



Parenting Digital Media Promotes Digital Literacy Culture Early Childhood Aged 4-5

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Abstract. The research purpose to analysis: (1) digital literacy culture of children activities, (2) parenting digital media. Research method using surveys. The subject were 20 parents who have children aged 4-5 years. Data collection techniques using google form. Data analysis technique used descriptive analysis. Findings: (1) digital literacy culture children included functional skills, creativity are very good, the ability to find and select info is good, critical thinking and evaluation; cultural and social understanding are adequate; (2) parenting media digital were: intrinsic value, attainment value, controlling as models are very good, introduce application, stimulate children's learning through smartphone and co viewing use media with their children are adequate, and parents children homework club is good. Conclusions: (1) the internet has changed the lives of early childhood from traditional to digital culture; (2) digital parenting media requires parents to have digital skills for supporting, stimulating, controlling, and improve their children skills online activities.

Keywords: parenting digital media, digital literacy culture, early childhood aged 4-5

1 Introduction

On March 2, 2020 amid the shocks of the covid-19 pandemic. The Indonesian government has taken a number of policies to break the chain of transmission of covid-19. It's main policy to prioritize people's health and safety [1]. Work, worship, and learning from home. Indonesia closed all education activities at school. The emergence situation, some parents to experience stress in accompanying children if they do not understand the child's character. Parents feel that children are difficult to manage, just want to play and lazy. Parents are also demanded to be able to explain many things related subject matter, while not all parents were ready for it. Such parents must have learn using learning digital platform [2]. The development of digital technology triggers a change in the process of parental mediation of children's media use. The rapid development of digital technology requires parents to adapt a digital media [3,4,5]. Parents should to maintain child safety when children were doing online activities. In the digital age, parenting is a challenge for parents. The more information technology, it can affect the child's social

environment. Parents must dare to change themselves, be a good role model for their children. Parents provide meaningful activities for children's lives. Parents gradually get used to building positive thinking patterns, activities and good habits so that the parenting process can be carried out properly [6]

Children aged 5-6 years were the digital native generations. Digital technology has affected all aspects of life, such as early childhood care. The life is change. Change from manually to digitalization. Digitalization parenting is remark with many platform web about early childhood, children's daily needs, online children's tutoring, children's online game play groups. Child does not yet have good knowledge to choose the right game or online activity, so the role of parents is very important to nurture. Parents had to nurture, to protect, to provide, to love, to connect their children using digital media platform. Parents' had develop their self and thei children to nurturing online leraning environmnet. Parents provide protection to children through understanding electronic policies in Indonesia UU No. 11, 2008 and securing cellphones. Parents' provide time to learn online, play online with their children at home. Parents' must foster affection through online short messages though socila media with theor children, so that parents' continue to be present in their children's live. Also parents' facilitate children to connect with digital activities platforms for children, example fun and games, art and crafts, science and learning, and pra academic skills based on open source software. Digitalization has become one of the central context for children's everyday life, not just a technological but also social and cultural phenomenon that shapes our interactions; relationships, and conditions of being in the world [7,8]. In urban communities, conventional parenting is turning to digital parenting. Parents has responsible for educating, training, familiarizing children to become a good citizens. Using digital media have to understand digital culture. Digital cultures mean social practices, norms, value, and concepts of the self that emerge under the current social economic, and technological condition relations to new digital technologies [9].

Research gap was how parents and children could collaboration using digital media to promotes children dilital literacy in industry 4.0 era. The novelty of this research was the research subject of mother who have children aged 4-5 years who already have digital skills, in terms of focused of parenting in children parental belief, parental behavior, and parental engagements.

Research purpose to explore: (1) the digital literacy culture of children, (2) parenting digital media, focused parenting belief, behavior, and engagements. It is hoped that every parent in the digital era will be able to overcome: (1) enhanced children connectivity online learning, (2) developed children creativity, (3) monitor and control children usage, example spent connected, internet security.

