

MAKING A DIGITAL LITERATION CULTURE IN A SOCIOLOGICAL PERSPECTIV : THE ROLE OF PARENTS IN DEVELOPING EARLY CHILDHOOD DIGITAL LITERACY

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ABSTRACT

The study aims to describe the role of parents in realizing a digital literacy culture for early childhood. The object of research is in-depth, based on analyzing detailed comprehensive studies of various content, the role of parents in assisting children's digital literacy. The research has the scope of basic analysis based on the study of the role of the family in education, the role of parents in learning assistance and digital literacy in order to realize a digital literacy culture for early childhood. The analysis requires realistic critical thinking, for the sake of applying concepts to historical periods, both past and present, so that it is appropriate to apply the historical approach, characterized by the dominance of realistic critical investigation of the development of thought or terms, while primary information sources are used as primary data.

Collecting data to make optimal use of the research library, reading various literature. Analyzing research, fully using descriptive qualitative analysis, based on various sources of analysis of theoretical reading, research and non-research. Research occurs in the dominance of descriptions of factual facts, to obtain solutions to various problems in social phenomena. Research validation requires the application of content analysis, to analyze the meaning of various concepts in the research being carried out. Observation of the role of parents for learning assistance and digital literacy of children, empowered every day as the most important element to support theory construction.

The results showed that the involvement of parents in realizing children's digital literacy culture is very important for the development of children's potential. The process of digital literacy education from an early age is very positive and constructive, it must be carried out continuously and in a structured manner, starting from the family environment, educational institutions, society and government, providing facilities, expanding access to information sources and learning resources, increasing public participation, strengthening governance and managing people's roles old.

Keywords: Early Childhood; Digital Literacy; The role of parents

INTRODUCTION

The reality shows that there are still many children in developing countries who are not used to doing something based on the understanding that comes from reading and are not maximized to be able to actualize themselves through writing. Reading and writing are still not so deeply rooted in people's culture, because people often enjoy watching or listening to, rather than reading, let alone writing. This fact does not only occur among the general public, but in educated circles or in the world of education, in fact it is still far from a literacy

culture. Therefore, the role of parents is very much needed in order to develop and realize a children's literacy culture, because children are the nation's next generation who must be prepared to become qualified and professional successors of the nation.

The child's brain has one trillion brain cells and trillions of connections between brain nerve cells. If it is not stimulated early, the connection will be destroyed. Stimulation of the brain, which is carried out in the life of a child, will be very useful to help in his future life. Giving stimulus to children, it is expected that children have the ability to think abstractly. The ability to think abstractly or intelligence, in the end, can be manifested by humans in the form of words and language, act, behave, socialize and interact in their relationship as a social being. Gerungan (1987: 136), [1], revealed that various studies carried out in industrial and military fields showed results, that group leaders who have the ability to do abstract thinking are higher than the average group member they lead. The human ability to think abstractly is intelligence as stated by Terman (Sabur, 2003: 156), [2], which has confirmed that intelligence is the ability to think abstractly. While the characteristics or characteristics of behavior which are intelligent according to the opinion of Effendi and Praja (Sabur, 160), [3], are: (a) Pusposeful behavior, which means intelligent behavior, always focused or focused on goals or has a purpose clear. (b) Organized behavior, which means behavior that is always coordinated, all the energy and tools needed for problem solving are in a coordination and not random. (c) Physical well toned behavior, which means that it has good physical properties, is full of energy, agile and agile. (d) Adaptable behavior, which means flexible, flexible, and not static and rigid behavior, but always ready to make adjustments and changes to face new situations. (e) Success behavior, meaning behavior that is based on a sense of security, calm, passion, and full confidence in success or always optimistic. (f) Clearly motivated behavior, which means behavior that can fulfill their needs and is very useful for others and society. (g) Rapid behavior, meaning behavior that is efficient, effective and fast using a very short time. (h) Broad behavior, which means behavior that has a broad background and outlook that includes both a basic attitude and an open spirit.

It turns out that the human brain has provided a special tool that is very responsible for managing and organizing the types of intelligence that exist in every human being. That intelligence can simply be classified into several types, namely intellectual intelligence (IQ), emotional intelligence (EQ) and other intelligences. These intelligences are always attached to each individual human being, which is a logical consequence of having provisions obtained from birth, namely the brain. Every individual human being has a different intelligence from one another, which is caused by many factors that influence it, among others; environmental factors, heredity. Congenital factors from birth, and other factors. The most recent discoveries of neuroscience have proven that certain parts of the human brain are very responsible for organizing and managing the types of human intelligence. (Bakhtiyar, 2017: 321), [4]. Therefore, the implementation of learning practices is monotonous, very routine, and scheduled using the same methods and facilities, apparently unable to develop children's interest and literacy skills. The provision of facilities that are very varied and interesting, and can be used for play, is in fact able to stimulate children's interest and literacy skills. From that it is very obligatory to be followed by parental awareness, in teaching literacy from an early age. The sensitivity of parents to be responsive and catch children's interest or disinterest, in the teaching and learning process is something important, to be used as provisions for parents in socializing and internalizing literacy values in children. Through

the use of very friendly methods, among others; playing together, soft intonation and others is something that can maintain the child's mood in the literacy learning process.

