The method used in this study is a qualitative under a phenomenological approach. The results of the present study show that the early childhoods' religious and moral values are seen in the form of reading *basmalah* in beginning every activity, saying a prayer before and after learning, before and after eating snacks, and before going home. Besides, the early childhoods also speak the truth and maintain their noble deeds while they are at school and at home. In addition, the benefits of using gadget to early childhood will be: gadget is able to generate the early childhood's self-confidence, gadget is able to foster the early childhood's

creativity according to what he/she watched, gadget is able to develop early childhood's fine and gross motor skills, gadget is able to increase the early childhood's linguistic skill through increasing his/her vocabularies based on the materials he/she watched.



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INTRODUCTION

Early childhood is an individual whose million potentials that are brought from birth (Hidayat, Susanti, et al., 2023). Then every childhood grows through different phases to develop those potentials based on his/her age. These potentials are divided into several aspects of early childhood development, including (1) religious and moral values aspect, (2) language aspect, (3) cognitive aspect, (4) physical motor aspect, (5) social-emotional aspect, and (6) art aspect. From these six aspects, the religious and moral values become the fundamental and the most important aspect that determines the success of early childhood's further developmental aspects (Hidayat & Nurlatifah, 2023). Therefore, parents, teachers, and the environment play very important role to provide stimulus for early childhood in imitating, habituating, and understanding religious and moral values through his/her daily lives. Through the series of stimuli exemplified by parents at home, teachers at school, and other adults in the environment, early childhood is going to be familiar to do all behaviors adopted from the daily habit. It is because psychologically, early childhood is an individual who have excellent abilities in imitating what he/she hears and sees (Erika et al., 2020; JS et al., 2022).

However, the matter of fact is that parents still have obstacles how to implement the real action in developing religious and moral values in the real daily context. As a concrete example for Muslims, a father has to give an example to his son to pray five times in a mosque on time consistently. Likewise, a mother has to give an example to her daughter to pray at home on time consistently. Then, parents also give examples to do *dhikr* after completing prayer, reciting the holy Qur'an after completing prayer, and prioritizing the right part of the body when going to do good things, except for entering the toilet with the left foot. In addition, early childhood are invited by parents to accustom maintaining the noble characters when interacting with others. However, these good

deeds are not easy implemented. It is because most of parents have limited time to interact, educate, and guide their early childhood due to busy work (Herniawati et al., 2024; Kurniawati, 2020; Yumarni, 2022).

To change parents' the duty in educating and providing daily life model to develop and accustom religious and moral values to their, parents generally give gadget to their early childhood. It is done in the hope that their early childhood can watch Islamic cartoons that can provide model to behave Islamic daily life with the purpose to instill religious and moral values (Nurhayati et al., 2023). However, parents are not aware that gadget can cause negative effects and behavioral changes to early childhood if the use of gadget is not guided well by parents or other adults around them (Musdalifa et al., 2022). It is because early childhood has not had mature logic to consider positive or negative things, the use of gadget generally can cause negative effects without parental supervision and time restrictions. The negative effects happen to early childhood such easily access any harmful websites or game applications (Rahayu et al., 2021; Salsabila et al., 2023). Therefore, parental supervision and time restriction are needed when early childhood use gadget.

The present study is supported by other previous studies. The first previous study was conducted by (Chasanah & Pranoto, 2023) entitled, "Parental Guidance for Gadget Use during Early Childhood". The results of the study show that parents play an important role to guide their children during using the gadget. Then, the second previous study was conducted by (Yulianti et al., 2023) entitled, "Parents' Strategy in Using Gadgets as a Source of Character Education". The results of the study show that for children 10 and 12 years, gadget is used to find and enhance information to complete assignments given by the teacher. Meanwhile, for children 11 years, gadget is used to play online games. Therefore, if they keep continuing, the use of gadget causes addiction for them. Thus, the parents' strategy to guide the children are absolutely needed such as limiting the time, giving direction, giving advice, and providing supervision. Finally, the last previous study was carried out by (Nurhayati et al., 2024) entitled, "The Impact of Gadget Use on Early Childhood Religious Value Development". The results of the study show that the use of gadget can positively influence the development of religious values in children aged 4-6 if the viewing materials are in the form of educational and religious videos.

