



Implementation of Digital Literacy to Develop Social Emotional in Early Childhood

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Abstract

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This study aims to analyze the implementation of digital literacy in early childhood for children's social and emotional development. Qualitative research was used and a case study was chosen as the research design. Data were collected by observing and recording learning activities in schools. Interviews were conducted with principals and teachers at kindergarten. Results of the study showed that digital literacy was carried out through learning analysis, learning design system, and evaluation. This study implies that teachers must have innovation and creativity in managing their learning, especially in the era of society 5.0. Digitalization could support the instructional needs based on the intended targets and generate students' motivation and intelligence overall.

Keywords: Digital Literation, Early Childhood, Social Emotional

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi literasi digital pada anak usia dini untuk perkembangan sosial dan emosional anak. Penelitian kualitatif digunakan dan studi kasus dipilih sebagai desain penelitian. Pengumpulan data dilakukan dengan cara mengamati dan mencatat kegiatan pembelajaran di sekolah. Wawancara dilakukan dengan kepala sekolah dan guru di TK. Hasil penelitian menunjukkan bahwa literasi digital dilakukan melalui analisis pembelajaran, sistem desain pembelajaran, dan evaluasi. Penelitian ini mengandung implikasi bahwa guru harus memiliki inovasi dan kreativitas dalam mengelola pembelajarannya, terutama di era masyarakat 5.0. Digitalisasi dapat mendukung kebutuhan pembelajaran sesuai dengan target yang dituju dan membangkitkan motivasi dan kecerdasan siswa secara keseluruhan.

Kata kunci: Literasi Digital, Anak Usia Dini, Sosial-Emosional

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INTRODUCTION

Socio-emotional development is the daily development of children who can follow the habits that have been innate since the womb. Research on children's behavior has been conducted since 1960 (Khairi, 2018). Characteristics of children have been shown since the child was born (Finch et al., 2016). Although, social-emotional development spans throughout life, many experts support it is essential to develop for children from infancy to six years of age (Mustikasari et al., 2013).

The socio-emotional development is marked by the ability to socialize through the learning process to become social beings (Dwi & Chandra, 2021). Socialization itself is a process in which children train their sensitivity to social stimuli, especially the pressures and demands of life (groups), and learn to get along by behaving like other people in their social environment (Eisenberg et al., 2001). Similar to other intelligence developments, social intelligence also requires the right stimulus, so that it can be integrated as it should (Thomas & Ostrosky, 2011).

The importance of socio-emotional development in early childhood can become the basis for recognizing various types of emotions and how to respond to them (Carter, 2016). Especially if it is reviewed because early childhood is at the right character formation period, it will even stick until he grows up. Children are expected to become human beings who understand the emotions they experience and can be accepted by the social environment (Silahuddin, 2017). If a child cannot recognize the emotions he has, then the child will find it difficult to socialize with the surrounding environment (Artha, 2016). Therefore, various problems arise that will hinder the process of child growth and development.

In stimulating children's social development, habituation is needed that can encourage children to interact with the surrounding environment (Salsabilafitri & Izzati, 2022; Warmansyah, 2020a). The right method of habituation stimulation is with fun activities such as playing. Playing while learning the right way to provide a learning stimulus to children (Diswantika, 2022).. Activities that get real and fun results are games (Hasanah, 2019). Developmental aspects can be achieved through games. Giving children the freedom to choose the game they are interested in is an important learning method, especially in improving social development at an early age (Safira & Lilawati, 2022).

This study is based on preliminary research which says that early childhood socio-emotional a child's learning process about interactions with other people (Nurjannah, 2017). Children's emotional abilities need to be developed. Susanto (2011) says that aspects of social development include tolerance, mutual respect, mutual respect, respect, empathy, et al. Meanwhile, the emotional aspect includes fear, joy, happiness, sadness, and et al (Nurhasanudin & Santika, 2020).

Field findings at Tania Kindergarten, it is known that the importance of socio-emotional strengthening is caused by many things, such as the habit of playing gadgets, the number of less educative games, and children's dependence on them, thus requiring serious handling. Using gadget media is beneficial for children's social-emotional development. One of them is the introduction of digital literacy. In this era, the digital world can erode social-emotional development. Then, digital literacy is expected to develop social-emotional children through digitalization. The importance of socio-emotional, the school community at RA Tania uses a digital literacy approach to develop this aspect. This digital literacy is used to introduce children to the dynamics of the development of science and technology in the era of society 5.0 to develop socio-emotional, which are eroding.

The results of research from Zulkarnain & Amalia Sari, (2016), say that the use of the concept of literacy is quite dynamic and literacy ability is a continuum, starting

from the ability to read, write, and critical thinking. This literacy ability will later become a provision for children to be used in everyday life (Rahayu & Mayasari, 2018). According to Hasanah and Deiniatur (2019), literacy is not just an elementary ability to read, write, and count. Language skills, computer literacy, interpreting images, and various efforts to gain knowledge are some of the literacy skills in the modern sense. Literacy culture can be started by the family, school, and community environment (Hewi, 2020). Based on this, researchers are interested in combining the concept of digital literacy with socio-emotional, so this is the uniqueness and novelty of this research.