Literacy can be interpreted as a person's ability to process and understand information, when carrying out activities in the reading and writing process. Literacy really requires a range of cognitive abilities, knowledge of written and spoken language. Literacy is a task for child development, which is always required to be stimulated to children from an early age. The simple meaning of literacy can be given the meaning of literacy skills. There are many phenomena that occur in children's literacy, one of which is about differences in children's development that can differentiate between literacy skills. Very many children were found to have differences from one another, where there were children who could read and write fluently, but also other children who were not very fluent in reading and writing, at the same age they were. Therefore, to develop, familiarize and improve reading, the role of parents is very much needed because generally parents have a strategic role in the development and education of children. However, children often easily imitate what is in their environment, especially the habits of parents, one of which is reading habits. Parents who like to read will always be followed by their children and gradually, will be imitated to become a habit for their children. Parents should be role models, to practice reading habits, so that they can create an environment capable of supporting the development of reading interest, be it reading print or digital media.

The education carried out by the family has actually become the foundation in shaping thinking, behaving and behaving in society. One of the things that is important to do is socialization and internalization is literacy education. Being able to read, write and count is not the main goal, but as a solid foundation in achieving a broader goal, namely creating a generation capable of thinking and being critical and logical. Low literacy is a fundamental problem that has a very broad negative impact on the progress of the nation. Low literacy contributes to the low productivity of the nation, which leads to low growth and welfare levels and is marked by low per capita income. Low literacy has actually contributed significantly to poverty, unemployment and social disparities and disparities. Therefore, it is necessary to have optimal efforts, especially from the government to increase high literacy levels. Books are a window to the world, where this expression has a deep and fundamental meaning, that only through reading books will increase knowledge and develop insight into thinking. Today there are advances and technological sophistication, so that reading is no longer done through print media alone. Publishers and writers have taken over the media of their written works digitally. Reading activities both conventionally and digitally have quite a lot of enthusiasts and are growing steadily, from an early age to the elderly.

The Internet has provided many conveniences for its users, in order to be able to search and find all the information they need. Indonesia as one of the countries that is the largest internet user in the world. In 2020, Indonesia will occupy the fourth position with 171,260,000 users. The development of digital media and access to information is both a challenge and an opportunity. The complex problems faced include the presence of various negative content and hoaxes in cyberspace, which can lead to differences, feuds and divisions or conflicts between individuals and groups. Based on research from DailySocial.id in 2018, 2,032 smartphone users throughout Indonesia showed that 73% of users always read information. 51.03% of respondents have chosen to remain silent when meeting hoax information, while 53% of respondents verified the truth of the information they have received (fact check), [5].

Literacy has long developed and has a dynamic character, its meaning has also developed from time to time, so that its definition has a very broad scope. Digital literacy as the ability to access, collect, process, and distribute information. Every individual needs to understand that digital literacy is very important and needed in order to participate in the modern world. Digital literacy is just as important as reading, writing, arithmetic, and other disciplines. Being digital literate means being able to process various information and being able to understand messages and communicate effectively with others, in various forms including creating, collaborating, communicating, and working ethically. Able to understand when and how technology should be used, in order to be very effective in achieving goals. Able to have awareness and realistic critical thinking towards positive and negative impacts as a result of the use of technology. Therefore, it is hoped that the younger generation will have high literacy, because if they do not master digital competence, it is very risky to be left out in the competition for life and social interactions in the 21st century.

Parents' involvement in the development of early childhood literacy is the most important subject of study in children's education. Parents provide facilities and become part of the child's life, where they always interact in their daily life. As stated in Permendikbud No. 137 of 2014, "Achieving optimal growth and development of children requires the involvement of parents and adults as well as access to quality PAUD services." ((Indonesia. Regulation of the Minister of Education and Culture, 2017), [6]. It is expressly stated that children's education starts from the family circle. Parents are the first madrasah for pre-school children, therefore parents can sort and choose the facilities provided, to be used as a learning medium. Parents must be more selective in providing information from digital sources, before the information is given to their children. Parents have a very important and strategic role in realizing children's digital literacy culture, so that later children will be ready to utilize digital information from various very broad sources. Children really need parental guidance to be able to use the internet positively. Parents are always required to have both technical, knowledge and emotional skills in accessing various information and entertainment via the internet. This guidance is a tangible form, of digital literacy is passed from parents to children.

