The Use of Mobile Phones in Improving the Character of Children's Curiosity

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Abstract
Mobile is an electronic device that is used by everyone as a means of communication and media that influences children's character. The purpose of this research is to analyze the use of mobile phones in developing the character of children's curiosity. This research is qualitative research. The research was conducted in Bandung. The subjects of this study were parents who had children aged ten years. The methods used include library research and in-depth interviews. The research results were analyzed using interactive analysis, namely data reduction, data presentation, and drawing conclusions/verification. The results of this study are that the use of mobile phones facilitated by parents can properly develop the character of children's curiosity. Children can use it to play games, buy things on online platforms available on mobile phones, communicate with other people, especially friends and family, enjoy developing programs to sell things, and create online stores to sell used goods. However, in practice, there are obstacles, especially in monitoring hours using mobile phones. Therefore, it is advisable for parents to direct their children to use mobile phones appropriately, especially in developing children's curiosity.
Keywords: *handphone, a child's curiosity, parents*

Abstrak
Handphone menjadi perangkat elektronik yang digunakan oleh setiap orang sebagai alat komunikasi dan media yang mempengaruhi karakter anak. Tujuan dari penelitian ini adalah untuk menganalisis penggunaan handphone dalam mengembangkan karakter rasa ingin tahu anak. Penelitian ini merupakan penelitian kualitatif. Penelitian dilaksanakan di Bandung. Subjek penelitian ini yaitu orang tua yang memiliki anak usia sepuluh tahun. Metode yang digunakan antara lain studi Pustaka dan wawancara mendalam. Hasil penelitian dianalisis menggunakan analisis interaktif, yaitu reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil dari penelitian ini adalah penggunaan handphone yang difasilitasi oleh orang tua dengan baik dapat mengembangkan karakter rasa ingin tahu anak. Anak dapat menggunakannya untuk bermain game, membeli sesuatu pada platform online yang tersedia di handphone, berkomunikasi dengan orang lain, terutama teman dan keluarga, senang mengembangkan program untuk menjual sesuatu, serta membuat toko online untuk menjual barang bekas. Namun, dalam pelaksanaannya, terdapat kendala terutama dalam pengawasan jam menggunakan handphone. Oleh sebab itu, disarankan kepada orang tua untuk mengarahkan anak dalam penggunaan handphone secara tepat terutama dalam mengembangkan karakter rasa ingin tahu anak.
Kata kunci: *handphone, rasa ingin tahu anak, orang tua*

INTRODUCTION

According to the National Education System Law no. 20 of 2003 article 1 point 1, education is: "a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that are needed by himself, the community, the nation and the State." Indonesian National Education System serves to develop the ability and character development, character, and civilization of the nation's dignity in educating the nation. Education in Indonesia aims to develop one potential to have religious-spiritual strength, self-control, personality, intelligence, noble, healthy, knowledge, skill, creativity, and independence, and become citizens of democracy and accountability (Law No. 20/2003 on the National Education System). So, through education, it is hoped that superior human beings will be formed. In the curriculum 2013, five characters are expected to be formed for students that cover religion, nationalism, integrity, cooperation, independence, and integrity (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2003).

Character education is about acquiring and strengthening virtues (qualities), values (ideas and concepts), and the capacity to make wise choices for a well-rounded life and thriving society. These qualities can be learned both in and outside the classroom, even outside of school, challenging the traditional education system. The top qualities of characters are mindfulness, curiosity, courage, resilience, ethics, and leadership. Some important characters for children to have, such as the character of curiosity. Curiosity is the starting point of one's knowledge. Curiosity occurs because children think that something learned is something new that must be known to answer their ignorance. Curiosity is a natural emotion that exists in humans to investigate and find out more about something they are studying (Ningrum et al., 2019). Curiosity makes children to find out about what they don't know and add to the insights they have before. Curiosity character covers open-mindedness, exploration, passion, self-direction, motivation, initiative, innovation, enthusiasm, wonder, appreciation, spontaneity, etcetera (Bialik, 2015).

