

THE INFLUENCE OF TECHNOLOGY USE IN IMPROVING LANGUAGE SKILLS IN CHILDREN AGED 7-12 YEARS: A LITERATURE REVIEW

Muhardila Fauziah*¹
Rahmawan Candra Mualim²
Zulfa Muthi'a Batrisyia³
Alvi Hidayatusholihah⁴
Risty Agnata⁵

^{1,2,3,4,5} Universitas PGRI Yogyakarta

*e-mail : mfauziah88@upy.ac.id¹, rahmawancandramualim@gmail.com², zulfaasyaa65@gmail.com³,
alvihidayatu@gmail.com⁴, ristyagnata30@gmail.com⁵

Abstract

The digital age, characterized by rapid advances in data technology, is fundamentally changing the way children communicate and gain knowledge. This study explores the positive impact of technology on the development of language skills of children aged 7-12 years, with an emphasis on the role of parents in supervising the use of gadgets, in highlighting the results of the need for proper guidance from the role of parents, teachers so that gadgets are used more for educational purposes rather than mere entertainment. In data collection, survey analysis. This type of research is research with a literature study approach which is carried out by finding theoretical references that are in accordance with the case obtained, aims to evaluate the contribution of technology to children's language development. Based on these findings, the influence of technology in increasing students' vocabulary requires supervision from parents and the environment so that students' language skills are good. This research is expected to provide a positive foundation for practical guidance in the use of technology in the language education of children aged 7-12 years. These findings show that the use of technology can improve language skills in children aged 7-12 years. However, technology also has positive and negative impacts on children, so the use of technology requires supervision from parents and adults. so that students' language skills have a positive influence as stated in this article.

Keyword: Digital age, language skills, technology use, 7-12 Year old children, literacy, language development.

INTRODUCTION

The advancement of information systems and technology is currently very fast. This certainly has an impact on various aspects of life, including the characteristics of a child (Imam Tabroni et al., 2022). Computers, laptops, tablets, and smart phones are ubiquitous in the lives of children and adolescents today in most parts of the world (Støle, H., Mangel, A., & Schwiippert, 2020). The digital age is characterized by rapid advances in data technology. The internet, computers, mobile devices, and social vehicles are presumed to play an integral segment of ordinary daily actions at this time. Convenient ordinary life accompanied by easy access to data and instant communication talents are expected to change the way children communicate and gain knowledge (Saefullah, 2020). The role of technology is also very important in communicating and interacting, and making it easier to find information in the digital era. The impact of these technological advances has resulted in a very significant and instant change in lifestyle. This means that humans in this digital era can adapt and keep up with the times by utilizing all the technological facilities provided (Fatimah & Miftahuddin, 2020). The internet and digital technology, which have developed rapidly in recent years, have led to a number of changes in the nature of writing and content creation (Yamaç, A., Öztürk, E., & Mutlu, 2020).

According to research (Cindy Mutia Annur, 2021), in the Central Statistics Agency (BPS) found that the majority of Indonesian children aged 5 years and over access the Internet through social media. The percentage is 88.99%, which is the largest in comparison to the purpose of accessing the internet. In addition to social media, 66.13% of Indonesian children over the age of 5 use the Internet to get information or news. There are also those who use the internet for entertainment as many as 63.08%. Then, as many as 33.04% of children aged 5 years and over use the internet

to do schoolwork. 16.25% of children stated that they used the Internet to buy goods/services and 13.13% to get information about goods/services. Then, up to 13% of children aged 5 years and above use the Internet to send or receive emails. In addition, 7.78% used the Internet to obtain financing information, 5.33% to sell goods/services, and 4.74% for others. At the same time, up to 98.70% of children above the age of 5 use the Internet through smartphones. The rest use laptops at 11.87%, desktop computers at 2.29% and others at 0.18%. The widespread use of the internet among children still requires parental control. Because internet use can have a negative impact on children, such as cyberbullying, exposure to pornographic content, and others.

This study emphasizes the importance of parental supervision and direction in the use of gadgets. It is hoped that, with the right guidance, gadgets can be directed more towards educational purposes, rather than just entertainment. Through this literature review, we will delve deeper into how technology can be positively utilized to improve language skills in children, as well as what strategies can be implemented to maximize the benefits of technology in an educational context (Rodhiyatullahmi et al., 2022).

