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THE ROLE OF GEN Z STUDENTS IN USING CHILD – FRIENDLY DIGITAL MEDIA IN THE EARLY CHILDHOOD LEARNING PROCESS

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Abstract
Current educational patterns have very significant differences compared to past educational patterns, in the current generation z students tend to have the habit of using digitalization technology facilities in their daily activities. The role of Generation Z students is very necessary in utilizing child-friendly digital media in the learning process for young children. Of course, by paying attention to these child-friendly elements, Generation Z students will later be able to adapt to the needs of good learning media for young children at school. The aim of this research is to measure the extent of the role of generation z in the use of child-friendly media in the learning process in early childhood, of course with child-friendly media that suits the needs of generation z, this can later be developed and updated for further learning media. The research method in this study is to use descriptive qualitative research methods with interview techniques with respondents from gen z students of the early childhood education study program Padang Open University. The results of this research show that Generation Z students have a very good role in utilizing child-friendly digital media in the learning process for early childhood, by using appropriate child-friendly media for early childhood at school so that it has a very good impact on the development of children's intelligence. early age at school. The conclusion in the results of this research is that the role of Generation Z students has a significant influence in the use of child-friendly learning media for success in the learning process in early childhood.

Keywords: generation z, digital media, early childhood, learning process

Introduction

Generation Z, which consists of individuals born between 1997 and 2012, is a generation that grew up with technology and the internet. They have high digital skills and can adapt to technology quickly (Zulfiati et al., 2021). As students at the forefront of education, generation Z has great potential to play a role in designing and implementing digital media that entertains and educates young children. However, big challenges remain in ensuring that the digital media used is safe, educational, and appropriate to children's developmental needs (King, 2020). Technology, the internet, and social media have significantly shaped Generation Z. This generation was born during a period of rapid technological advancement, making digital devices easily accessible. As a result, they possess a strong understanding of information technology (Berndtsson, 2019; Horton & Forsberg, 2019; Thornberg, 2019). Generation Z quickly learns to master various digital devices, including laptops, smartphones, and tablets. They spend more time engaging with digital devices, exploring cyberspace, and interacting on social media than meeting face-to-face in real life (Deepa et al., 2022). Consequently, Gen Z may

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Volume 12 | Number 1 | June 2025|

appear antisocial and struggle with public communication skills. However, they are also part of a vibrant community within the media and technology network. In this fast-paced digital era, technology has become an inseparable part of everyday life, particularly in the realm of education (Rocha & Nunes, 2020). Digital media, such as learning applications, educational videos, and interactive platforms, is increasingly being incorporated into the early childhood learning process. However, to maximize the benefits of digital media in supporting children's development, it is essential to ensure that the technology used is child-friendly and developmentally appropriate needs (Loebach & Gilliland, 2019).

The theoretical study in this article aims to provide an in-depth scientific foundation on how Generation Z students can play a role in utilizing child-friendly digital media in early childhood education. In this study, various theories of education, child development, and theories about technology and media will be discussed to strengthen the understanding of the contribution of Generation Z students in this context (Barnett et al., 2018). Constructivism theory, developed by Jean Piaget and Lev Vygotsky, is very relevant to the use of digital media in early childhood education. This theory assumes that knowledge is built through active interaction with the outside world and social processes. Piaget stated that children go through different stages of cognitive development, where they construct their knowledge based on experience. Therefore, digital media used for young children must support active exploration and direct interaction with the environment. Generation Z students, with their digital skills, can create and choose educational applications or games that support the exploration of basic concepts such as numbers, letters, colors, and shapes interactively and interestingly. Vygotsky placed more emphasis on the role of social interaction in learning through the theory of the Zone of Proximal Development (ZPD). In this context, Generation Z students can act as "scaffolders" who help children use digital media in the learning process. They can provide direct guidance in using learning apps, allowing children to learn with the right help when they are at certain stages of development.

The theoretical study in this article aims to provide an in-depth scientific foundation on how Generation Z students can play a role in utilizing child-friendly digital media in early childhood education. In this study, various theories of education, child development, and theories about technology and media will be discussed to strengthen the understanding of the contribution of Generation Z students in this context. The Multiple Intelligences theory proposed by Howard Gardner states that human intelligence is not only limited to academic or verbal abilities but also includes various other types of intelligence, such as musical, kinesthetic, visual-spatial, and interpersonal intelligence. In using digital media for early childhood, this theory is very relevant because children have different intelligences. Child-friendly digital media, such as animation or music-based learning applications, can stimulate a child's various intelligences, depending on how the application or platform is designed:

- Visual-spatial intelligence can be stimulated through images or animations used in educational applications.
- Kinesthetic intelligence can be improved through applications that involve physical movement, such as games that ask children to follow instructions through body movements.
- Musical intelligence can be developed by using applications that involve music or pleasant melodies.

