Pedagogy and Digital Literacy Within the Framework of Popular Culture: How Early Childhood's Choices Can Influence Educational Discourse?

Zafirah Quroatun 'Uyun[1][✉], Safrizal Safrizal[1], Desri Jumiarti[1], Desty Ayu Anastasha[1], and Zainal Fadri[1]

[1] Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia
zafirah@uinmybatusangkar.ac.id

Abstract. The linkage of education and technology forces digital literacy to emerge as an alternative conceptual framework and practice of using digital media. Meanwhile, early childhood in digital media practices still invites debate. This research does not attempt to question the positive and negative aspects of digital literacy activities for early childhood education but rather explores the extent to which early childhood is able to influence educational discourse regarding digital literacy and provide creative space for educators to create effective learning designs for them. The method used in this study is a mixed-method with an embedded design model. On the quantitative aspect, apart from collecting several samples from the early childhood population, the researcher also collected data in the form of popular early childhood cultural texts which can be grouped into numerical data through keyword searches. Analysis of qualitative data researchers obtained by conducting in-depth interviews as well as observation and collection of related literature. Through the conceptual framework of popular culture embodied in media and cultural studies and combining it with pedagogy analysis, it is found that early childhood is able to choose their own learning model through digital media with consideration of personal tastes and public preferences which is indirectly influenced by the information circuits obtained through digital media following the top search logic and trending issue phenomena. However, the results of this study also show that their choice of using digital media contributes to developing educational discourse regarding media decision making and learning designs to be applied.

Keywords: Digital Literacy • Early Childhood Education • Popular Culture

1 Introduction

Education for elementary school students is the most important phase in instilling literacy understanding. This statement is in line with several opinions expressed by several experts that basic education is a process of forming various values, characters and various abilities based on the potential of students [1]–[3]. Another thing was also revealed that education for elementary school students is the most important phase

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because in this phase all students' development develops very rapidly, both cognitively and affectively. This rapid development touches multiple domains in the field of education, making it possible for all aspects of learning to be embedded well. The process of laying educational foundations for elementary school students in developing multi-domain development should be supported by several aspects, both pedagogy and technology.

The importance of technological support in developing literacy in elementary school students essentially leads to the cycle of needs of the information society era 5.0, which requires the education sector to actively collaborate in the development of science and technology, as well as the new culture brought by cyberspace [4], [5]. The active role of technology in learning for elementary school students in this era also determines how learning for elementary school students can reach the realm of a generation that is literate in knowledge. Thus, pedagogy is one of the main keys that will realize the big goal of developing various aspects of elementary school student development. However, several opinions state that, in the era of open information in all domains of knowledge, both education and knowledge, technology plays an important role in channeling educational messages in the scope of multidimensional learning. In other words, technology has a strong supporting capacity in helping all branches of knowledge, especially education, develop various aspects that will be realized [6], [7].

Technology support as a bridge in the development of various sciences and levels of education still seems to be taboo if used continuously, especially in elementary school education. This is in line with the opinion expressed that the use of technological devices among elementary school students is still a debate that is often seen and heard, both in the real world and in cyberspace [8]–[10]. Despite this, the fact is that digital literacy campaigns for educational personnel, both teachers and students, continue to be carried out. Another problem appears in the main aspect which occurs that at the theoretical level, economic and cultural standards collide with the pedagogical need for the latest technology (digital) as one of the tools that is intensively used to create various media as transmitters of learning messages. Meanwhile, another statement reveals that critical thinking and multimodal cognitive skills are two relevant skills from the cognitive dimension in the development of digital literacy. This is revealed that, in elementary school students, critical thinking is supported by increasing children's ability to plan and predict. What is even more interesting is that the ability to plan and predict is appointed as a basic ability with the highest level of accuracy according to technological determinism [11]–[13].

The description above is supported by several previous studies that pedagogy and technology are two needs in the field of education which are currently the main points in developing various aspects and student learning outcomes. Another thing was also revealed that the results of using technology in learning provide good learning outcomes for students in the learning process, because the media used is more flexible and suits the students' world [14]–[17]. The various abilities that develop in elementary school students, including the ability to use technology, are born from the two abilities of pedagogy and the use of technology in learning.