The development of the character of curiosity can be grown from various media/means, such as the use of electronic media as a medium that is directly adjacent to humans. Many electronic devices are used for learning, such as TV, radio, VCD / DVD player, mobile phones, tablets, computers, and laptops (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2003). Some of the equipment can be used indirectly so that it is only in one direction; some can be used interactively & in real-time or synchronously; some are interactive but asynchronous (Rusman & C, 2019). The students of elementary level love to use interactive electronic mediums whether for playing, looking for information, communicating with parents, siblings, relatives, friends, teachers, & new friends (Kabali, 2015).

Of the many electronic devices used, mobile phones are devices that are inseparable from everyone's daily life. Parasuraman (2017) even mention that 84% of people could not go a single day without mobile devices. Time spent using handphones for children around eight hours daily in 2010. It happened because customer subscribers increased faster than the population growth and social media culture's rapid development, such as Facebook, Instagram, WhatsApp, and the other most straightforward touch screen technology (Uhls, 2015).

Habits that are carried out by people about using mobile phones are inseparable from the benefits felt by using mobile phones. Mobile is a hand-held communication tool as a form of the rapid development and advancement of information technology today. The benefits obtained from cellphones are not only as a communication tool, but cellphones also create new interactions even though there are distance and time limitations (Putra et al., 2021). The sophistication of mobile phones is not only a communication link, but other functions will also be obtained by the user, as is the case

in learning. Children can use cellphones to search for data related to learning contents so that their learning abilities become even better. Over time, the ability of a handphone to match a laptop, so we can work on a handphone (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2003; Rusman & C, 2019; Uhls, 2015). Computer games, email, the internet, cell phones, and instant messaging are integral parts of our lives (Prensky, 2001).

The use of mobile phones must have limitations, especially for elementary school age children. Parents must be aware of these limitations and overcome excessive things that happen to children. For example, a child who is addicted to a mobile phone has a fatal effect on the learning outcomes he gets (ABD RASHID et al., 2020). Other negative impacts include the availability of shows that are not permitted for elementary school-aged children, it is easy for children to imitate negative things (bullying, violence, etc.), as well as the uneducated character inherent in children. So, the impacts that might occur must be handled wisely. Parents must be able to take over the role of overcoming the dangers of cellphones for their children.

Several previous studies have conducted similar research. Jannah et al. (2021) have highlighted students' curiosity in science subjects. The results obtained are that students have not achieved a score that describes an indicator of student curiosity. Furthermore, other studies highlight the attitude of student curiosity while studying with the blended learning model (Trisna et al., 2022). The results show that all students feel that the interaction between students and lecturers increases, especially students' curiosity when learning with the blended learning model. Then, the spotlight on the use of mobile phones as a media for student learning. The results of his research show that using cellphones with the kine master application learning activities about movement organizations and the growth of national spirit take place actively, creatively, fun, can increase students' interest in learning social studies and improve student learning achievement (Iryani, 2020). In this study, researchers will combine two variables at the same time in the form of mobile phone use and the character of curiosity. From several previous studies, there has been no research using these two variables at once. Then, this research also focuses on elementary school age students. From this, it is interesting to study this research in more depth regarding the magnitude of the impact given by the use of mobile phones in developing students' curiosity characters.

Based on the description above, this study aims to analyze the use of mobile phones in developing the character of children's curiosity.

METHOD

This research is qualitative research. Qualitative research is a research method that uses descriptive data in the form of written or spoken language from observable people and actors (Gower & Shanks, 2014). This research is descriptive in nature and tends to use analysis. This research was conducted in Bandung. The research subjects were parents who had children aged ten years. The selection of the subject is based on the sampling technique used. The technique is purposive sampling. The researcher chose one subject because the researcher wanted to know the results from one parent's point of view. The method used is through library research and in-depth interviews. According to the ethic this research has fulfilled the requirement because it has got permission from the parent to share the information so that anyone can learn something from the case emerged. The researcher was also an instrument for collecting the data and then interpreting them. The research instrument was the research notes. Triangulation is carried out to test the validity of one data and another or one method, including interviews (Ali, 2014). Lincoln and Guba (Ali, 2014) also supported that none of the information can be considered to be accepted unless after triangulation. The data were analyzed inductively (McMillan, 2012).