This study will examine the emotional integration between the concept of digital and social literacy as a strategy toward the era of society 5.0. The focus of this research is to analyze and understand how the implementation of digital literacy in early childhood in developing children's social and emotional in the era of society 5.0.

RESEARCH METHODS

This research was conducted using a qualitative approach with the type of case study. To get an overview of the application of digital literacy in socio-emotional development, the researchers made direct observations at schools as well as made observations about its implementation. In addition, research information was got from interviews with school principals, and teachers at kindergarten. Other data that can strengthen the results are taken from documents that can support and strengthen the research. All data got were classified, made taxonomy, and reduced according to need.

The place of research was carried out at an institution in the Probolinggo area, RA Tania Sumberanyar Paiton which is under the auspices of the Nurul Yaqin Foundation. RA Tania is a formal education that implements digital literacy in early childhood to develop children's social and emotional in the era of society 5.0

Data collection techniques use the method of observation, interviews, and documentation. Check the validity of the data using triangulation of sources and methods. While the data analysis technique uses an interactive analysis model, which comprises data reduction, data presentation, and conclusion.

RESULTS AND DISCUSSION

The results of the study show that implementing digital literacy in developing children's social and emotional as a strategy toward the era of society 5.0 as follows in figure 1:



Figure 1. Literacy in developing children's social and emotional.

Learning Analysis

The main prerequisite that must be done in designing a program so that it can run effectively is by analyzing what is needed. Learning Analysis is likened to a description of the actual conditions, and compared to conditions, it should be complemented by recommended model solutions to overcome the gap between situations that occur and conditions that should occur

IF1, as the Head of RA Tania, said that needs analysis is a formal process to identify educational gaps and educational needs and can be used when managing an educational program before designing teaching skills that will apply to students. Learning Analysis is one effort to achieve good and well-targeted educational programs by taking the right approach to needs.

Learning Analysis at the RA Tania institution in applying digital literacy to socio-emotional development in children by applying digitization methods such as letter recognition literacy games, letter combination recognition, simple word recognition, number recognition, counting, and communication recognition. These literacy introductions were applied with digital help, which only used manual methods, such as manual libraries, manual reading terraces, and posters.

Learning Design System

Learning design systems can be interpreted as how to design. Implementation comes from English, to implement, which means to implement. The implementation itself is a step in implementing something that has an impact or effect on something. Implementation is done by applying a series that is structured and planned to implement a program.

Literacy culture is applied through the digitalization model in the application of learning design systems. An interview with one of the IF2, teachers who conveyed the introduction of digital literacy in early childhood in order to develop children's socio-emotional behavior was carried out in an activity called the School Literacy Movement (GLS). In every activity carried out, children are free to choose according to the interests they want, so that there is no compulsion and children always display a positive mood and are trained in social-emotional processing. This is applied by schools to free children in learning, including:

Storytelling Digital

Children listen to stories that the teacher has prepared in introducing letters and numbers, combining letters and simple words through videos. In this activity, manual game activities are applied that follow the instructions in the storytelling video. The teacher emphasizes the game, which manifests the introduction of digital literacy learning in the game.

IF3 as Teacher Tania Kindergarten said that in making the Storytelling video we prioritized interesting games but also included learning such as the game of snakes and ladders letters or numbers, this game not only develops cognitive intelligence of recognizing letters or numbers but can also train children's motor intelligence by moving

all members of the body in the game and foster socio-emotional development in cooperation with friends.

Storytelling has many benefits for children, such as enriching children's vocabulary, building emotional closeness between educators and children, and listening to stories and fairy tales can stimulate imagination and thinking so that children grow into creative children, and practice listening skills (Rizzi et al., 2020; Yang & Wu, 2012). The more children listen, the easier it is for children to talk and arouse interest in reading. IF4, one student said that listening to the storyline of the video they watched was very interesting and very enjoyable.

It was also emphasized by IF5 as the student's guardian, RA Tania said that by introducing digital literacy through digital games, our children understand words faster, enjoy writing, and can understand simple words of reason. We also apply digital literacy through digital game vehicles at home with videos and games that the teacher sends to us.

Mobile Based Reading Corner

In the core activity, there is the implementation of a mobile-based digital reading corner. In its implementation, one teacher holds 5 children who are made into groups and pulls them over to the reading corner or reading corner that has been prepared. Each teacher is equipped with a laptop or cellphone which contains reading applications ranging from letter recognition, letter combinations, number recognition, counting, and writing digitally. Students also bring writing tools to practice applying writing in real terms in notebooks.

IF2 conveyed that, in the core learning activities, students were given an introduction to the letters of the alphabet and numbers, which was done by singing the letters of the alphabet and numbers. Then proceed to the core activities of the digital reading corner. In the reading corner, children are introduced to simple words and then discuss with their friends in practicing social interaction skills through implementing a mobile-based reading corner. At this stage, not only words but also learning to write letters for group A, while for group B learning to write simple words.