Different from previous research, this research departs from various multidisciplinary disciplines in looking at the phenomenon of the use of digital literacy in elemen-

tary school students and how it influences the policies taken in the world of education by taking two points of view from popular culture studies and pedagogy. This research does not intend to question the positive and negative aspects of digital literacy activities for elementary school students, but rather explores the extent to which young children are able to influence educational discourse regarding digital literacy and provide creative space for education to create effective learning designs for elementary school students.

2 Methods

This type of research uses mixed research methods. Mixed method research is research that is based on a combination of positivism and positivism. According to Creswell [18], combination research is a research approach which combines quantitative form and qualitative form. This approach involves the functions of the two research approaches collectively so that overall strength of this study is greater than that of research qualitative and quantitative and more complete than just collecting two types of data. This approach also involves quantitative and qualitative approaches, philosophical assumptions, and mixing (mixing) both approaches in one study at one time. The embedded strategy model is a mix method design that uses primary methods, using quantitative or qualitative, and secondary method, can use qualitative or quantitative, which is used sequentially simultaneously.

By combining the two data to obtain a detailed analysis comprehensive. This research was carried out in one research period [19]. Primary/main research uses quantitative research methods can be intended as a research method which is also called research traditional because the method has been around for a long time and has become a tradition as a method study. Because this quantitative research is to confirm or prove the population or sample studied, and this research was carried out systematically random, data collection also uses assessment instruments and data analysis statistical in nature, aims to test the established hypothesis. Secondary/supporting research uses qualitative research methods namely a relatively new research method and this research is used for examining the condition of objects naturally, the key instrument is researchers themselves, data sources were taken using random sampling, Data collection techniques use triangulation (combination), data analysis is qualitative, and the results of this research are more about the meaning of thought.

This study uses a population based on the referenced variables. as many as 21 people from SDN 21 Lima Kaum and 16 from SD IT Qurrota A'yun. the categorisation of early childhood according to UNESCO's definition is a maximum age of 8 years so it is taken based on grade 1 and 2 groups. with a total number of 37 students. They are given the same survey sheet and will be grouped on similar answer sheets to draw quantitative data. in the hope of answering the question of the extent of the influence of early childhood choices on pedagogical discourse related to media literacy. because this quantitative data is to support the answer to the questions of how they influence pedagogical discourse? and to avoid bias that might arise when a number of questions

related to media literacy and popular culture are interpreted according to cognitive abilities and age.

The embedded [20] strategy model is a mix method design that uses primary methods, using quantitative or qualitative, and methods secondary, can use qualitative or quantitative, which is used sequentially simultaneously. By combining the two data to obtain a detailed analysis comprehensive [21]. This research was carried out in one research period. Primary/main research uses quantitative research methods can be intended as a research method which is also called research traditional because the method has been around for a long time and has become a tradition as a method study. Because this quantitative research is to confirm or prove the population or sample studied, and this research was carried out systematically random, data collection also uses assessment instruments and data analysis statistical in nature, aims to test the established hypothesis. Secondary/supporting research uses qualitative research methods namely a relatively new research method and this research is used for examining the condition of objects naturally, the key instrument is researchers themselves, data sources were taken using random sampling, Data collection techniques use triangulation (combination), data analysis is qualitative, and the results of this research are more about the meaning of thought.

3 Results and Discussion

3.1 Results

Pop-culture based Digital Choices among Early Childhood.

The long history of digital literacy for early childhood is a novelty, so this study tries to connect previous research with the results obtained during the relevant data collection. the relationship between digital literacy and popular culture has been previously described as intimate relationship. following the patterns of production, consumption and distribution in digital media, with its persuasive nature and top search logic, it is very possible for educational texts to become narratives with inclusive value - what we call popular culture - hypertext. Pedagogy ultimately requires public space as a new alternative media in developing literacy discourse so that students better understand the teaching material provided.

We have observed and conducted interviews with eight students from each cluster group of early childhood classes as well as four teachers from different cluster groups and schools to validate the answers between respondents. Early childhood children are seen as passive consumers of popular culture in terms of media choices because they have limited access to it and need to be accompanied by adults and teachers. they consume popular culture as much as they do by accessing digital media (watching and listening), they have very little involvement in terms of providing feedback so that they are said to be active consumers of popular culture texts in terms of absorbing texts or symbols. However, this is inversely proportional to the fact that young children actually become leaders and inspiration for media content creators, especially on social media. Several popular shows were initiated because young children like semi-educational animation-based shows wrapped in a storytelling and play style. Further-

more, this research found that young children actually increase their digital literacy through singing, humming and role playing activities which are packaged in creative content which actually gets ideas from market centered media patterns with a target market of young children. from early to eventually helping to improve their information and language literacy.