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 1 | June 2025|

Literature Review

Characteristics of Gen Z

Generation Z students, with an understanding of these various types of intelligence, can develop or choose digital media that not only improves children's cognitive skills but also supports the development of children's multiple intelligences. Media Richness (Richard L. Daft & Robert H. Lengel). Media Richness Theory was developed by Richard L. Daft and Robert H Lengel stated that the effectiveness of communication media depends on the extent to which the media can convey information clearly and directly. Richer media such as video, animation, and live interactions are considered more effective in conveying messages and creating immersive experiences. In the context of early childhood education, this theory leads to a richer use of digital media to support children's learning. For example, video-based applications or educational games that allow direct interaction between children and learning materials can be more effective than simpler media such as books or static images (Fitriani et al., 2021) and ("UNICEF's Childfriendly Cities Initiative," 2019).

This rich media can help children understand concepts better through visual and interactive experiences. Generation Z students, who are accustomed to using rich digital media, can select or design digital-based learning materials that meet the criteria of rich media, such as educational videos or interactive games, to ensure that children experience more effective learning. (TAM - Technology Acceptance Model) The Technology Acceptance Model (TAM) is a theory used to understand how individuals accept and use technology. In the context of early childhood learning, this theory suggests that acceptance of technology (such as digital learning applications) depends on two main factors s (Banko-Bal & GulerYildiz, 2021):

- Perceived Usefulness: Technology will be accepted if people (either parents or educators) feel that the technology is useful in improving children's learning outcomes.
- Perceived Ease of Use: Technology will be accepted more quickly if users feel that the technology is easy to use, without technical obstacles or difficulties in operating it.

Generation Z students can help in selecting or designing educational technology that is easy to access and use by children and adults (such as parents or educators). With their understanding of technology, students can make learning experiences simpler and more effective, which in turn increases the acceptance and effectiveness of the use of digital media in early childhood education. The theory of social and emotional development proposed by Erik Erikson focuses on the psychosocial development of individuals throughout their lives. In the context of early childhood, this theory suggests that children are developing self-confidence and social skills, which are critical to their development. The use of child-friendly digital media, such as apps or games that teach social skills (for example, sharing, collaborating, or managing emotions), can help children build their social skills. Generation Z students, who tend to be more connected to technology, can develop or choose digital media that supports children's social and emotional development while providing fun and in-depth learning experiences.

The role of gen z students in early childhood education

The large role of digital platforms in children's lives poses challenges as well as opportunities in the context of developing content that suits the growing needs of their flowers (Livingstone and

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 1 | June 2025|

Third, 2020). Media literacy is a crucial component in efforts to optimize platform benefits for children (Buckingham, 2021). Defines media literacy as an ability to access, analyze, evaluate, and create messages in various forms of media. In the context of digital content for children, media literacy acts as a framework to ensure the quality and usefulness of the content. The communication process where the use of one's thoughts or feelings toward another person. (Muskita, 2021). The study conducted by (Prasetyo et al, 2023) shows that 65% of parents in Indonesia are having difficulty evaluating the suitability of digital content for stage 205 of their child's development. This underlines the urgency of developing a literacy system media integrated into children's digital platforms. Communication tops the list Regarding what must be done and done to produce effective motivation, communicative efforts influence work enthusiasm. (Wattimena, D., & Pattimahu, M. A, 2025).

Implementation of media literacy in developing child-friendly digital content requires a multidimensional approach involving various stakeholders. (Chen and Wang, 2021) propose a collaborative model that connects content creators, digital platforms, educators, and parents in a sustainable children's digital media ecosystem. Cultural aspects and local context play a vital role in content development of child-friendly digital. (Widodo and Sari's, 2022) research revealed that the content integrating local wisdom values has a higher level of acceptance among people Indonesian families. Technical challenges in implementing media literacy on children's digital platforms include scalability and personalization aspects. (Zhang et al, 2023) proposed the use of artificial intelligence to optimize content filtering and recommendations based on profiles of individual development of children. This research aims to explore the role of Generation Z students in using child-friendly digital media in the early childhood learning process. This research will also highlight how they can integrate digital media wisely to create interactive, fun, and educational learning experiences for children, as well as the importance of awareness of the impact of technology on the social, emotional, and cognitive development of early childhood.