1.1 Digital Literacy Culture Early Childhood Aged 4-5

The era of industrial revolution 4.0 is marked by digital technology innovation in human life. Technology innovation has changed the pattern of using digital media for early childhood care. The pattern of commuicaion between parents and children has changed from direct communication to indirect communication or using social media platform. They can video call, send video activities or moment, also can play game

together with the same or different location. At the beginning of birth, parents have made a period of pregnancy, birth, and progress aspects of child development. This causes children to be able to adapt to advances in digital technology. Children are able to follow the style directions from parents, imitating movements and sounds to get good recordings. This condition occurs almost all the time, so digital media is very close to children's lives. Children contextualize the contemporary childhood and its relation to the digital culture. The media habits of young children have changed over the years as new technology emerges and becomes ever more ingrained into the home and social contexts [10]. The use of platforms and social media is a digital literacy practice. Digital literacy is an understanding of web, search engines, knowledge of using various media in everyday life. Children's digital literacy culture can develop through parental facilitation. Facilitation and collaboration between parents and children can accelerate children's literacy culture. Resources printing had turned into digital learning resources, so early childhood parenting style have to adapt to the new technology.

Parents and children could use gadget and online learning. Digital technology must provide great benefits for children's lives. Parents have to understand technology based on learning models, such as blended learning, flip classroom, and hybrid learning, so parents could children's scaffolding. Blended learning is a combination of offline (face-to-face, traditional learning) and online learning in a way that the one complements the other. A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to be completed by the students independently at home. Hybrid learning, also referred to as blended learning, is an approach to education that combines online educational materials with traditional in-person classroom methods. It's not fully virtual nor is it fully digital. That are online learning models during pandemic covid-19 and new normal era. Changes in the learning system effect the learning process. Parents' very helpful in learning their children. Children's cyberculture must be understood beyond the gadgets and their uses. Children learning by doing create video, recording singing and uploading at youtube, Instagram, and other social media. Children have a vast set of behavior and knowledge, of interactions and created contents, also by children, with the digital technologies, as cultural tools of our times [11]. Conclusion were children digital culture included: creativity, functional skills, cultural and social understanding, critical thinking and evaluation, and the ability to find and select information. Digital technology improved children learning. Digital tools must be supported with strong teacher, parents motivated learners and sound pedagogy [12]. Connected children and youth are making their voices heard through blogs, videos, social media, magazines, cartoons, hashtags, podcasts, and other forms. Blogs content about daily routine, best experience, and school homework. Video activities content children and their families, school activities. Social media what's app school group. Podcast children story telling, etc. Family functioning, social dynamics at school and socio-economic conditions, while also encouraging the moderate use of digital technology. Digital technology makes life easy and fun. Parents continue to learn digital media literacy.

1.2 Parenting Digital Media

Digital parenting had a strategy related to the rules of using digital devices both online and offline to protect children's safety from the threat of it use as well as for of parent-child interaction. Example parents' can check their children's homework online, order food online, download ebook online. The strategy developing parenting concepts described as one of the most effective ways in managing media digital, included parental belief, parental behavior, parental discipline techniques, socialization, and parental mediation strategies [13,14,15]. Parental belief that parents understand the benefits of children learning to use gadgets, such intrinsic value for children and attainments value for children. Parental behaviour, example parents controlling as models, parents introduce application, and parents stimulate children's learning to smartphone/gadget. Conclusions digital parenting was how parents use digital technology in their daily activities and parenting practices and developing parenting concepts. Digital media have quickly changed ways in which parents and children communicate, enjoy themselves, acquire information and solve problem daily. Parents also the first mediators of children's experiences with digital tools. They have the task of integrating their use into ordinary routines (play, entertainment, learning, mealtime, ect), promoting constructive and safety uses.

Digital parenting describes parental efforts and practices dor comprehending, supporting, and regulating children's activities in digital environments [16]. Vygotsky's theory of child development and his concepts of proximal development zone was an intermediate area between what the children is able to do alone and what he/she can learn thanks to the guidance of others [17,18]. In the course of a shared activity, the support, and help adapted so that the child can improve his/her skills and gradually assume responsibility for acting alone. The adoption and appropriation of digital technology was a relevant element shaping family's daily lives, and whether digital artefacts and affordances help foster connectedness with in the family, supporting relationships, and bridging physical distance with faraway relatives [19].