Children's use of digital devices is increasing as we progress in the 21st century and handheld and mobile devices, such as smart phones and tablets, are increasingly available. Although older children who use tablets for reading have been investigated more extensively, little is known about the impact of digital reading on children at the stage of literacy acquisition (López-Escribano, C., Valverde-Montesino, S., & García-Ortega, 2021). So that the use of technology does not have a negative impact on children, the content that children can access through technology should be filtered with parental guidance. If guidance is applied correctly, children's use of technology can benefit their cognitive, personality and social development. Consider that preschool development is a period of development where children pick up many of the consequences of what they see and observe. The preschool age is an age where children record and absorb everything they see, hear and experience. Preschool age is a golden period for children's growth and development. Many children at this age experience the formation of new concepts (Fitri Maiziani, 2020). Parental involvement in managing children's device use is also very necessary, both in the form of motivation, affection, and responsibility. Research shows that the use of learning media through applications is effective in improving children's skills, so teachers must know the format of learning technology (Barovih, G., Sugara, E. P. A., 2020). There are several problem formulas that must be known in the discussion of this article; Improved Reading Skills, Increased Language Skills of 7-12 Year Old Children, Use of Technology, Initial Language Skills, Parental Participation in the Learning Process, Learning Media Effectiveness This formula reflects the relationship between the level of improvement of language skills of 7-12 year old children and the use of technology, control over initial language skills, parental participation in the learning process, and the effectiveness of learning media. The main independent variable is technology use, which is expected to have a positive impact on the rate of improvement of children's language skills. The research could involve statistical analysis, surveys, and observations to evaluate the extent to which technology use contributes to the improvement of 7-12 year old children's language skills.

Language skills at this age are an important foundation for children's cognitive, social and thinking development. Good language skills are key to success in communicating, understanding texts and achieving success in various fields. Theoretical studies show that the use of technology in learning can provide children with more interactive, fun and meaningful learning. Apps, educational games and online resources can facilitate language comprehension in an engaging way. This study is expected to highlight the positive impact of technology use in improving language skills of children aged 7-12 years. Positive results may provide evidence for integrating technology into children's language learning. This research hopes to gain a deeper understanding of how technology can be used effectively to improve children's language skills. It may be useful to develop practical guidelines for teachers, parents and decision makers regarding the use of technology in language learning for children aged 7-12 years. By combining theories of child

development, technology-based learning approaches and expectations of research findings, this study is expected to provide valuable and relevant information in supporting the language development of children aged 7-12 years.

LITERATURE REVIEW

The study (Oktafia et al., 2021), used a literature approach and literature review to summarize previous findings regarding the use of technology in improving language skills in children aged 7-12 years. The main population consisted of children aged 7-12 years in primary schools in different regions, with the primary sample randomly selected from these schools. The secondary sample includes parents or guardians who are willing to participate. Data will be collected through surveys and interviews, with survey instruments developed to measure children's language skills and use of technology in education. Quantitative analysis uses statistical methods, such as regression analysis, while qualitative analysis is conducted on interview data to identify qualitative findings. Where necessary, specifications of tools and materials, such as specific learning software or types of technology used, will be described to provide more detailed context to the research. This article uses data sources, namely data sources from other documents to support writing. The source documents chosen for reference are articles, magazines and other documents related to the object of research. After reading and understanding the sources of information used, then conclusions are drawn from the results of the research. The data collection process was obtained from several journal articles accessed through Google Scholar and journal searches. From the number of article samples from the keywords of our article titles around 16,700 data samples that exist, within the last 5 years in Google Scholar and journals, from the existing data samples we took 38 data samples of articles in it related to technology and children's language acquisition. Data analysis methods are used in the form of content analysis and secondary data analysis. This means using secondary sources to draw conclusions and get the information you need to write this article (Hartanto & Dani, 2020).