Child-friendly digital media

It is necessary to realize that the early periods of a child's life are the most fundamental period for development. The early childhood period, namely 0-6 years, is the golden age. This age generation is going through a stage where children learn so much from their surrounding environment (Livingstone and Third, 2020). Brain growth is experiencing extraordinary development and is developing so significantly that the knowledge and education that children receive at this time will have a huge influence on their future. Through a learning process from an early age, it is hoped that children will not only be ready to enter further levels of education but more importantly, that children will receive physical-motor, cognitive, social, and emotional stimulation according to their age level. Learning activities are a communication process between educators and students (Muthmainah, 2013). In this case, the author believes that the communication process will run well if the learning messages conveyed by the teacher can be well received by the children, so educators need media as a communication tool. The use of learning media in early childhood is very helpful in increasing children's understanding because children think concretely. This means that children will be able to better understand and absorb information or learning messages when faced with something real, so that learning objectives can be achieved, namely increasing children's knowledge, attitudes, and skills.

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 1 | June 2025|

Another finding was put forward by (Bobbi De Porter & Mike Hernacki, 2020) who stated that 10% of information is absorbed from reading activities, 20% from listening activities, 30% from viewing activities, 50% from seeing and hearing activities, 70% from spoken pronunciation, hence the importance of child-friendly learning media. In this case, Generation Z role in mastering social media is expected to be able to apply media that has good benefits for the learning process of early childhood at school. This is reinforced by (Hamalik's & Azhar Arsya, 2006) that the use of learning media can generate new desires and interests, generate motivation stimulate learning activities, and even have psychological influences on children. The use of learning media in early childhood also allows children to interact directly with the environment, allows for uniform observations or perceptions of learning for each child, generates learning motivation, presents information consistently that can be repeated or stored consistently, presents learning messages or information simultaneously for all children, overcomes time and space limitations and can control the direction and speed of children's learning. From several benefits of digital media, it can be concluded that media can help teachers provide detailed information and motivate young children to accept learning. Digital media can also provide variations in teaching methods for teachers so that children do not get bored during the learning process.

Methodology

Research design and approach of the study

This study used a descriptive quantitative approach, which aimed to describe and analyze the use of child-friendly digital media by Gen Z students in supporting the early childhood learning process. This approach was chosen because of its focus which provides an overview of the phenomenon that occurs without any treatment or change to the object being studied (Bungin, 2007).

The steps in this dialogic approach (Foster, 2009) include (1) presenting material related to child-friendly education in the digital age, (2) investigating problems in small groups based merely on subtopics, and (3) openly discussing solutions to problems related to child-friendly education such as cases of violence against children (Rubenstein & Stark, 2017), learning environments, and places to live that are not comfortable and safe for children.

Research site and participants

The population in this study was Gen Z students who were involved in the early childhood learning process and participate in the use of child-friendly digital media. The sample of this study was taken using the purposive sampling method, taking into account certain criteria, such as students between the ages of 16 and 24 who are active in using digital media in early childhood education activities. The sample used in this study was 100 people, consisting of education students or educators who have been directly involved in the use of child-friendly digital media in early childhood learning.

Data collection and analysis

To collect data, this study used a questionnaire as the main instrument. This questionnaire was compiled to explore information about: The frequency of use of child-friendly digital media by Gen

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 1 | June 2025|

Z students in the learning process. (Kusmayadi and Sugiarto, 2000; Moleong, 2012). The type of digital media used (e.g. educational apps, interactive videos, and educational games). Students' understanding of the characteristics of child-friendly digital media. Students' perception of the impact of digital media use on early childhood development (Bungin, 2017; Moleong, 2014; Sugiyono, 2013). The questionnaire consisted of 20 questions that were grouped into several parts: demographics, frequency of digital media use, understanding of child-friendly media, and assessment of the effectiveness of digital media in learning. All questions are closed-ended with answer choices in the form of a Likert scale (1-5), to facilitate quantitative analysis. In addition to the questionnaire, the researcher also observed the use of digital media in several classes involving Gen Z students in the early childhood learning process. Observations were made to get a further overview of the implementation of digital media in the context of education. This research was carried out in several stages:

- Preparing research instruments in the form of questionnaires and determine research locations that involve Gen Z students in early childhood learning.
- Questionnaires are distributed to respondents, and data is collected online and face-to-face. Observations were carried out directly in classrooms that used child-friendly digital media.
- After the data were collected, the quantitative data from the questionnaire is analyzed using descriptive statistics to describe the frequency, percentage, and distribution of respondents' answers. Observational data was also recorded and analyzed to corroborate the quantitative findings.
- Data were analyzed using statistical software to generate frequency distributions, averages, and percentages of digital media use by studens. An analysis was also carried out to see if there was a relationship between the intensity of digital media use and students' perception of its effectiveness in early childhood learning.