RESULTS AND DISCUSSION

The results of the library study inform that curiosity arises about what is accessed by children through the use of mobile phones. The appearance of images, videos and audio coming from mobile phones makes children even more interested in finding out what is inside. In fact, the child will want to explore other things even more when he finds something he has never known before. Several sources reveal that the use of mobile phones can increase students' curiosity quickly. This is a challenge for parents to accommodate their child's curiosity. The right container will produce output in the form of the right knowledge and skills. As stated by Yusuf (2021) that the effective use of mobile phones can maximize student learning outcomes. Furthermore, students' curiosity has also increased after carrying out digital literacy activities in their schools (Ningrum et al., 2019). Parents have a special role in controlling and supervising the use of mobile phones. The role played can be in the form of limiting the time for using cellphones, selectively choosing applications on children's cellphones, accompanying children when playing cellphones, training children's responsibilities, and still allowing children to interact socially (Hidayatuladkia et al., 2021).

Other research results were obtained from interview activities. The results of interviews with parents show that parents face challenges to take good care of a child with high curiosity. In one way, the child wanted to learn many things, but in other ways, she had to get the answer from the right resources. According to the results of the interviews, parents said that sometimes it was tiring to answer all the questions reported by the parents, especially when the gadget was not available. The child can search for the information needed by trial to connect to the internet. She used to look for information through you-tube or by googling games and how to play the game, such as Minecraft or Mobile Legend, etcetera. From the game, someone can improve her thinking skills and the fast pace of responding to something (Kabali, 2015; Kasali, 2017; Uhls, 2015).

Nevertheless, parents should pay attention to the battle tools that someone was using in playing the game to get the correct information. Unconsciously, fighting became common when a child was getting used to it. Her parents informed her that it was hard to control the child's screen time. One of the reasons was the environmental situation & less communication (Ofcom, 2016). Her sensitive feeling seemed gone. She did not care about her surroundings anymore and only cared more about what she was doing (Prensky, 2001). In this disruption era millennials' movement, or digital native, creates a better future using the collaborative power of digital technology (Kasali, 2017).

Time management was something important when a child used a gadget. For the last five years, gadgets, especially handphones, have been easy to get and operate. Everyone can use a gadget to get some information or give any information. Anyone can upload and download any information. To fulfill a child's curiosity, the internet as one of the sources of information includes you-tube as one of the platforms that are usually easily accessed by a child. Gadget protection is necessary to guard children against bad programs, such as violence, pornography & drugs (Bates, 2015; Kabali, 2015; Rather & Rather, 2016).

From the interview with the parent, she enjoyed using her mobile to play games, buy things, and communicate with others, especially friends and family. She also enjoyed developing a program to sell something making an online store to sell her used staff in good shape (Sukmadinata, 2016). It meant that the student used learner-centered design to develop the subject-centered design. Here, starting from students, not from content and not a planned curriculum but developed together with teachers, parents, and students in solving problems that arise.

The parent informed them that something had happened & it was ruined her sister's online shop. After the family meeting, the parents said that the family had to find out what

had happened through the mobile tablet that was usually used by or borrowed by her. So, the parent asked a caregiver who understands how the mobile works. Luckily, he found out that the child had pretended to be someone else & pretended to own someone else design. She just wanted to try her strategy to implement her knowledge to get the benefit of learning autodidact & claim to have (Sukmadinata, 2016). By developing a problem-centered design, the program focused more on man-centered and tried solving problems. Bates (2015) also supports experiential learning, when properly designed, is highly engaging for students, leads to better long-term memory, and helps inform the students' characters.

The character of high curiosity of a child needs to be appropriately directed so that it will develop its potential. Some of the reasons that influenced her curiosity were the environment, so she wanted d to buy and sell online autodidacts. Any problems that emerge should be discussed with all family members to find solutions. Through assistance in using personal handphones, lending tabs, and handphones from parents/siblings, the character of self-confidence, willingness to share, and responsibility develops, of course, with various obstacles that need to be helped in solving in the process of implementation. Future work should look for the characters to be developed better. So, we recommend that parents or caregivers accompany any child to build her potential or specific character.

CONCLUSION

From the results of the study, it can be concluded that the use of mobile phones can develop students' curiosity by using them as a tool to play games, buy things on online platforms available on mobile phones, communicate with other people, especially friends and family, enjoy developing programs to sell something, as well as creating an online store for selling used goods. These findings have practical implications as a reference for parents in controlling their child's mobile phone use. This finding can also be carried out by further research, for example looking at the usefulness of cellphones from a child's point of view.

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