METODOLOGY

The type of research used is a literature study. The literature study method is a series of activities related to library data collection methods, reading and recording, and processing research materials. According to Richard A. Johnson and Larry C. Harrel, literature study is a form of scientific research that identifies, evaluates, and synthesizes previous research to provide a better understanding of the research topic being discussed. Aristotle, states that literature study is a way to understand existing ideas and choose the most relevant to the research being conducted. According to him, understanding existing knowledge can help researchers to better develop their research. According to Machi and McEvoy, literature review is not just a list of citations, but also a critical process in identifying the weaknesses and strengths of previous research to direct new research. It can be concluded that a literature review is not just collecting information from previous studies, but also involves identifying, evaluating, and synthesizing that information. The goal is to provide a better understanding of the research topic being discussed. Literature research is an activity that cannot be separated from research. And this article focuses more on the approach of the Effect of Technology Use in Improving Language Skills in Children aged 7-12 years (Septiana et al., 2022).

RESULT AND DISCUSSION

A. The Impact of Technology on Children's Language Skills

In the current era, technology has become an important knowledge tool that can be used by anyone because it can help people in various aspects, including children, which affects the development of children's language. Therefore, there are more and more educational challenges in school, both from the elementary level to the higher level. This is because education is developing very rapidly with the development of technology. Today's generation is known as

generation Z and generation ALPHA. Because both generations grew and developed with the existence of advanced technology. Both generations can be said to be residents of future digital technology. In this generation they can connect internationally in the history of world knowledge online. The use of technology also affects reading skills and provides support, especially for students with the most severe difficulties. In addition, it increases general learning motivation, experience, and motivation to learn (Svensson et al., 2021). Therefore, the role of technology in children's language acquisition is very influential, of course, parental supervision in assisting children in using technology. with the existence of technology such as *smartphones* that support everything and facilitate things that can have good and bad effects on children who use it (Mokol et al., 2022). We also highlight the barriers in measuring text comprehension and communication. The use of technology such as gadgets can affect children's language skills. If used wisely, gadgets can improve children's language skills by making language learning easier, practicing foreign language skills, and stimulating creativity. However, excessive use of gadgets can affect children's language skills, make children addicted, withdraw, reduce interaction with others, thus reducing children's vocabulary. In addition, technological developments can also help the general public and foreigners to learn and understand the Indonesian language through various media, such as applications, e-books, and websites (Ivane, 2022).

B. Ability of Reading Skills in Children

Technology can be utilized to advance aspects of early childhood development, including aspects of language development. Language development is a child's effort to develop their ability to communicate with their environment. Language allows children to develop their intelligence through the thinking process and train their ability to listen, speak, read and write. Hurlock in (Mardhotillah & Rakimahwati, 2021). Language development is the way children communicate by symbolizing thoughts and feelings and conveying meaning to others. Communication includes writing, speaking, symbolic language, facial expressions, gestures, mime, and art. A creative teaching and learning framework using interactive teaching materials is an important basis for improving student understanding. Teachers can improve their digital literacy skills in order to design appropriate teaching and learning strategies to improve teaching and learning. Teachers understand that digital literacy can be used to support inclusive literacy practices to create communities of learners, make the curriculum accessible and link academic objectives to real-world platforms (Abdul Jalil et al., 2021).

Reading comprehension in children is an important aspect of language and literacy development. At this stage, children begin to develop early reading skills, which lay the foundation for more complex reading skills later on. Reading comprehension is one of the important skills that children need to develop in early primary school. At this stage, children usually master the basics of reading, such as recognizing letters, reading individual words, and understanding the basic meaning of the text they read. according to (Putri et al., 2023), several skills are commonly developed in children: a) Letter and Sound Recognition Process: This theory explains how children at this stage learn to recognize letters and associate them with corresponding sounds. It deepens the child's understanding of the correspondence between graphemes and phonemes, as well as understanding the relationship between sounds and letters in word formation; b) Understanding the Meaning of Words and Sentences: This theory explains how children expand their vocabulary and understand word meanings. Learning to understand the meaning of words in the context of sentences, recognizing syntax and understanding sentence structure; c) Stages of Children's Reading Development: This theory explains the stages of reading development of early elementary school children. The stages include prealphabetic reading (recognizing letters and first sounds), alphabetic reading (associating letters and sounds when reading words), and orthographic reading (reading words quickly and automatically); d) The relationship between reading and writing: This theory explains the close relationship between reading and writing skills. Mastering the alphabet while reading helps children in writing, but the ability to recognize