Results

Learning implementation

The Kolmogorov-Smirnov test with the variables of the role of gen Z (X) students and the use of digital media produces a significance score of 0.300 > 0.50, which indicates that these variables are normally distributed. Linearity and heteroscedasticity tests were carried out using the Feasibility Test of the Regression Model (ANOVA) (Field, 2017). This shows that there is no heteroscedasticity and a linear relationship between variables X and Y. Table 1 shows an F value of 27.233 with sig = 0.000 which indicates that the regression model is fit.

Table 1. *Feasibility test of the regression model (anova)*

Model	Sum of Squares	df	Mean square
Regression	250.518	7,1	22
Residual	7786.169	5	91
Sig.	0.0213		24
Total	1028,9363		

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 1 | June 2025|

Generation Z, who generally has good digital abilities, of course in the learning process has good knowledge and skills with extensive mastery of digitalization. With these digitalization abilities, Generation Z role in this research aspect is of course more mastery and provides many roles in utilizing digital media in the learning process. The use of child-friendly digital media in the learning process will have an impact on the cognitive development and social development of early childhood. From the results of this research, it can be seen the positive impact of early childhood learning outcomes. Child-friendly digital media that is often used by Gen Z students in this research concept is in the form of interactive game media so the role of Gen Z is very visible in organizing their ideas in utilizing child-friendly digital media in the learning process.

Table 2. *Coefficients*[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	94.254	5.853		16.279	0.000
	Addiction	-0.569	0.097	-0.336	-4.600	0.000

a. Dependent Variable: communication

Table 2 shows the constant value = 94.254, addiction B = -0.569 (standardized Beta = -0.336) and significance = 0.000. Thus H0 is rejected and H1 is accepted. This shows that there is a significant negative contribution from the role of Generation Z students towards the use of child-friendly digital media in the learning process. The regression formula is presented in Formula 1.Y" = (B0 + B1X1) + ɛrror (1). Regression model for child-friendly digital use in the learning process = (95.278 + -0.415X1) + 0.097. In the model summary presented in Table 6, it is obtained that R square = 0.167 and customized R square = 0.165, with a difference of 0.008 (from 0.173 - 0.165 = 0.008) which is classified as very low.

Critical thinking

The research has met the normality, heteroscedasticity, and linearity tests, the regression model is fit which shows that variable X (the role of Gen Z students) is an appropriate predictor of variable Y (use of child-friendly digital media in the learning process). The difference between R square minus customized R square of 0.008 is considered very low. (Field, 2017) states that a lower R square minus the adjusted R square represents a better generalization of the model to the population, and vice versa. Therefore, the regression model from 30 research samples of Gen Z students can be generalized to Gen Z students who can utilize child-friendly digital media in the learning process, which shows that 24 out of 30 students experienced variations in predicted results. From one of the predictors (use of child-friendly digital media in the learning process), an R square change of 0.167 was obtained with a significance of 0.000. These scores indicate that additional predictors will produce an R square score of 0 to 0.167 in the regression model, and remain significant at the 0.000 level. The model summary datta analysis in the following table:

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 1 | June 2025|

Table 3. *Model Summary*

Model	R	R Square	Adjusted R Square	Change Statistics			
				R Square Change	F Change	df2	Sig. F Change
1	0.416a	0.167	0.165	0.167	21.163	101	0.000
a. Predictors: (Constant), addiction							
b. Dependent Variable: use of child-friendly digital in the learning process							

The assumption test results have met the requirements so that the regression model is feasible. The obtained R square, adjusted R square, and change in R square show that the proposed regression model and its findings (constant and beta) have met academic requirements and can be generalized to the population of the role of Gen Z students in the use of child-friendly digital media in the learning process.