The three previous studies aforementioned have similarities to the present study which similarly focus on the use of gadget for early childhood. However, there are some dissimilarities between the three previous studies and the present study. The first dissimilarity of the first previous study lies on parental guides during the early childhood uses gadget to avoid accessing and watching negative materials/websites. Then, the dissimilarity of the second previous study lies on parents' strategy to limit time on the use of gadget for early childhood, so that gadget will not cause addiction. Meanwhile, the dissimilarity of the third previous study lies on the impact of gadget use to early childhood at which when the use of gadget is not guided and limited the time by parents, the result is that gadget will have negative effects on early childhood. From the three previous studies aforementioned, there is a gap that has not been investigated related to positive effects on the use of gadget in instilling religious and moral values for early childhood. To realize instilling religious and moral values for early childhood, it is needed parental supervision and time restrictions carried out by parents and other adults around the early childhood at home. Thus, the present study is able to fill the gap and accomplish the area that has not been investigated in aforementioned three previous studies. In addition, the religious and moral values aspect is one of six aspects that must be prioritized in early childhood education and care (ECEC) such mandated by the Indonesia government through *Permendikbud* Number 137 of 2014 which was recently replaced by *Permendikbudristek* Number 5 of 2022.

Based on the background highlighted aforementioned, the researchers then set forth two research problems: (1) "What is the effect on the use of gadget in instilling religious and moral values to early 5-6 aged childhood in *Kober El Karim* located in Ciamis regency?" (2) "What are the benefits of using gadget to early 5-6 aged childhood in *Kober El Karim* located in Ciamis regency?" In harmony with the research problems aforementioned, the aims of the study are: (1) to identify the effect on the use of gadget in instilling religious and moral values to early 5-6 aged childhood in *Kober El Karim* located in Ciamis regency; (2) to identify the benefits of using gadget to early 5-6 aged childhood in *Kober El Karim* located in Ciamis regency. Referring to the background, research problems, and the aims of the study, then the present study entitled, "**The Use of Gadget in Instilling Religious and Moral Values to Early 5-6 Aged Childhood**". The results of the present study are expected to answer for the problems experienced by

parents and also as the references for teachers and other stakeholders to know the benefits of using gadget particularly to instill religious and moral values to early 5-6 aged childhood if gadget is used proportionally and guided by parents not more than 2 hours in a day.

LITERATURE REVIEWS

In this literature review, the researchers discusses 2 (two) sub-sequent discussions. The two sub-sequent discussions include: (1) the impact of using gadget to early childhood, and (2) the benefits of using gadget to early childhood. Those two sub-sequent discussions are described as follows.

The Impact of Using Gadget to Early Childhood

Gadget is a digital media or electronic device that cannot be stopped and very massively used by every individual, including early childhood. According to ([Annisa et al., 2022](#)), early childhood who uses gadget will affect to his/her critical and creative thinking skills, in addition also affect to his/her moral values and religious belief. If gadget is used without the parents' or adults' guidance around him/her, then gadget can reduce his/her social interaction to the environment. In addition, gadget can cause early childhood's physical movement, so that his/her physical motor skill will not develop. Besides that, gadget can affect early childhood's speaking skill. Further, ([Afdalia & Gani, 2023](#); [Winarsih et al., 2024](#)) state that the use of gadget has positive and negative impact to early childhood. There some positive impacts of using gadget to early childhood, such as: (1) gadget can improve early childhood's language skills, (2) gadget can make improve early childhood thinks more critically, (3) gadget can stimulate improve early childhood to keep up with the times so as not to stutter with technology, (4) gadget can support improve early childhood's academic aspect, and (5) gadget can reduce stress and eliminate boredom after learning by occasionally playing games. Meanwhile there are some negative impacts of using gadget to early childhood, such as: (1) gadget can interfere early childhood's brain growth, (2) gadget can cause delays in early childhood's cognitive development, gadget can interfere early childhood's learning process, (3) gadget can cause tantrums to early childhood, so that he/she will feel addicted to continue using gadget all the time, (4) gadget can inhibit early childhood's growth and development, (4) gadget can cause early childhood's mental disorders, (5) gadget can

reduce early childhood's memory skill, and (6) gadget can make early childhood to be instant and impatient.