and apply writing rules also helps in reading; e) Social Interaction in Learning to Read: This theory emphasizes the important role of social interaction in learning to read. Children learn through cooperation with peers, support from teachers, and modeling of good reading behavior by adults; f) Rich Reading Environment: This theory emphasizes the importance of children having access to a variety of reading materials. An environment that promotes reading habits and encourages and rewards children's interest in reading is also very influential. And the need for technological development is what drives progress in the field of information, and at times like this the development of technology is increasingly rapid, and learning media through the *IT* field is needed in the world of education. In connection with this, the use of systems in learning is considered very necessary to change boring and monotonous formal learning into educational and fun learning through easy games and interactive media for children and with this technology can collaborate with technological advances to develop children's language. Fithri & Setiawan in (Rahayu et al., 2022).

C. Child Language Acquisition

There are several theories of language acquisition quoted (Julrissani, 2020), from namely: Behavioral Theory developed by Bandura, emphasizing that language is acquired by habit or by the environment; (1) Maturational Theory, which emphasizes the child's biological readiness and neurology; (2) Preformationalist Theory by Chomsky, in this theory states that children learn language by what they hear from their environment; (3) Cognitive Development Theory, this theory was originally developed by Piaget and Vygotsky and then re-developed by Bates, Snyder in 1985, and Namara in 1972 and Gleason in 1998. They argue that language is created and controlled by the mind or cognitive maturity and active involvement in the environment; (4) Psycho linguistic theory, this theory focuses on the interaction of activities, social interactions and intellectual interactions in language. The survey results show that the communication skills of elementary school children are as follows:

Table 1. Language communication skills in elementary-aged children

Age	Ability
6 Years	Has a vocabulary that can be communicated. And can understand 20000 to 24000 words. The child can make short sentences and to a certain extent can utter complete sentences.
8 Years	Can communicate using known vocabulary. Can tell and show their ideas and thoughts although still with verbalism.
10 Years	Can speak or communicate for a relatively long time, and can understand what others are saying.
12 Years	Can know and understand 50,000 words. Can speak like an adult.

It can be concluded from some of these theories that children acquire language more from the environment that children see and hear. So the environment is one of the most influential things, if we look at millennial generation children or elementary school students living surrounded and intersecting with technology (Neldawati, 2020). This technology is familiar and has become an environment where elementary school students can learn all kinds of information through language without having to interact directly. Of course, the role of technology in education must be used and applied according to the rules. It cannot be denied that communication technology is developing rapidly (Nurhasanah & Lestari, 2022). According to A.J. Piaget in (Broad, 2020), believes children's language is built on their cognitive development in play and interaction with objects and people. Communicative theory assumes second language learning consists of knowledge of language structures and their functions in a communicative setting. The five hypotheses of S. Krashen's Monitor Model are presented and critiqued with contrastive analysis, error analysis, error treatment, interlanguage, fossilization, and comprehensible output hypotheses.

D. Improved Writing Ability

The use of technology in the form of writing apps or other digital media can improve children's writing skills through structured practice. Of course, technology has an impact on the learning and teaching process and of course in writing for children, there are several opinions according to researchers on the development of technology on children's writing process; a) Increased use of special learning applications for writing can help elementary school children practice writing with the help of interactive technology (Arikunto, 2021). b) The use of technology to create digital stories or electronic books can increase children's creativity in writing. (Marsh, 2022). c) Children's increased interest in technology can have a positive impact on their motivation to write. (Yunus, M. M., & Salehi, 2020). d) Technology enables collaboration among students in writing activities, which can improve their social skills and writing skills (Kajder, S. B., & Bull, 2021). e) Utilization of digital whiteboards in the classroom can provide an interactive experience and support elementary children's writing learning (Rasheed, R. A., Kamsin, A., & Abdullah, 2023). It is important to note that the effect of technology on primary school children's writing skills may vary depending on the context, implementation, and other factors. In addition, these developments are ongoing, and new literature may provide a more detailed view of the role of technology in children's writing learning.