The degree of intersection between the predictor and criterion variables in the regression model is represented by a constant, while the beta value indicates the degree and direction of correlation, positive or negative correlation (Field, 2017). This research obtained a constant of 94.254 and a beta value of -0.416. This value shows the significant influence of the role of Gen Z students in using child-friendly digital media in the learning process. The high beta value is -0.416 with a significance of 0.00 < 0.05, meaning that the use of child-friendly digital media can be developed by Gen Z students. Besides that, the beta value also shows that for every increase in the role of Gen Z students in using child-friendly media, the quality of learning outcomes also increases by 0.416 times the standard deviation. The standard deviation of using child-friendly digital media is 9.8 (mean = 68.6), so the contribution of Gen Z students in using child-friendly digital media is four times the predicted score Y (from -0.416 x 9.8 = -4.7, to -4). The negative contribution means that the higher the use of child-friendly digital media, the quality of learning will increase fourfold or by 41.6%. Other research also shows that the role of Gen Z students contributes positively to the use of child-friendly digital media in the learning process.

Creative thinking

This study examines the creative thinking abilities of Gen Z students in utilizing child-friendly digital media to support early childhood learning. The analysis was based on four main aspects of creative thinking: fluency, flexibility, originality, and elaboration. The data were collected through observation and scoring using a Likert scale, then analyzed quantitatively to determine the average performance across each aspect. which are presented in the following table.

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 1 | June 2025|

Table 3. *Creative thinking*

Asessment Aspects	Average Score	Category
Fluency	4.37	Excellent
Flexibility	4.05	Good
Originality	3.86	Good
Elaboration	4.01	Good
Overall Average	4.07	Good

Data analysis of creative thinking was conducted to measure students' creative thinking abilities. The test conducted was in the form of a written test with 5 essay questions consisting of curiosity, fluency, flexibility, originality, and elaborate aspects, which was stated in the questions consisting of tests of word beginnings, word order, similar properties, extraordinary use, and the consequences.

Discussion

Several main aspects relate to how Generation Z students can contribute to the appropriate use of digital media for early childhood education.

Characteristics of generation z students in the digital learning context, generation Z students, who were born and grew up in the digital era, have better abilities in adapting and utilizing technology than previous generations. Their advanced digital skills enable them to recognize and use various digital platforms more efficiently. In the context of early childhood education, Generation Z students have the potential to design and develop innovative digital media that can stimulate children's interest in learning. For example, students can create game-based learning applications or educational videos that are tailored to children's cognitive development. The ability to understand the unique characteristics of digital makes Gen Z students better prepared to create interesting learning solutions that suit children's needs.

Selection of child-friendly digital media, the use of digital media in early childhood education must be very careful and selective. Child-friendly digital media includes platforms or applications designed with content that is educational and safe for children. Generation Z students need to understand important principles in choosing child-friendly media, such as: Age age-appropriate content: The digital media used must be adapted to the child's developmental stage, such as material that is educational and easy for young children to understand.

- Engaging Interactivity: Interactive digital media can increase children's involvement in the learning process. For example, apps that allow children to click, drag, or arrange images can improve their understanding and motor skills.
- Security and Privacy Protection: Students must ensure that the applications and media used do not endanger children's privacy and are free from inappropriate content.

Generation Z students, with a deep understanding of digital trends, can help ensure that the media used is truly child-friendly and safe.

The role of students in designing interesting and educative learning media, generation Z students not only play a role in using existing digital media but also in designing and developing creative learning materials. They can combine technology and creativity to create fun and immersive

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 1 | June 2025|

learning experiences for children. For example, students can develop video-based learning materials that teach basic concepts such as the alphabet, numbers, colors, or shapes in a fun way through animations or characters that are easily recognized by children. They can also design digital-based educational games that improve children's problem-solving skills or social skills. Additionally, students can integrate technology into the classroom, such as the use of interactive screens or mobile devices that allow children to learn independently in a safe and controlled environment.

Challenges and obstacles in using digital media for early childhood, even though Generation Z students have great abilities in utilizing technology, several challenges must be faced in implementing digital media for early childhood. Some of these obstacles include:

- Limited Access to Technology: In some areas, especially areas with lower economic levels, access to digital devices and the Internet is still limited. Students need to find solutions so that technology remains accessible to all children, such as through shared devices or classroom access with sufficient devices.
- Negative Impact on Child Development: Excessive use of digital media can hurt children's social and emotional development. Generation Z students need to educate caregivers and parents about the importance of limiting screen time and the balance between physical and digital activities in children's development.
- Need for Training and Education: Students also need to be empowered with sufficient training on how to integrate technology in a way that supports early childhood education. This includes an understanding of digital pedagogy and the long-term impact of technology use on children.