Based on the experts' opinions aforementioned, those can be elaborated that there are positive and negative impacts of using gadget. The positive impacts of using gadget to early childhood includes: (1) gadget can improve early childhood's language skills, (2) gadget can make improve early childhood thinks more critically, (3) gadget can stimulate improve early childhood to keep up with the times so as not to stutter with technology, (4) gadget can support improve early childhood's academic aspect, and (5) gadget can reduce stress and eliminate boredom after learning by occasionally playing games. Meanwhile, the negative impacts of using gadget to early childhood includes: (1) gadget can interfere early childhood's brain growth, (2) gadget can cause delays in early childhood's cognitive development, gadget can interfere early childhood's learning process, (3) gadget can cause tantrums to early childhood, so that he/she will feel addicted to continue using gadget all the time, (4) gadget can inhibit early childhood's growth and development, (4) gadget can cause early childhood's mental disorders, (5) gadget can reduce early childhood's memory skill, and (6) gadget can make early childhood to be instant and impatient (Afdalia & Gani, 2023; Annisa et al., 2022; Winarsih et al., 2024).

Furthermore, in the context of early childhood education, the positive impact of using gadget to early childhood includes: (1) gadget can help to increase early childhood's creativity, and (2) gadget can develop early childhood's cognitive, gross and fine motor, language, and art skills. Meanwhile, the negative impact of using gadget to early childhood includes: (1) gadget can affect early childhood's behaviors such as ignorant, less responsive, and less polite, (2) gadget can hinder early childhood's ability to understand lessons, (3) gadget can cause tantrums to early childhood, so that he/she will feel addicted to continue using gadget all the time, and (4) gadget can result degradation of early childhood's religious and moral values (Munisa, 2020; Winarsih et al., 2024). Furthermore, in terms of religious and moral values, using gadget without restriction and guidance from parents at home will effect: (1) gadget can make early childhood complacent, so that they are not orderly in performing the five times prayer, (2) gadget can distract early childhood from being obedient to parents, (3) gadget can make early childhood ignore others around them, and (4) gadget affect early childhood's politeness

because they are affected by what they watch and games they play (Indarwan et al., 2022b).

From the results of the aforementioned elaboration, it can be concluded that using gadget to early childhood has two impacts, such as positive and negative. The positive impact includes: (1) gadget can help to increase early childhood's creativity, and (2) gadget can develop early childhood's cognitive, gross and fine motor, language, and art skills. Meanwhile, the negative impacts of using gadget to early childhood includes: (1) gadget can affect early childhood's behaviors such as ignorant, less responsive, and less polite, (2) gadget can hinder early childhood's ability to understand lessons, (3) gadget can cause tantrums to early childhood, so that he/she will feel addicted to continue using gadget all the time, and (4) gadget can result degradation of early childhood's religious and moral values.

The Benefits of Using Gadget to Early Childhood

Referring to the benefits of using gadget to early childhood, (Rahayu et al., 2021) state that gadget is useful as a media to increase early childhood's knowledge, at which he/she can access various educational information. In addition, (Erika et al., 2020) argue that gadget provide benefits to find various materials to support the development of early childhood's ability as stipulated in Early Childhood Development Achievement Level Standards (STPPA). In addition, gadget is also useful to provoke early childhood's enthusiasm to join learning process in the classroom. Furthermore, if directed effectively and efficiently in using gadget, early childhood will tend to innovate the innovative actions and imagine the creative imagination. In addition, gadget is also a learning resource for early childhood in the digital era, especially the resource in the form of audio visual to help stimulating early childhood's enthusiasm to learn, both at home and at school (Hijriyani & Astuti, 2020).

Based on the opinions of the aforementioned experts, the researchers elaborate that gadget has various benefits for early childhood. These benefits include: (1) gadget is useful as a media to increase early childhood's knowledge in accessing various educational information, (2) gadget is useful to find various materials to support the development of early childhood's ability, (3) gadget is also useful to provoke early childhood's enthusiasm to join learning process in the classroom, (4) gadget is useful to

help early childhood to innovate the innovative actions and imagine the creative imagination, and (5) gadget is useful as learning resources, especially audio-visual resources to help stimulating early childhood's enthusiasm to learn, both at home and at school (Erika et al., 2020; Hijriyani & Astuti, 2020; Rahayu et al., 2021).