As stated by Bakhtiyar that the family is a very special environment, most importantly and for the first time for children to get socialization and internalization of socio-religious values and norms from parents. The family as the primary and first educational institution, the parents have an important and most strategic role for the child's education. Most of the children's life is spent in the family environment, so the learning process is mostly carried out and comes from the family environment. In essence, the family plays an active and very strategic role in supporting education, both at home and at school. The role of parents in the personal formation and learning of children in the family environment includes; (1). learning experiences for the first time during childhood. (2). Nurturing and maintaining children's emotional. (3). Internalization of morality education. (4). Internalization of the basic principles of social education. (5). Internalization of basic religious education. (6). Responsibility provides motivation for children's success. (7). Provide learning opportunities as well as introduction to various knowledge and skills that are very useful in the future. (8). Motivating children have the ability to be independent. (9). Fostering and maintaining the health aspects of children, so they can feel comfortable in implementing the whole teaching process. (9). Providing a sense of happiness in both the world and the hereafter, through the provision of religious education in accordance with the law of Allah SWT, which is the final goal of human life. (Bakhtiyar, 2020: 59), [7].

Based on the background of the above problems, this paper is made with the aim of to describe the role of parents in realizing a digital literacy culture for early childhood. Discussing the topic of the role of parents and the digital literacy culture of early childhood is something very interesting and impressive, so that it invites various experts to discuss it. Given that various disciplines can be used as an analysis knife. Therefore, the discussion on this topic needs to be limited in scope by using a socio-educational perspective.

THEORETICAL FRAMEWORK

There is a large number of research and studies with the theme of early childhood digital literacy. The discussion of children's digital literacy is indeed very interesting and can be discussed using various scientific points of view with different perspectives. Not surprisingly, there are many different research findings and various versions. As for some research on children's digital literacy, it can be presented as a literature review, including the following;

The first is research conducted by Triana Lestari et.al (2019: 1034-1038), [8] which aims to determine; (a) the development of children's digital abilities, (b) areas of development that occur in assessments as a basis, for determining the steps of teachers and parents in improving the design of learning activities or efforts to stimulate children's development. In research conducted using a qualitative approach with a case study method. The conclusion is that digital literacy skills have experienced development, which is influenced by internal and external factors. The use of digital media does not always have a negative impact on children, if parents and teachers are able to teach children about metacognition, namely knowing about knowing.

Second, research by Mohammad Salehudin (2020: 109-113), [9], where the research aims to determine whether there is a relationship between facilities (tools and houses) on digital social media literacy for early childhood youtub. In the implementation of research using a quantitative approach, using ordinal and nominal data. The data analysis technique used non-parametric statistics, namely Kendall's correlation test. The results showed that the relationship between location and children's social media digital literacy was significant and targeted.

Third, research by Nur Ika Fatmawati (2019: 122-137), [10], which aims to describe the parenting styles of children in the family. In this research, the approach method uses library research methods and the analysis technique uses descriptive analysis, through the use of various literature studies. The results obtained show that; (a) effective parenting for children in the digital era is authoritative and democratic parenting, (b) parents are required to be able to understand various applications to educate and guide children, to use digital media for positive purposes, (c) parents must guide and supervise children in utilizing digital media, so as not to deviate from true educational values and norms.

Fourth, research by Nani Pratiwi and Nola Pritanova (2017: 11), [11], in which the research aims to describe the influence of bad literacy on the psychology of children and adolescents to express themselves through social media. The research method uses qualitative research. The results of the study show that the psychological impact of comments on children and adolescents is their usual tendency; (a) insulting others, (b) arousing envy towards others, (c) causing depression, (d) being carried away by moods about negative comments, (e) accustomed to speaking in impolite language.

METHODS

A. Object of Research.

Research has an in-depth study object that is based on careful analysis by focusing on comprehensive and very detailed based studies in order to discuss various important content (Bakhtiyar, 2020: 11833), [12] is a fundamental investigation of children's digital literacy, the role of families in education, the role of parents in learning assistance and digital literacy for early childhood in order to develop and realize a digital literacy culture. Kesmuanya is intended to be able to meet information needs, considering that the need for information every day is increasingly felt to have increased both the variety and types of information.