With the changing living conditions and developing technology, digital parenting has become a not worthy concept. Opening their ayes in a digital world, children have started to meet needs such as games with digital games. Parents protection from risks, efficient use and digital neglect [20]. Parental mediation of media involves the interactions parents have with their children about media use [21,22]. Restrictive mediation is when parents set rules regarding the content allowed or the time spent viewing media. This can be done in either an autonomy restrictive or an autonomy granting way and includes e-discipline in which media use is granted as rewards for good behavior and prohibited in reaction to bad behavior [23]. Active mediation refers to parent child conversations about media, including parental attempts to provide children with critical viewing skills regarding media. For example, parents might discuss themes of bullying after the child views a television program containing aggressive behavior [24]. Finally, co viewing is when parents view, use, or consume media with their children but do not necessarily discuss the content with them.

Digital parents should understand what of parenting works best for their families so that their children not only participate in the digital age, but actually thrive. Parents

need to ensure that should acting as digital guardians, that they understand and use privacy settings on social media accounts, that they understand and use privacy settings on social media accounts, that they understand and monitor, where appropriate, their child's digital footprint and identity, and that they put appropriate limits to their child's online activities ideally in line with recommendations of the national authorities [25].

Digital parenting style were authoritarian parents, authoritative parents, permissive parents, helicopter parents, and lawn mover parents [26,27,28]. Authoritarians parents that parents may provide the latest technology apps for their child with strict rules to follow, but not provide later support or guidance. Authoritative parents that parents should had high expectations and explain as best as they can online safety and screen limits, but they would allow their child to surf the net and use technology. Permissive parents that parents will encourage their children in internet and technology use as the child wants and will advise their child to check in if they want. Helicopter parents that parents would had extensive rules and perhaps parental control software and close monitoring to protect their child from online dangers. Lawn mover or snow-plough parents is parents will be very involved in trying to remove any online discomfort, rather them focusing on resilience building. Parents apply various routines in guiding children's media use type of guidance. Children's interest were rapidly changing from engaging with traditional media such as television and radio to digital technologies such as smartphones, tablets, laptop, and other interactive media [29,30]. This could primarily be attributed to the fact smartphone interfaces were relatively more applying to younger audiences [31]. That parents were: (1) fully informed about their children's education and learning, (2) welcomed and involved in the life of their child's school, (3) able to support learning at home and to participate fully in family learning activities, (4) encouraged to express their views and the part in decision making, (5) involved in forms for discussion and debate on education policy. Conclusion parents were the first and on going educators of their own children and as such should receive information and support to help develop their children's learning at home in the community and at school. These paper learning opportunities will be contextualized to maximize upskilling of both parent and children leading to increase in self confidence, self belief, and self esteem as well as equipping both parents and children with functional literacies skillsets that support them to make informed decision, engage with lifelong learning opportunities, that will lead to successful, active, and achieving individuals, family members, and citizens.

2 Research Methodology

The research methodology uses surveys. The study was conducted from January to September 2021. The subjects of this study were twelve mothers who had children aged 4-5 years. Data collection techniques using google form. Validation of data using scores and rubrics. Data analysis used descriptive analysis. Instruments of digital culture for early childhood include: keyboarding, creativity, search and engines, critical thinking, cultural and social understanding. Digital media parenting instruments focus on parental beliefs, behaviors, and involvement. Parental beliefs are: intrinsic value for the child,

the value of achievement; (2) parental behavior is that parents introduce applications, parents stimulate children's learning through smartphones, (3) parental involvement is: Parents watch with users or consume media with their children, parent-child homework club. Scaling score 1-25 is fair; 26-50 is adequate; 51-75 good; 76-100 is very good.

3 Results And Discussion

3.1 Results

Table 1. The Digital Literacy Culture Of Children Aged 4-5 Years

Aspect	Indicator	%	Criteria
Functional skills	ICT skills	85	very good
Creativity	Able to make products with digital applications	90	very good
The ability to find and select information	Able to find and select information	70	good
Critical thinking and evaluation	Able to think when dealing with information	35	adequate
Cultural and social understanding	Able to understand the socio-cultural context	30	adequate

Based on the Table 1 it shows that critical thinking is adequate 35%; cultural and social understanding is adequate 30%; The score of two instruments is low, so they require problem solving and discussion.