The digital landscape is changing along with the ability of young children to access information in the form of gaming, music, cartoons, learning videos and daily tutorials for other children in various parts of the world. problems then arise if the producers of popular culture texts are far from the everyday life they see - eurocentric, asiancentric or racial and religious issues- where the important role of educators and environmental pedagogy is to shape character and direct them to choose according to their age abilities. Digital/media literacy has changed the form of social reality into saturated content and/or media products. Therefore, a new perspective is needed in the world of early childhood education both pedagogically and practically. On this basis, media and popular culture are elaborated to avoid ongoing negative impacts and to realize student-centered education so that children are involved in the new digital social reality.

In understanding popular culture in digital literacy, there is one important point that needs attention, namely understanding that digitally mediated reality is not ideologically or politically neutral. Therefore, media literacy in this case must pay attention to aspects of power and the digital platforms used. For example, in May 2020 media platforms such as Twitter, Google, and many other large platforms chose to focus support for popular movements as their main page and this cannot be separated from media interest factors (especially Indonesia) which are between political interests and economy. Decision-making factors for teachers and young children in formal education are political factors that are influenced and influence media work patterns. Like it or not, young children are involved in the future of digital literacy. Teachers are also required to carefully select media tools as an important aspect in understanding media consumption and production. In this research, we discovered various processes of how digital media with all its characteristics and culture shapes, supports and suppresses the viewpoints and ideologies of young children. they have basically consumed "consumptive" texts as a result of video monetization, content moderation, standardized viewing, and media information liberalism. So, when choosing (digital) media, you must pay more careful attention to every detail of the benefits, effects and critical vigilance in order to support a learning atmosphere that is appropriate to the early childhood education curriculum. guess the world

Entering the information era 5.0, digital technology with digital (media) literacy attached to it is starting to revolutionize education, a group of literacy experts is attempting to articulate a vision of how media platforms can be used critically to support transformative learning. In the framework of popular culture originating from communication studies, objects involving the relationship between students and (digital) media in classroom learning will always revolve around cyber culture and ultimately form popular culture through the consumption and analysis of existing texts as well as the composition of new texts for reproduction. When young children become literacy creators and consumers, they will gain a deeper understanding of various

ways of expression and the skills needed to use media and contribute to ongoing creative conversations [22]. The creation of meaning and the normal distribution of meaning through the interpretation of literacy texts is highly correlated with the ability to create and communicate meaning so that the tendency to act in the community to maintain and improve democratic life [23].

Digital communication media in the pedagogical scope should not only disseminate the same information texts of a uniform type covering a wider scale (target) because there will be stratified social forces. On the contrary, many experts recommend that this opportunity be used to promote and implement more literacy for the purpose of building a more just public life. As quoted in the educational space, "cultural and linguistic diversity is a class resource that is as powerful as a social resource in the formation of new civic spaces and new ideas about citizenship." [24].

From the educator's perspective, both at the formal education and non-formal pedagogical levels, digital literacy is not only interpreted as the transfer of knowledge but also the transfer of values and supporting young children in forming creativity, ideas and interpreting their voices so that they can choose the right media and use it wisely. utilizing digital media and popular culture no longer focuses on consuming and analyzing informational texts around them but more than that, assisting them to produce new texts, reproduce them and disseminate them to the general public. Apart from being a form of self-expression and existence, this also breaks the myth of discourse on early childhood education which is still centered on the debate between the negative and positive effects of using (digital) media and even still discussing the importance of introducing (digital) media products to them. This mission has actually elaborated an early childhood education curriculum that supports collaborative and action-oriented pedagogy as well as a student-centered project-based learning framework. What needs further attention is that increasingly varied (digital) media platforms have consequences for data privacy and symptoms of social interaction in cyberspace and the real world. There must still be protection regarding access to digital media from various parties.

Since early childhood begins to be actively involved in digital literacy pedagogy discourse, media and popular culture issues will inevitably emerge and give rise to various controversial social issues. Rather than educators avoiding this kind of thing, discussing these issues with students will hone their (digital) media literacy skills. Teachers need to make significant efforts to examine their own knowledge and biases and ensure that they develop norms, protocols, and strategies that prepare students for interactive dialogue and provide space for their choices.