E. Motivation in Child Language Development

Technology tends to increase children's level of engagement and motivation towards language learning, along with an engaging and fun approach with Technology allowing students to further develop their learning. Motivation improves the learning process and makes you more effective in the learning process. There are six aspects that affect the level of student learning motivation revealed by Kurniawan & Manoppo in (Nisrinafatin, 2020). as follows: 1) Learning requirements, namely the extent to which students are encouraged to learn with a high sense of responsibility; 2) Learning Success Goals show how high the learning success target is the ultimate goal; 3) Realistic level of effort to achieve learning outcomes, i.e. how much effort is required to realistically achieve learning outcome goals; 4) Learn about situational resilience, or how much effort students can make in any situation; 5) Utilization of learning opportunities, namely how much effort students make in utilizing other learning opportunities, such as free time and scholarships, for learning; 6) Participation in learning activities. In other words, how much students enjoy what they learn and actively participate in teaching and learning activities. Evidence suggests that children play an active role in their own learning in many areas, yet studies of language development typically cast children as passive recipients of adult guidance. language learning as a domain is useful for exploring active and independent learning in children. In particular, children take advantage of language learning opportunities and actively select the linguistic information they wish to receive, thereby enhancing their own learning (Foushee, R., Srinivasan, M., & Xu, 2023). According to the author, the existence of technology in this day and age makes it easier in all respects, especially in the teaching and learning process for students and teachers. Of course, teachers can develop student learning motivation through technology that is developing now.

F. Technology challenges and constraints on children's language development

Era 4.0 requires people who have superior skills, especially in the field of technology. However, good knowledge of information technology must be accompanied by good language skills. Language skills such as reading, writing, speaking and listening play an important role in facing Era 4.0. This is because people who have good language skills can better understand incoming information. Indonesian language learning in the 4.0 era must continue to be guided. When people study a foreign language intensively, they tend to become more interested in the language. Language agencies have finally come up with a slogan to maximize your language learning. The slogan is to prioritize Indonesian, protect regional languages, and master foreign languages. In

order for Indonesians to love the Indonesian language, Indonesian language learning must be prioritized and optimized. To make learning fun, teachers have a strategic role in determining the success of Indonesian language learning. One of the strategies that teachers can use to balance learning in Era 4.0 is the introduction of digital skills (Ni Wayan Eminda Sari et al., 2022).

The obstacles that hinder parents in teaching language skills to their children include how parents can understand what their children's language skills are, how they can provide appropriate support at each age level, and how they can present language skills to their children. In addition to not understanding what to do if problems arise. Also, in the home environment, there is a lack of parental support for school programs and continuing education from parents. With the influence of online learning, children are no longer able to communicate directly with their teachers because they are always dependent on their parents. Finally, the relationship between teachers and students is not very strong (Hayati & Na'imah, 2022).

According to the author, there are several obstacles to children's speaking, first from parents from Parents lack of support in the process of children's speech and children are too dependent on parents so that their acquisition and vocabulary may only be limited and facilities are lacking in the process of speaking children. Second from the institution, for example, the role of teachers who are less creative / less responsive teachers and limited learning time. The third is environmental factors with whom to make friends and who hangs out well or badly the child hangs out also has an impact on the acquisition of language and the way a child speaks.

Therefore, the role of parents and teachers is important for children's language development, and children's abilities and skills increase according to their developmental stages. The authors conclude that children's language development begins in infancy and is based on language experiences, skills and progress. Language development is an effective and efficient means of social communication for children. Developing children's language makes it easier for them to express what they want and need. Therefore, language development in early childhood aims to enable children to communicate well (Wahidah & Latipah, 2021).

G. Supervision of Technology Use in Children

Supervision is an activity that aims to protect children, especially preschool children, in the form of attention so that they can develop. When using gadgets, children need parental support to guide and understand the media they watch in order to increase children's knowledge and positive perceptions. The aspects of parental supervision in supervising preschool children in this study include active guidance on the use of online media, active guidance on the safety of using online media, guidance on restrictions, and technical guidance. The perspective of parental supervision is considered to avoid the negative impact of using gadgets. It is not easy for parents to raise and nurture their children. This poses a greater challenge for parents, especially since children are born in the digital age. Parents today are in a dilemmatic situation. On the one hand, parents should encourage and support their children to use digital media for educational and social purposes, but on the other hand, parents should be able to control the negative impact of digital media use on their children. Minimize with children. It cannot be denied that children's lives are now increasingly integrated with digital technology, including gadgets It is important for parents to monitor the use of gadgets in order to create a generation that is not exposed to the negative impact of the digital era and can utilize all media appropriately and wisely for positive purposes (Wulandari et al., 2021). According to (Riyan Rizaldi et al., 2021), Every learning process, whether carried out through a face-to-face process or using technological assistance, must be carried out by an evaluation process. Evaluation activities are used to determine the extent to which parents are effective in assisting children in learning at home.