Table 2. Parenting Digital Media

Aspect	Indicator	%	Criteria
Parents belief	Intrinsic value for children	90	Very good
	Attainment value for children	100	Very good
Parents behavior	Parents controlling as models	85	Very good
	Parents introduce application	65	Good
Parents engagements	Parents stimulate children's learning through smartphones	45	Adequate
	Parents co-viewing user or consume media with their children	40	Adequate
	Parents and children homework club	70	Good

Based on the Table 2 parents stimulate children's learning through smartphones is 45% adequate; parents co-viewing user or consume media with their children is 40% adequate, need any discussion.

3.2 Discussion

Improving children critical thinking based on Alec Fisher theory. Critical thinking is the process of thinking through the stages of forming understanding, forming opinions, and drawing conclusions. Parents explain an object to their children. Then they have discussions. Parents ask children to conclude the new knowledge. This is according to Alec Fisher's staged. Stage 1 know the problem. Children are able to tell solutions to solve problems. Stage 2 assess information. Children search and find online references and read information about the problem to be solved. Stage 3 solve the problem. Children have found alternative answers through ebooks and other online sources. Stage 4 think analysis. Children think and arrange the right answers. Stage 5 synthetic thinking. The child is able to combine alternative answers from various online references and ebooks into conclusions. Stage 6 problem solving. Children are able to solve problems based on the knowledge built through the process of searching and finding answers through online references and ebooks. Stage 7 write conclusions. Children are able to make conclusions based on facts and data. Children build new knowledge through interaction with digital media as a learning resource. Parents must be active in developing digital literacy for early childhood. Parents using social media can help children develop these and other literacies and thinking skills. These skills can lead to informed decision making and actions that can advance equity and social justice and the ideals of global citizenship. Parents and children discuss possibilities to foster children interest, enhance engagement, creativity, and emotional intelligence while creating opportunities for meaningful, challenging learning that invites dialog on difficult topics related race, ethnicity, language, family structure, nationality [32,33,34,35]. Activities children critical thinking and evaluation are using digital technologies such as information communication technologies, social networking software, video games, multimedia authoring tools, and mobile phones in everyday life to learn and play.

Improving children cultural and social understanding based on Bronfenbrenner an ecological system approach were microsystem, mesosystem, exosystem, macrosystem. Bronfenbrenner describe children grow and learn in a complex, internet wined web of relationships, experiences, and environments [36]. He suggested that children developed within nested systems of influences. The microsystems is the first circle around the child, the environment in which he or she rooted. These include home, parents, siblings, schools, peers, mosque, library, museums, after school program, or other local community settings-and, of course, the people and experiences within those settings. The mesosystems, which acknowledges the relationships between the microsystems environments. For example, the way that the child's schooling online or offline affects his or her home life directly or indirectly, or the ways that an adult's training and level stress could affect that person's ability to make a positive impact on the child would be included in this system. The exosystem includes the societal structures and institutions that directly or indirectly contain the child affect. Example such: the neighborhood, local school system, social media, education policy, government agencies, research result, government agencies, and UU Perlindungan Anak nomor 35 tahun 2014 (Indonesia government's policy about Children Protection). The macrosystem, consists of the cultural frames, paradigms, values, and models that shape the environments within

which the child learns. Parenting invites children to interact with all micro, meso, exo, and macro system environments. Parents build activities with children on all environmental systems. conclusion that children are easily adaptable and creative in every environmental system. Parents involved in the project planned learning activities aimed at developing digital literacy alongside subject knowledge, and trained these activities in their home [37,38,39]. Parents changing nature to engage internet resources for subject knowledge and acknowledging that children will need different kinds of skills, knowledge, and understanding in order to develop their subject expertise. Parents supporting beyond functional skills and the ability to use wide range of technologies collaboratively, creatively, and critically. Digital media often children exposure to the global community and to peers with different cultural backgrounds. Such exposure increases the need for children to recognize the social, cultural and historical influences that shape their own and there understanding and learning. Digital technologies, particularly online spaces, provide children with opportunities for many new forms of interaction. Increasingly, these interactions are mediated by different modes of representation such as images and sounds. Being able to decode these multimodal texts requires an understanding of the social and cultural practices that surround their creation. When children are supported to reflect on and critically examine digital media such as websites, photos or films, they can begin to understand that the way we create and communicate meaning is affected by our cultural understanding and experiences, and that even our own imaginations have been shaped by popular culture. Example parents and children making video traditional heritage Indonesia using smartphone, then editing it using a free piece of software and the uploading to the school learning platform or website.