Fostering Digital Awareness in Pedagogical Environment.

Every new one will appear sparkling in the eyes of any human. Likewise with the presence of digital technology. Initially educators and students followed every development in digital literacy, but it turned out that the focus of the problem was on the risks of using digital media for a long time and periodically. With the presence of various platforms, it is necessary to identify efforts to minimize the risk of danger that may exist in the pedagogical process for early childhood. Some of these are noise, disinformation and fake news that colour today's (digital) media contexts. in terms of

the risk of fake news, for example, young children easily access information without direction and assistance so that they will get lost in the sea of information. The consequence is that young children easily imitate what they see and hear without knowing the value of the information. The cumulative information disruption that occurs in the case of early childhood allows educators to realize how impactful data is in (digital) media and vice versa, media has an impact on data.

Frau-Meigs offers a paradoxical model of trust in the social media environment. Frau-Meigs realizes that fact checking of information in the (digital) media has been weaponized by the media itself but in reality has not helped prevent fake news, so social media platforms are deemed suitable because they can help create opportunities to develop appropriate forms of media and information literacy which has been reproduced and distributed. As a form of relationship with society, digital media platforms should provide digital and media literacy education with a primary focus on dealing with risks that may occur when consuming information from these media. Without a strong critical dimension, such an approach to digital and media literacy is unlikely to enable critical thinking about the socio-economic context in which media messages circulate and have power. In several regions it has also become clear that the government and business practitioners in the media industry are paying great attention to the potential of digital literacy - for young children - to revive the economy. This will be seen in the implementation of the curriculum, the choice of (digital) media platforms in the classroom and the information channels that have been provided as learning media. However, practicing decontextualized skills does little to build students' thinking habits and civic competence. Some educators expressed concerns about the dangers of academic integrity when deciding to collaborate with business stakeholders, because they realized that terms about digital literacy could also turn into a form of propaganda and even become a new business opportunity. For example, when the media business industry emphasizes digital literacy, this often aims to encourage educational institutions to strive for their students to become market-oriented people, so if we ask what the goal of their education is, young children will answer in unison "getting a stable job" or "owner of a lot of money". improve job training programs. Likewise, when journalistic institutions position digital and media literacy as a "cure" to restore public trust, their real motivation may be rooted in the need to rescue their failing business models. However, for educators who completely reject digital learning and prefer conventional pedagogical models, their personal interests come to the surface, thus ignoring the benefits of digital learning and digital literacy for early childhood children, even though they will encounter (digital) media later in life [25].

In formal education for early childhood, teaching methods that involve (digital) media have used several digital literacy concepts related to forms of assistance and choice of information channels, but they still have difficulty stemming the flow of popular culture that is not suitable for collaboration with values. pedagogical culture and religion as well as the curriculum implemented, for example if there is content that contains ideological framing or LGBT-Q issues. so educators need to build students' competencies and thinking habits to face (digital) media and real life which is filled with propaganda and disorientation. Digital and media literacy education can help students sharpen thought processes formed by information about propaganda and

others in relation to truth. understanding of 'truth' as a keyword and basis for students to assess the good and bad of information accessed via digital devices, although in the context of digital media truth can be eternal or situational and contextual, time bound and subject to change but there is another basis for them to stand on in seeing the truth, namely religion and culture that have been accustomed to through education. The concept of media (digital) literacy for young children is actually an important competency for facing a multicultural, multiperspective world and helps overcome feelings of inferiority and foster empathy from an early age.

The use of digital technology began to exist when the world was exposed to the Covid-19 pandemic until it finally became an everyday part of the world of early childhood education. All sectors are forced to change habits in normal times, including the world of education, by initiating effective and creative learning processes. Digital literacy which follows the stages of the emergence of digital technology is transformed into a luxury item whose presence is felt by educators and parents who then try to present and facilitate students to adapt to the school environment and their respective homes (because learning at that time was not only carried out at school but also House). teachers and parents in a collaborative relationship increase learning motivation with varied and more creative learning models.

So in terms of education for early childhood, it requires parents and the people around them to have skills like a teacher/educator in a formal school, such as empathy competence which consists of personality skills, pedagogical skills and professional skills. Early childhood character formation is needed to face the speed and uncertainty of digital development in the future, accompanied by digital literacy pedagogical skills.