Mobile devices are widely used in parent-child routines and family life. concerns about the impact of their use on children's socio-emotional development. These concerns have led to a proliferation of prevention messages. The recommendations mainly focus on infants/preschoolers and adolescents, and very few on school-age children. Despite growing concerns among health

professionals and children, there is little research on children's use of digital devices that focuses on the developmental period between 6 and 12 years of age. In order to develop guidelines for the use of digital devices at home, it is important to be aware of parents' questions and/or difficulties arising from their use (Danet, 2020). Digital devices have become more widespread in recent years and children's interest in them has significantly changed their learning habits. Individual interactions with digital devices in infancy and early childhood provide both benefits and risks in obtaining informal learning experiences (Sivrikova, N. V., Ptashko, T. G., Perebeynos, A. E., Chernikova, E. G., Gilyazeva, N. V., & Vasilyeva, 2020).

CONCLUSION

This discussion highlights the importance of using technology as a support tool for learning the language of speaking, reading and writing in children aged 7-12 years. Influence of Technology on Children's Language Skills speaking, reading and writing in children. Ability of Children's Reading Skills, Children's Language Acquisition, Improvement of Writing Skills, Motivation for Children's Language Development, Technological challenges and constraints in children's language development, Supervision of Children's Use of Technology. However, the challenges of selecting quality content and monitoring usage remain a major concern. Therefore, the use of technology needs to be done wisely, accompanied by effective supervision from parents and educators and with technology having an important effect on children's language development.

REFERENCE

- Abdul Jalil, T. T., Shamila Shuhidan, M., Farrah Diana, S. B., & Norazmi Nordin, M. (2021). Exploring Digital Literacy Strategies For Students With Special Educational Needs In The Digital Age. *Turkish Journal Of Computer And Mathematics Education*, 12(9), 3345–3358.
- Arikunto, S. (2021). Pengaruh Penggunaan Aplikasi Pembelajaran Terhadap Kemampuan Menulis Siswa Sekolah Dasar. *Jurnal Pendidikan Dasar*, 12(2), 89–101.
- Barovich, G., Sugara, E. P. A., & N. (2020). Pemanfaatan Aplikasi Sebagai Media Bantu Edukasi Agama Islam Untuk Anak Usia Dini. *Dinamisia : Jurnal Pengabdian Kepada Masyarakat*, 4(1), 150–158. <https://doi.org/10.31849/Dinamisia.V4i1.3339>
- Broad, D. (2020). Literature Review Of Theories Of Second Language Acquisition. *Journal Of Applied Linguistics And Language Research*, 7(1), 80–86.
- Cindy Mutia Annur. (2021). Persentase Anak Usia 5 Tahun Ke Atas Yang Mengakses Internet Menurut Tujuan (2021). *Badan Pusat Statistik*.
- Danet, M. (2020). Parental Concerns About Their School-Aged Children's Use Of Digital Devices. *Journal Of Child And Family Studie*, 29 (10), 2890–2904.
- Fatimah, S., & Miftahuddin, M. M. (2020). Pencegahan Perilaku Menyimpang Melalui Pengendalian Gawai Pada Siswa Madrasah. *Jurnal Penelitian*, 14(1), 135. <https://doi.org/10.21043/jp.V14i1.7383>
- Fitri Maiziani, W. A. (2020). Pemanfaatan Gadget Oleh Anak Usia Dini Pada Era Digital Native Dalam Rangka Pemerolehan Bahasa Inggris. *Seminar Nasional: Jambore Konseling 3*, 08(02)(00), 2.
- Foushee, R., Srinivasan, M., & Xu, F. (2023). Active Learning In Language Development. *Current Directions In Psychological Science*, 32(3), 250–257.
- Hartanto, R. S. W., & Dani, H. (2020). Studi Literatur: Pengembangan Media Pembelajaran Dengan Software Autocad. *Jurnal Kajian Pendidikan Teknik Bangunan*, 6(1), 1–6.
- Hayati, S. N., & Na'imah, N. (2022). Analisis Kompetensi Berbicara Anak Usia Dini Pada Masa New Normal. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 3203–3217. <https://doi.org/10.31004/Obsesi.V6i4.2107>
- Imam Tabroni, Husniyah, H., Sapitri, L., & Azzahra, Y. (2022). Impact Of Technological Advancements On The Establishment Of Characteristics Of Children. *EAJMR: East Asian Journal Of Multidisciplinary Research*, 1(1), 27–32.