Furthermore, in the context of early childhood education and care, gadget provides the following benefits: (1) creating innovative and fun learning, (2) as a learning media, making it easier for teachers to manage the classroom, and (3) helping teachers to make it easier to deliver learning materials to early childhood (Susanti, 2020). Furthermore, (Rahayu et al., 2021) explain that gadget is beneficial for early childhood, including: (1) gadget can be used to play games and watch YouTube videos that contains educational content which is able to develop early childhood's imagination ability, (2) gadget can be used to help early childhood to develop cognition during playing games, (3) gadget can be used to proceed the strategies in games, and help to improve early childhood's right brain ability (Afdalia & Gani, 2023; Rahayu et al., 2021).

From the elaboration aforementioned, it can be concluded that gadget provides various benefits to early childhood, when he/she uses gadget controlled by parents or adults around him/her. These benefits include: (1) creating innovative and fun learning, (2) as a learning media, making it easier for teachers to manage the classroom, and (3) helping teachers to make it easier to deliver learning materials to early childhood, (4) gadget can be used to play games and watch YouTube videos that contains educational content which is able to develop early childhood's imagination ability, (5) gadget can be used to help early childhood to develop cognition during playing games, (6) gadget can be used to proceed the strategies in games, and help to improve early childhood's right brain ability.

METHODS

This study uses a qualitative method under a phenomenological approach. The phenomenological approach is a research approach that understands human life events, community or individual behavior through analyzing the experiences experienced, then thoroughly evaluated about the individual or object being studied (Fraenkel et al., 2012; Nasir et al., 2023). This study was conducted during 6 (six) days beginning from April 22nd to 26th, and 29th, 2024 located in Kober El Karim, Dusun Rancautama RT. 10, RW.

11, Pawindan Village, Ciamis Regency. Further, in this study, the researchers involved 10 early childhoods aged 5-6 years consisting of 3 male and 7 female students as the population and sample of the study.

To gain the data, the researchers used field notes (observation sheet) as the instrument which contained the whole observation activities on teaching and learning process using technological media in the form of gadget. Furthermore, the teachers also acted as the observers who observed early childhood's response during learning through the use of gadget with the theme 'Myself' and the sub-theme 'I am God's Creation', which was done in the following stages: (1) the teachers introduce a gadget to 10 early childhoods, (2) the teachers introduce the function of a gadget to 10 early childhoods, (3) the teachers begin to learn by providing a video of the Holy Qur'an through reading Surah Al-Fatihah from verse 1 to verse 7, (4) the teachers ask 10 early childhoods to imitate the reading shown in the video, (5) the teachers explain the content of the Holy Qur'an Surah Al-Fatihah to 10 early childhoods, and (6) the teachers provide an understanding to 10 early childhoods about the impact of using gadget ([Hidayat, Tania, et al., 2023](#); [Susanti, 2020](#)).

To analyze the data, the researchers used qualitative analysis through the Triangulation Technique with the following stages: (1) Data Collection, it is carried out through the process of collecting data through field notes, (2) Data Reduction, it is conducted through selecting and summarizing the main things which are focused on important themes, and discarding unnecessary things, (3) Data Display, it is done through presenting data that has been reduced into a report systematically, and (4) Drawing Conclusions, it is carried out through summarizing the data that has been written in the previous data display ([Fatimah et al., 2024](#); [Hambali et al., 2024](#)).

RESULT AND DISCUSSION

This study was conducted on 10 early childhoods aged 5-6 years who were in group B in in Kober El Karim, Dusun Rancutama RT. 10, RW. 11, Pawindan Village, Ciamis Regency. The study was conducted for 6 days through observing the early childhood's characteristic during the habit of instilling religious and moral values, through the habit of reading the Holy Qur'an especially Surah Al-Fatihah by using gadget as the audio

visual media. The process of instilling the religious and moral values through reading the Holy Qur'an Surah Al Fatihah by using gadget can be seen in the following picture.



Figure 1. Learning Process through Using Gadget

Based on the whole teaching and learning process, the researchers observed early childhood's learning outcomes in terms of religious and moral values through the habit of reading Surah Al Fatihah by using gadget. Furthermore, the researchers noted the observation result in the field notes (observation sheet). The result of the observation is presented in the following table.

