



## Exploring Parental Views on Integrating Smartphones for Primary Education Post-COVID-19

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### ABSTRACT

This study explores parental perceptions of smartphone utilization as an educational tool for young learners in the post-COVID-19 era. Employing a mixed-method approach, the research was carried out in Bajaronggi Hamlet, Serdang Bedagai Regency, North Sumatra, Indonesia. A sample of 10 parents was selected using a simple random sampling technique. Data collection instruments included interviews, questionnaires, and documentation. The findings indicate that most parents hold favorable views toward smartphone integration in early childhood education following the COVID-19 pandemic. The factors influencing these perceptions primarily fall within the agreed category (75.75%) with a score range of 60-89, attributed to three key elements: individual concern (perceiver), the purpose of perspective, and the situation. This study provides novel insights into parental perceptions of smartphone use in early childhood education in the context of post-pandemic recovery efforts. The findings contribute to the understanding of factors influencing parental acceptance of technology integration in primary school settings and inform strategies for effective smartphone implementation in educational practices, offering insights to drive effective smartphone integration strategies within educational settings.

**Keywords:** Smartphone-Based Learning, Parental Perceptions, Early Childhood Education, Post-COVID-19 Education, Technology Integration

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