- <https://doi.org/10.54259/Eajmr.V1i1.453>
- Ivane, J. E. (2022). Peran Teknologi Dalam Perkembangan Bahasa Indonesia. *Binus University*. <https://lc.binus.ac.id/2022/12/17/student-corner-peran-teknologi-dalam-perkembangan-bahasa-indonesia/>
- Julrissani, J. (2020). Karakteristik Perkembangan Bahasa Dalam Berkomunikasi Siswa Sekolah Dasar Di SD Muhammadiyah Karangbendo Yogyakarta. *Edumaspul: Jurnal Pendidikan*, 4(1), 72–87.
- Kajder, S. B., & Bull, G. (2021). Collaborative Writing In Digital Spaces: Emerging Research And Opportunities. *Journal Of Educational Computing Research*, 59(7), 951–970.
- López-Escribano, C., Valverde-Montesino, S., & García-Ortega, V. (2021). The Impact Of E-Book Reading On Young Children's Emergent Literacy Skills: An Analytical Review. *International Journal Of Environmental Research And Public Health*, 18(12), 6510.
- Mardhotillah, H., & Rakimahwati, R. (2021). Pengembangan Game Interaktif Berbasis Android Untuk Meningkatkan Kemampuan Membaca Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(2), 779–792. <https://doi.org/10.31004/obsesi.v6i2.1361>
- Marsh, J. (2022). Enhancing Literacy Learning Through Digital Storytelling: A Review Of The Literature. *Journal Of Research In Reading*, 45(1), 58–77.
- Mokol, N. A., Juni, F., Putri, K., Wulandari, M. T., Waluyo, R. A., & Suni, M. H. (2022). Pengaruh Perkembangan Teknologi Dalam Pembelajaran Abad 21 Pendidikan Kewarganegaraan Di Indonesia. *Seminar Nasional Hasil Riset Dan Pengabdian, April*, 1082–1088.
- Neldawati, N. (2020). Deskripsi Lingkungan Belajar Siswa Terhadap Mata Pelajaran Fisika Di Sma Ferdy Ferry Putra Kota Jambi. *Journal Evaluation In Education (JEE)*, 1(1), 1–7.
- Ni Wayan Eminda Sari, Ni Luh Sukanadi, I Nyoman Suparsa, I Nyoman Adi Susrawan, & I Gusti Ayu Putu Tuti Indrawati. (2022). Pembelajaran Bahasa Indonesia Berbasis Literasi Digital Di Era 4.0. *J-ABDI: Jurnal Pengabdian Kepada Masyarakat*, 1(12), 3351–3356. <https://doi.org/10.53625/jabdi.v1i12.2062>
- Nisrinafatina, N. (2020). Pengaruh Game Online Terhadap Motivasi Belajar Siswa. *Jurnal Edukasi Nonformal*, 1(1), 135–142.
- Nurhasanah, P. S., & Lestari, T. (2022). Pengaruh Aplikasi Tiktok Terhadap Perkembangan Bahasa Siswa Sekolah Dasar. *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar*, 8(2), 115–121. <https://doi.org/10.24042/terampil.v8i2.8920>
- Oktafia, D. P., Triana, N. Y., & Suryani, R. L. (2021). Durasi Penggunaan Gadget Terhadap Personal Sosial Pada Anak Usia Prasekolah: Literatur Review. *Borneo Nursing Journal*, 4(1), 31–47. <https://akperyarsismd.e-journal.id/BNJ>
- Putri, I. A., Wulandari, E., Napizah, V., & Jambi, U. (2023). PENINGKATAN KEMAMPUAN MEMBACA PADA SISWA SDN 121/I MUARA SINGOAN KELAS RENDAH SEBAGAI BAGIAN INTEGRAL DARI PERKEMBANGAN BAHASA. *Jurnal Inovasi Dan Pengabdian Kepada Masyarakat*, 2(3), 580–589.
- Rahayu, R., Mustaji, M., & Bachri, B. S. (2022). Media Pembelajaran Berbasis Aplikasi Android Dalam Meningkatkan Keaksaraan. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 3399–3409. <https://doi.org/10.31004/obsesi.v6i4.2409>
- Rasheed, R. A., Kamsin, A., & Abdullah, N. A. (2023). The Impact Of Digital Writing On Elementary Students' Writing Skills: A Review Of The Literature. *Computers In Human Behavior*, 127, 107178.
- Riyan Rizaldi, D., Nurhayati, E., Fatimah, Z., & Amni, Z. (2021). The Importance Of Parental Assistance In Supervising The Use Of Technology For Children During The Home Learning Program. *International Journal Of Engineering, Science And Information Technology*, 1(3), 7–10. <https://doi.org/10.52088/ijesty.v1i3.78>
- Rodhiyattullahmi, R., Makmun, S., & Muslim, B. (2022). Peran Gawai Terhadap Pemerolehan Bahasa Anak Usia 7-12 Tahun Di Desa Ombe Baru Kecamatan Kediri Kabupaten Lombok Barat. *Jurnal Ilmiah Telaah*, 7(1), 38. <https://doi.org/10.31764/telaah.v7i1.6936>