Digital literacy in early childhood requires follow-up from parents as students' educators at home so that digital literacy learning patterns obtained at school become habits everywhere. This is useful to prevent young children from getting too much information so that there is confusion in determining character choices. So, the key to habits is continuity and consistent repetition so that children naturally have habit patterns that also influence their choices in using digital media. Parental assistance to children will reduce the negative impact of using digital technology. When parents are able to dominate technology, technology will run according to positive learning strategies in terms of using digital media which also provides positive output for children's academic and non-academic development [26].

Four approaches to (digital) media education which include a protectionist approach, media arts education, media literacy movement, and critical media literacy. This approach is very helpful in answering problems in the world of early childhood education when faced with technological advances. pedagogical innovation approaches applied in formal and non-formal environments affected young children to form a frame of mind and be actively creative in becoming media consumers, good citizens and even determining the direction of media policy in the world of education. Pedagogical approaches related to digital literacy can vary depending on the context, but in general pedagogy explores the power of media and emphasizes critical inquiry and active engagement so that students can effectively navigate the textual relationships of popular culture texts.

Digital Literacy (not) for Mutual Understanding.

For decades, early childhood curricula have focused primarily on literacy and math. Understanding digital culture is not just about moving old culture into a new form. The most important change of spatial literacies in recent years is of course the introduction of digital technologies and online spaces in the everyday lives of children [13], [27]. Virtual literacies open up new interactive spaces for participation that has triggered theoretical considerations of new practices for reading and writing. The importance of the interrelationship between online and offline spaces has increased as the multi-functionality of mobile devices has become increasingly accessible, also providing access to new platforms of participation like 'Minecraft' [28]. Even technology--which is the result of culture--is different in each place depending on where you live and interact. Early childhood children do not provide digital media in their lives. Parents, families and schools are the parties who purchase or hand over equipment to children.

Digital technology has the potential to make learning more social, collaborative and networked. Based on research results, it has been found that children who are used to accessing computers tend to have a more varied vocabulary than other young children who only know conservative-traditional games. Differences in language use, media choices in learning and early childhood favorite references will be the main door into digital pedagogy and literacy. Therefore, digital literacy is also used alongside traditional literacy skills to help bridge the digital divide and digital participation gap. Digital technology is also interpreted as a means of expression. Computers, for example, help students express the visuals and audio around them in the form of their imagination and try to display them by drawing and manipulating objects around them. This is where the communication process is built so that it is no longer focused on achieving a common meaning as is the principle of communication but rather on a process of reciprocal relationships to achieve a dominant interpretatio

Students are taught to manage emotions and sharpen empathy in the learning process as well as in work that involves joint assignments/group discussions. With the help of digital media, they will be more active in working together in solving problems and providing feedback to each other so that there is no sense of high individualism. (digital) media literacy pedagogy also provides habitual classroom action learning with children of the same age. Children who have operated certain digital devices, for example digital cameras, tend to tell their friends in class about the functions of the camera and what they should do to operate it. other pedagogics in terms of using cell phones, they will exchange stories about what they have done with their cell phones and how to carry out certain instructions, even some who are already advanced will show how to choose certain applications. [29]. Children around seven to eight years old have some abilities. include the following: (1) they have the ability to utilize media interfaces (2) understand non-linear navigation systems (3) Excellence in understanding problems and critical thinking solutions that involve the use of digital media devices (understand the logic of digital media) (4) utilize digital media for collaboration (5) imitating designs in digital media visualization (6) Communication facilitated by digital media and recognizing the various cyber cultures that accompany it. The level of education cannot be a measure of a person's understanding of digital

literacy, let alone a person's strength in choosing or avoiding exposure to the content they access, this is because the level of literacy is related to culture [30].

One of the theoretical differences regarding digital literacy in early childhood is seen in the measurable assessment and creative play practices of children who use digital technology. However, the main issue is not reaching a mutual agreement, but rather how the level of digital literacy reflects the ability to choose (digital) media, the dominance of literacy achieved and the learning process that places early childhood at the center. The development of digital technology should be understood as a challenge to literacy practices for early childhood so that discussions are more open, thereby enabling the penetration of new technological designs that are everywhere, capable of penetrating learning spaces and cultural spaces.