Table 1. Observation Result of Using Gadget in Instilling Religious and Moral Values to Early Childhood

Date	Time	Observation Result
April 2024	22 nd , 08.00-10.30 A.M.	On the first day, the researchers joined the class and observed learning process on memorizing Surah Al-Fatihah which was carried out in accordance with the habit at Kober El Karim. It seemed that early childhood is not too enthusiastic on learning provided by the teachers. After repeating the memorization of Surah Al-Fatihah for 8 times based on the Tikrar Method, the teachers asked early childhood to come in front of the class to perform his/her memorization of Surah Al-Fatihah. From the 10

		<p>early childhoods, only 4 early childhoods can repeat the memorization of Surah Al-Fatihah well. Meanwhile, the rest of 6 early childhoods are still feel ashamed, so that there are several verses of Surah Al-Fatihah that must be repeated.</p>
<p>April 23rd, 2024</p>	<p>08.00-10.30 A.M.</p>	<p>On the second day, the teachers tried to introduce technology-based teaching media in the form of gadget to learn memorizing the Holy Qur'an particularly Surat Al-Fatihah. Furthermore, the teachers showed cartoon which memorizing the Qur'an Surat Al-Fatihah with Ummi Method and repeated 8 time as accordance with Tikrar technique. Then, the 10 early childhoods look enthusiastic in participating learning process to memorize the Holy Qur'an Surat Al-Fatihah. Later on, the teachers asked the 10 early childhoods to come in front of the class to perform their memorization of Q.S. Al-Fatihah. The result, 8 early childhoods were able to memorize it well. Then, the rest of 2 early childhoods are still shy, so that there are still 1-2 verses of Q.S. Al-Fatihah must be repeated several times.</p>
<p>April 24th, 2024</p>	<p>08.00-10.30 A.M.</p>	<p>On the third day, the teachers explained the meaning of the Q.S. Al-Fatihah to 10 early childhoods. To understand the meaning, the teachers invited the early childhoods to watch gadget which contains cartoon movie of the interpretation of Q.S. Al-Fatihah. Besides, the teachers gave the examples to the 10 early childhoods. From various meanings and interpretations of Q.S. Al-Fatihah, here are the results:</p> <ol style="list-style-type: none"> 1. The early childhood always read <i>basmalah</i> before doing activities, including before learning in class; 2. The early childhood always prayed every time before doing activities, including before learning and praying for their parents; 3. The early childhood always be sincere in carrying out activities, including joining teaching and learning at school; 4. The early childhood always do noble deed, be honest, and be fair in every activity at school;

5. The early childhood always stayed away from bad deeds, such as: laziness, lying, arrogance, filth, and so forth.

From the aforementioned explanation, it can be concluded that through watching cartoon video related to the meanings and interpretations of the Holy Qur'an Surah Al-Fatihah, the early childhoods are able to understand, appreciate, and practice the meanings and interpretations of Q.S. Al-Fatihah in their daily habits.

April 25th, 2024 08.00-10.30
A.M.

On the fourth day, the teachers checked the early childhoods' understanding on Q. S. Al-Fatihah which had been exemplified on the previous day. It seems that almost early childhoods read *basmalah* in every activity at school. Then, early childhoods also become accustomed and more enthusiastic to pray before and after learning, before and after eating snacks, and praying before going home. In addition, the teachers also remind to always tell the truth and maintain noble deed while at school and at home.

April 26th, 2024 08.00-10.30
A.M.

On the fifth day, the teachers checked the meanings and interpretations of Q. S. Al-Fatihah, whether the early childhoods still remembers them or not. From the observation result, there were 7 early childhoods said *basmalah* when they did every activity at school. Then, the rest of 3 early childhoods did not say *basmalah*. When the teachers and early childhoods begun the lesson, there were 8 early childhoods immediately said the prayer, the rest of 2 early childhoods were still told each other. When the early childhoods went home, the whole early childhoods said the prayer excitedly.

Next, before going home, the teachers called the whole parents to the classroom and asked them regarding to the benefits of using gadget to their early childhood. The teachers reminded the parents to guide their early childhood when they used gadget at home, besides only provided time for 2 hours a day during using gadget. Then, the teachers tried to give an opportunity to the parents to use gadget for their early childhoods at home for 2 days. Then the results

will be checked through interview on Monday, April 29th, 2024.

April 29th, 2024 08.00-10.30 A.M. On the last day, the teachers interviewed the parents with a question: What are the benefits of using gadget to their early childhood? Based on this question, the parents answered as follow:

1. Gadget is able to generate the early childhood's self-confidence;
2. Gadget is able to foster the early childhood's creativity according to what he/she watched;
3. Gadget is able to develop the early childhood's fine and gross motor skills;
4. Gadget is able to increase the early childhood's linguistic skill through increasing his/her vocabularies based on the materials he/she watched.