In agreement with IF2, IF3 also conveyed that the provision of a mobile-based reading corner carried out in each class could improve children's literacy understanding, especially in children's cognitive and socio-emotional development. This is because besides children remembering numbers or letters, children also discuss with their friends solving the problems they face. The application of the mobile-based reading corner is carried out with the help of digital media, such as a laptop or mobile phone that has a reading application available on it.

Playing with games

Introducing literacy to develop socio-emotional intelligence by playing with games digitally applies to Tania's kindergarten. Playing with games provides motivation and enthusiasm for children to know more about the world of literacy because they feel challenged if the game ends before it is finished (Warmansyah et al., 2022). Playing this

game has been prepared by the teacher to be played by students in the order and duration specified. This game can foster self-reliance, foster patience while waiting for their turn to develop children's social-emotional emotions.

IF3 as a teacher at Tania's childhood friend said that before implementing playing with games, the school had coordinated with the parents to hold parenting regarding the use of games recommended by the school so that the parents could also apply it at home to their children. This is, of course, with the agreed duration of time, because playing with games is also not good if done without a time limit.

Implementing digital literacy in Tania Kindergarten is carried out to develop and improve literacy skills and socio-emotional development in children. Stimulation using digital help as a strategy toward the era of society 5.0, where sophisticated technology takes part in human life. This is also implemented so that RA Tania becomes a school that can keep up with the times by involving digital media in supporting a better quality of education.

Modification of The Curriculum

Modification of the curriculum is needed to support the application of more innovative and creative learning. With innovative and creative learning, teachers can easily apply and students are more stimulated to grow their talents (Pitaloka & Purwanta, 2021). IF3 said that the modification of the curriculum developed at Tania Kindergarten was by using digital media, which was used as an intermediary in implementing digital culture to face the renewal of the era of society 5.0. This curriculum modification is very useful to help teachers in planning lessons.

IF2 conveys the purpose of modifying or developing a curriculum in digital literacy cultural education in developing social and emotional children in Tania Kindergarten, by helping students develop their children's reading and writing potential, developing children's socio-emotional development through a digital approach, being able to increase interest and interest in reading and writing children.

Program Evaluation

Program evaluation is a process that summarizes what is happening in a program and ensures the affordability of the physical and structural elements of the planned program. Evaluation is also referred to as obtaining the data and information needed to determine the level of learning that has occurred to make the assessments and improvements needed to maximize results.

IF3 conveys the final step, evaluation. Evaluation is carried out as a follow-up action from monitoring to measure and improve the implemented activities, such as matching the results of activities. The purpose of the evaluation itself is so that the plans that have been arranged can achieve the goals set and can be implemented. The results of the evaluation are intended for re-planning and serve as the final administration and management.

IF1 also stated that this evaluation was carried out on students regarding the literacy understanding got. The evaluation is carried out once a month by giving several

tasks that will have to be solved by students. The evaluation is as written assignments and oral assignments and evaluations are carried out by teachers and students' guardians so that the results are maximized and the level of achievement is more transparent.

Early childhood education becomes very important to pay attention to when because the imagination, creativity, innovation, and proactive powers of graduates differ significantly from those not through early childhood education. This is important because the global era, which is full of competition, requires quality human resources with very high competitiveness so that we do not continue to be left behind. For this reason, it is necessary to fix and improve the management of early childhood education related to early childhood education learning, which includes planning, organizing, implementing, and assessing (Efrida, 2018). Evaluating learning can provide direction and next steps to optimize programs that are already running. This further strengthens the institution to develop children's digital literacy through the stimulus of digital game vehicles (Warmansyah, 2020b).

Research conducted by Fauzi (2020), states that the use of gadgets in everyday life affects not only the behavior of adults. Children also do not escape the influence of using gadgets, one of which is in their social interaction skills. As part of the educational process, children must be involved in critical reflection on technology, as important as digital literacy is for children and adults. Therefore, this study states that digital literacy is very important to be given to children to avoid the negative impacts of digital itself and maximize its positive effects.

Other research conducted by Thomas & Ostrosky, (2011) also states that implementing digital literacy in learning can encourage students to maintain healthy and open relationships and interactions with each other in their environment. So digital literacy that is used when learning makes children have good relationships with people in their environment, be it at school, home, or other places. In addition, children also learn and grow into more mature children emotionally and socially.

CONCLUSION

Implementing digital literacy in developing children's social and emotional at RA Tania is done through learning analysis, learning system design, modification of the curriculum, and evaluation. RA Tania's educators make innovations and creations to design their learning to be more interesting, challenging, and modern in developing the talents of students. The application of digital literacy in developing socio-emotional intelligence in children which is packaged through the digitization method and giving children the freedom to choose the activities they are interested in can increase the passion for introducing literacy to early childhood, especially at the RA Tania institution.

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