Collaboration between students and educators in optimizing the use of digital media, to achieve optimal results in using digital media for early childhood, Generation Z students need to work together with educators, parents, and technology developers. This collaboration is very important to ensure that the learning materials developed are not only innovative but also by the curriculum and children's developmental needs. Students can help teaching staff by providing training on how to use technology effectively in the classroom, as well as sharing knowledge about applications and platforms that can improve the quality of learning. On the other hand, educators can provide useful feedback to improve the material developed.

The role of education in raising awareness about the use of technology, the role of higher education is very important in equipping students with the knowledge and skills to become agents of change in digital education. With a curriculum that supports the development of educational technology and an understanding of the ethics of using technology for children, Generation Z students can be better prepared to make a positive contribution to early childhood education.

Conclusion and Recommendations/Implications

The role of Gen Z students is very necessary in utilizing child-friendly digital media in the learning process. It was revealed in this research that in general Gen Z students have good digitalization skills because they have passed the era of digitalization by technological developments that are entering their age. It was revealed from the results of this research that Generation Z students need to use child-friendly digital media in the early childhood learning process at school. This has a significant impact on the social and academic development of early childhood.

ISSN |2355-3669| E-ISSN |2503-2518|
Volume 12 | Number 1 | June 2025|

This research certainly has characteristics that provide great opportunities for future researchers to develop research related to child-friendly digital media. This aims to improve the digitalization abilities of early childhood from the golden age of development. Here the researcher concludes in more detail regarding the results of this research:

- Role of Generation Z Students: Generation Z students have an important role in utilizing digital media to support the early childhood learning process. As a generation that grew up amidst technological developments, they have a better understanding of the use of digital media, so they can apply it appropriately in an educational context.
- Use of Child-Friendly Digital Media: Students can direct the use of digital media with a child-friendly approach, which means the media must be appropriate to the child's age and development. The use of media that is not only entertaining but also educational is very important to help young children become familiar with basic learning concepts, such as numbers, letters, and social skills.
- Benefits for Early Childhood: By using child-friendly digital media, students can help increase children's interest in learning, introduce basic educational concepts interactively, and support their cognitive and social development. It also allows for a more flexible and creative approach to learning.
- The Importance of Wise Education: Generation Z students are expected not only to rely on technology but also to understand and be educated on the importance of using technology wisely and in control. This is to ensure that digital media use does not interfere with children's social and emotional development but instead supports it.

Based on the results of this research, overall, Generation Z students have great potential to contribute to improving the quality of early childhood education by using appropriate, educational, and child-friendly digital media The investigators provided implications and Recommendations for Future Researchers for this study Based on the findings, some implications and recommendations for further development in the use of child-friendly digital media in early childhood education can be suggested as follows:

- Curriculum Development and Training for Gen Z Students: A more structured curriculum is needed regarding the use of educational technology, especially child-friendly digital media, in early childhood education. Gen Z students need to get intensive training on how to choose, use, and accompany children in using digital media that is appropriate for their age and development.
- Development of More Innovative Digital Media: Educational institutions and application developers must continue to innovate to create digital media that is more interesting, interactive, and by the needs of early childhood development. This includes the design of apps and games that prioritize aspects of education, safety, and active involvement of children in the learning process.
- Monitoring Digital Media Use: It is important for parents, educators, and Gen Z students to closely monitor the duration and type of digital media used by children. Time restrictions and the selection of age-appropriate content are important steps to prevent the negative impact of excessive digital media use.
- Technology Accessibility: To ensure equitable distribution in the use of child-friendly digital media, there needs to be an effort to improve technology accessibility in areas that have

limitations in terms of educational and technological facilities. The government and related institutions can provide facilities and support to expand access to quality digital media.

- Collaboration between Education and Technology: This research also suggests the importance of closer collaboration between the world of education and the technology industry. Universities or educational institutions need to collaborate with technology developers to produce more effective, efficient, and child-friendly learning tools.

This study still has limitations in terms of the number of samples and the generalization of findings. Therefore, further research is recommended to expand the research sample to different universities or regions, as well as involve other parties such as parents and professional educators. Further research can also explore the long-term impact of the use of child-friendly digital media on early childhood development.

Disclosure statement

The authors declare that there is no potential conflict of interest related to the research entitled *"The Role of Gen Z Students in Using Child-Friendly Digital Media in the Early Childhood Learning Process."*

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