Source: (Data, 2024)

From the observation result aforementioned, it can be concluded that the habit of memorizing the Holy Qur'an Surat Al-Fatihah using gadget is able to help the teachers in instilling the early childhoods' religious and moral values. From the data obtained on the fourth day, April 25th, 2024, it is showed that the early childhoods' religious and moral values are seen in the form of reading *basmalah* in beginning every activity, saying a prayer before and after learning, before and after eating snacks, and before going home. Besides, the early childhoods also speak the truth and maintain their noble deeds while they are at school and at home. In addition, through parental guiding and limiting the time only 2 hours to use gadget in a day, the benefits of using gadget to early childhood will be: (1) gadget is able to generate the early childhood's self-confidence, (2) gadget is able to foster the early childhood's creativity according to what he/she watched, (3) gadget is able to develop the early childhood's fine and gross motor skills, (4) gadget is able to increase the early childhood's linguistic skill through increasing his/her vocabularies based on the materials he/she watched.

After highlighting the results of the present study aforementioned, the researchers then answered two research problems such proposed in the introduction. The first research problem is: (1) "What is the effect on the use of gadget in instilling religious and moral values to early 5-6 aged childhood in *Kober El Karim* located in Ciamis regency?" Based on the gathered data from the observation result on the fourth day, April 25th, 2024, it is showed that the early childhoods' religious and moral values are seen in the form of

reading *basmalah* in beginning every activity, saying a prayer before and after learning, before and after eating snacks, and before going home. Besides, the early childhoods also speak the truth and maintain their noble deeds while they are at school and at home.

Then, the researchers need to answer the second research problem, at which: (2) “What are the benefits of using gadget to early 5-6 aged childhood in *Kober El Karim* located in Ciamis regency?” Based on data obtained from the observation result on the sixth day, April 29th, 2024, it is showed that the benefits of using gadget to early childhood will be: (1) gadget is able to generate the early childhood’s self-confidence, (2) gadget is able to foster the early childhood’s creativity according to what he/she watched, (3) gadget is able to develop the early childhood’s fine and gross motor skills, (4) gadget is able to increase the early childhood’s linguistic skill through increasing his/her vocabularies based on the materials he/she watched.

In harmony with the answers to the two research problems aforementioned, the answers above become the results of the present study. The results of the present study are in line with the results of previous studies conducted by (Indarwan et al., 2022a); (Musdalifa et al., 2022); (Dewanti & Muslimin, 2023); (Mulyono et al., 2023); (Hidayat, Tania, et al., 2023), which similarly investigate the impact of using gadget to early childhoods’ religious and moral values. Meanwhile, the dissimilarity to the previous studies is in the area of instilling religious and moral values to early childhoods through habituation memorizing the Holy Qur’an Surah Al-Fatihah using Ummi method and repeated 8 times as Tikrar technique which is showed in cartoon version played in a gadget. Through learning memorizing Q. S. Al-Fatihah by using gadget, the early childhoods’ enthusiasm increased and can help their memorization of Q. S. Al-Fatihah better. This dissimilarity becomes the novelty and originality of this present study.

CONCLUSION

Based on the results and the discussion of the present study, this study can be concluded that the early childhoods’ religious and moral values are seen in the form of reading *basmalah* in beginning every activity, saying a prayer before and after learning, before and after eating snacks, and before going home. Besides, the early childhoods also speak the truth and maintain their noble deeds while they are at school and at home. In

addition, the benefits of using gadget to early childhood will be: (1) gadget is able to generate the early childhood's self-confidence, (2) gadget is able to foster the early childhood's creativity according to what he/she watched, (3) gadget is able to develop the early childhood's fine and gross motor skills, (4) gadget is able to increase the early childhood's linguistic skill through increasing his/her vocabularies based on the materials he/she watched.

Furthermore, it is recommended for future researchers to investigate further in relation to the use of gadget to instill early childhoods' religious and moral values. One of the variables is using Pancasila values, besides involving the variables of early childhoods' cognitive, psychomotor, and social-emotional developments. Thus, the results of the future study will be more comprehensive and complete the present study.

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