- Saefullah. (2020). *Pengaruh Kemajuan Teknologi Komunikasi dan Informasi Terhadap Karakter Anak*. <https://Bdkjakarta.Kemenag.Go.Id/Pengaruh-Kemajuan-Teknologi-Komunikasi-Dan-Informasi-Terhadap-Karakter-Anak/>
- Septiana, A., Amin, I. I., Soebagyo, J., & Nuriadin, I. (2022). Studi Literatur: Pendekatan Pendidikan Matematika Realistik Dalam Pembelajaran Matematika. *Teorema: Teori Dan Riset Matematika*, 7(2), 343. <https://doi.org/10.25157/Teorema.V7i2.7090>
- Sivrikova, N. V., Ptashko, T. G., Perebeynos, A. E., Chernikova, E. G., Gilyazeva, N. V., & Vasilyeva, V. S. (2020). Parental Reports On Digital Devices Use In Infancy And Early Childhood. *Education And Information Technologies*, 25, 3957-3973.
- Støle, H., Mangen, A., & Schwiippert, K. (2020). Assessing Children's Reading Comprehension On Paper And Screen: A Mode-Effect Study. *Computers & Education*, 151, 103861.
- Svensson, I., Nordström, T., Lindeblad, E., Gustafson, S., Björn, M., Sand, C., Bäck, G. A., Nilsson, S., Svensson, I., Nordström, T., Lindeblad, E., Gustafson, S., Björn, M., Sand, C., Bäck, G. A., Effects, S. N., Sand, C., & B, G. A. (2021). Disability And Rehabilitation : Assistive Technology Effects Of Assistive Technology For Students With Reading And Writing Disabilities. *Disability And Rehabilitation: Assistive Technology*, 16(2), 196-208. <https://doi.org/10.1080/17483107.2019.1646821>
- Wahidah, F. A. N., & Latipah, E. (2021). Pentingnya Mengetahui Perkembangan Bahasa Anak Usia Dini Dan Stimulasinya. *Jurnal Pendidikan*, 4(1), 44-62. <https://journal.uinsgd.ac.id/index.php/japra/article/view/10940/pdf>
- Wulandari, H., Asiah, D. H. S., & Santoso, M. B. (2021). Pengawasan Orang Tua Terhadap Anak Usia Prasekolah Dalam Menggunakan Gawai. *Jurnal Penelitian Dan Pengabdian Kepada Masyarakat (JPPM)*, 2(2), 118. <https://doi.org/10.24198/jppm.V2i2.32690>
- Yamaç, A., Öztürk, E., & Mutlu, N. (2020). Effect Of Digital Writing Instruction With Tablets On Primary School Students' Writing Performance And Writing Knowledge. *Computers & Education*, 157, 103981.
- Yunus, M. M., & Salehi, H. (2020). The Impact Of Technology On Children's Literacy In The Early Years: A Review Of The Literature. *Early Child Development And Care*, 190(9), 1269-1288.