3.2 Discussion

As in-depth interviews, observations and literature reviews have been carried out and then matched with quantitative data analysis regarding early childhood learning channels/media, there is a discussion regarding the information process and digital literacy in relation to individual choices and how far their choices influence at least several things:

1. The issue of digital literacy in the world of early childhood education is something that must be continued to the implementation stage in both formal and non-formal education environments and involve the participation of parents or guardians of students at home and educators in providing media choices. Early childhood children are given the opportunity to choose their learning media while remaining in control of the educational curriculum.
2. Digital media literacy in early childhood education is actually a repressive response to government pressure, however, since the Covid-19 pandemic hit the world, especially Indonesia has finally followed the pattern of recover together-recover stronger, the echo of which since the new normal era has become a world agreement through the Summit to G20 so that all sectors compete from an economic aspect. This ultimately opens up opportunities for digital platform companies to compete within the scope of the popular culture industry so that educators tend to be tempted by the digital media products offered even though they conflict with the individual choices of educators and students.
3. Based on the findings, there has also been a discussion regarding the dangers of integrating the world of education and media industry stakeholders, which in the case of Indonesia, especially the dominance of industrial power, is higher. The academic integrity of students and educators has been compromised and even allegedly become propaganda for industrial interests to save the industry's financial crisis under the pretext of saving the global crisis. for example, the official Nusa channel which has been used as a learning medium for some time has changed its format to be more 'moderate'. Nusa Official, which initially launched a children's cartoon series with a virtuous visual appearance that reflects the culture and characteristics of local children, features the characters of two sisters, Rara and Nussa, who are of

different genders. Daily life, manners of behavior from waking up to going back to sleep are displayed nicely, combining fun-storytelling and Islamic songs to encourage students. However, because in the last two years the media industry has seized this opportunity so that this show is required to be universal without bringing in certain races and cultures, in the end the characterization format and several plots were made different and even changed the main character to a talking bus 'vehicle' representing a boy with good behavior-because of media industry trends that support the success of the iconic 'bus' figure on a global scale. This is actually a concern for educators because this broadcast can cause ambiguity and discontinuity in children's thinking patterns based on digital literacy principles.

4. As in the working patterns of the media and the framework of industrial culture, it is known that all information and texts that have been produced and distributed have even become standardized and become certain icons, the space for freedom becomes narrow. In fact, with the danger of disinformation and mal-information that accompanies the development of digital media, a long-term solution has not yet been found. Early childhood children are forced to choose between the power of propaganda x, y, z etc... from here the role of digital literacy educators can exploit this gap in propaganda into a fun but educative teaching process, namely using a collaborative inquiry model by agreeing on 'truth' as the keyword.

Before determining a solution to the things above, there are other considerations that may still be discussed today, namely reviewing what is possible in digital media-based learning. In media pedagogy, there is a triangulation of media studies, media arts and critical literacy education. The essence of this consensus is to direct educators and students to be actively involved in the learning process so that creativity and reflection appear in everyday life. The center of learning is with the students and they even have a choice about what the learning process looks like in class and outside of class. they are directed at framing critical thinking, producing new knowledge and relating it to the natural environment. The role of digital literacy educators is also to teach a sense of belonging, increase awareness, uphold ethics and mutual respect as well as hone sensitivity to the concerns of those around you [31]. The ultimate goal is to provide positive contributions and input for the development of the world of education and media on both a local and global scale.

4 Conclusion

Based on the results of research regarding the extent to which early childhood children are able to influence educational discourse about digital literacy and provide creative space for educators to create effective learning designs for early childhood children, it can be concluded that early childhood children are able to choose their own learning models through digital media with consideration. personal tastes and societal preferences, and these are indirectly influenced by popular culture. And this shows that their choice in using digital media contributes to developing educational discourse regarding media decision making and the learning design that will be implemented. However, in this case the assistance of adults and teachers is very neces-

sary. So in terms of education for early childhood, it requires parents and the people around them to have skills like a teacher/educator in a formal school, such as empathy competence which consists of personality skills.

Digital literacy in early childhood requires follow-up from parents as students' educators at home so that digital literacy learning patterns obtained at school become habits everywhere. This is useful to prevent young children from getting too much information so that there is confusion in determining character choices. So, the key to habits is continuity and consistent repetition so that children naturally have habitual patterns that influence their choices in using digital media. Pedagogy explores the power of media and emphasizes critical inquiry and active engagement so that students can effectively navigate the textual relationships of popular culture texts. In this case, digital literacy educators play a very important role, so that they can exploit the gaps in preaching into a fun but educative teaching process, namely by using a collaborative inquiry model by agreeing on 'truth' as the key word.

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