How parents stimulation children's learning through smartphone, parents make sure they have any materials necessary complete all assignments, parents open digital technology, parents more creative, parents provide an environment conducive to learning, create a daily plan, create a chart with timetable goals for the week, display a clock to keep track of how long different tasks will take, maintain social interaction, maintain motivation and focus. Activities screen free for children divided into categories: (1) fun and games activities to do alone or as a family, (2) get moving is ways to get a bit of exercise indoors, (3) arts and crafts is creative things to do, (4) learn to cook is fun recipe ideas for all the family, (5) science and learning is educational activities mainly aimed at children [40,41,42,43].

How parents co-viewing user or consume media with their children based on Vygotsky theory cognitive social. Parents helps scaffolding to children learn online learning. Parents and children joint media engagement refers broadly to people using media together, captures a variety of experiences that children might have co using or co viewing, scaffolding, or active mediation media, examples family kids program, Youtube kids, has let to vocabulary gains for children. Number of great digital resources have been designed to help support parents to engage their children in learning as they are viewing, playing, and reading together using digital media. For example, Edmark's software millie math house, baileys early reading and math, edmark's academic series, putt putt about STEM learning robotic, Kid Pix child can makes creativity verbal and figural, rain forest is a environmental save

mission. The application Allien Assignment, produced by the Fred Rogers Center, has children use the camera on their device to take pictures to help an alien understand the world. The application The Cat in The Hat Builds, recipient of a 2019 Webby award presented by the International Academy Digital Arts and Sciences. These hands on activities provided digitally in the app are intended to help parents reinforce and extend their child's science learning form the digital game with materials available around the home. Bedtime Math app with a family member had significant mathematics gains relative to the reading control group. Software can also be facilitated across multiple screens to help parents engage with children's media experience after media use, even when it does not happen in real time. The PBS Kids app Spash and Bubles for parents provides adults with conversation starters, videos, and hands on activities to jointly explore ocean science with their children. Importantly, parents of the program said that exploring the apps and materials with their child helped them feel more comfortable in preparing their child be proficient with the technology. Novelty digital literacy culture early children 4-5 aged, namely: (1) children's keyboarding skills are very good at 80%, (2) children's creativity is very good at 90% for making works with computer applications, (3) children's ability to find and acquire good information that is 70%. This is in line with Piaget's cognitive theory that children aged 4-5 are in the pre-operational stage so that learning must be concrete. Novelty parenting digital media, namely: (1) parents belief is very good, namely intrinsic value for children are 90% and attainment value for children are 100, (2) parens behavior that parents controlling as models are 80%, (3) Parents engagements that good parents and children homework club are 70%. This proves that Bronfenbrenner's theory of ecological parenting is very helpful for parents to provide good digital literacy nurturing for early childhood. These findings prove that every child is intelligent and creative. Parents must support children to become critical, independent learners, and solve real-life problems.

4 Conclusion

The conclusions of this study include: (1) the internet has changed the lives of early childhood from traditional to digital, for example game activities, learning media, learning time, e-discipline, learning behavior, engagement online learning; (2) digital parenting requires parents to have digital skills to support, stimulate, regulate, control, monitor, and improve their children's online activity skills; (3) Vygotsky's theory, Urio Bronfenbrenner's system approach, and Alec Fisher's theory of critical thinking based on digital parenting to encourage children's digital literacy. The implications of the ability of digital literacy culture for early childhood must be stimulated by various multimedia learning applications that can develop seven aspects of early childhood development. Parents must learn quickly to be able to accompany children in the digital era to create digitally capable early childhood children who are able to compete in the global era. Recommendations for early childhood education teachers, early childhood,

early childhood parents, and policy makers to prepare diverse learning multimedia channels for early childhood.

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