B. Research Scope

The research has a very basic scope of analysis using the basis of the main focus of the study (Bakhtiyar, 2019: 154), [13], regarding children's digital literacy, the role of families in education, the role of parents in learning assistance and digital literacy of older children. early childhood in an effort to develop and realize a culture of early childhood literacy. The positive impact is that children will be able to use digital media and obtain and use information according to good values, socio-religious norms.

C. Conceptualization

The essence of the role of parents in developing and realizing early childhood digital literacy is the role of parents' performance to provide learning assistance, assistance to increase reading activities both reading printed media and digital media so that it becomes a habit and role of parents in making efforts to develop and realizing a digital literacy culture. The role of parents in children's education is none other than aimed at preparing and producing the nation's next generation that is capable of being independent, qualified and professional, so that they are able to compete in the future which is marked by digitalization in all aspects of human life.

D. Research Approach

In the analysis, a critical and realistic thinking is needed, in order to be able to apply a concept that has occurred and appeared in the historical period in the past and is currently happening, it is very appropriate to apply the historical approach. (Bakhtiyar, 2020: 11833). [14]. The Historical Approach has a very important advantage because it is very dominant in a critical but very realistic investigation of various developments in a thought or term. For the sake of historical approach, primary information sources are very important and can be used as primary data. (Bakhtiyar, 2019: 14), [15].

E. Data Collection Method

Collecting or collecting data optimizes the research library by reading various literatures, which are reading materials that have the main subject or discussion (Bakhtiyar, 2020: 11833), [16], the role of family in education, the role of parents in assisting children's learning, literacy digital and the role of parents in early childhood literacy assistance, with the main aim of developing and realizing a culture of literacy in early childhood.

F. Research Analysis

In the implementation of analyzing activities in this research, it is carried out entirely by using qualitative descriptive analysis, which is very much based on the source of analysis from various collections of readings that are theoretical, research and non-research in nature. (Bakhtiyar, 2018: 67), [17]. In this study, most of the domination occurred for the purposes of description and evaluation of very factual facts, which contributed greatly to obtaining solutions to handling various problems that have been contained in phenomena in social life (Bakhtiyar, 2019: 6-7), [18], the role of the family in education, the role of parents in learning and digital literacy assistance for early childhood, in order to fulfill their information needs correctly and well.

In order to reach the level of research validation can be realized, the method of carrying out the analysis really requires the application of content analysis, which is very useful in analyzing the meaning of various very important concepts (Bakhtiyar, 2018: 78), [19], namely the role of the family in education children, the role of parents in assisting digital literacy in early childhood and the role of parents in realizing digital literacy. Observation of various activities of parents' pran towards learning assistance and digital literacy of children, in the family environment every day is empowered to the maximum as the most important element to support theory construction. (Bakhtiyar, 2020: 1183), [20]

RESULTS AND DISCUSSION

A. Conceptualization of Literacy

The term literacy, which is very understandably used in Indonesian, originates from English, namely literacy which actually originates from the Latin littera meaning letters, has a very meaningful meaning that involves mastery of various writing systems and conventions that follow. Primarily literacy is closely related to language and language use, so that in simple terms literacy can be interpreted as literacy, the ability and ability to read and write.

As time goes on, the conceptualization of literacy has also developed, so that it has a broader meaning. As has been stated by Mill (Yunus Abidin, 2015: 50), [21], there has been a historical shift, from printed text culture to a point, where the visual mode is more dominant thanks to the help of new technology. It is illustrated by Bosman (Yunus Abidin et.al., 2017: 2), [22] that the 244-year Encyclopedia Britannica has been known in printed form, but has now turned into an online version of a dictionary with help and support. multimedia component. Broadly speaking, the notion of literacy can be interpreted as the ability to read and write. Haryanti (2014), [23], states that the ability to read and write is the basis or main asset to be able to understand literacy in a wider aspect, including; cultural literacy, social computer, education, health, economy and other aspects.

Literacy is an activity or activity which has the aim of cultivating reading and writing movements. Literacy has many useful values, including; literacy can train and develop oneself to be very accustomed to reading, getting used to the ability to absorb information that has been read, the ability to summarize through the use of language that can be understood. In a simple sense literacy is the ability possessed by individual humans to read and write. However, the meaning of literacy continues to develop, so that it has quite broad meanings such as; digital literacy, cultural literacy, religious literacy, computer literacy, mathematical literacy, scientific literacy, information literacy and so on. In its development, the definition of literacy is to show a person's ability to understand and involve, use and analyze and transform texts.

Literacy skills are a must for everyone, because literacy is the main and fundamental asset, which has the potential for human life needs in the future. Literacy is an individual's ability to read, write, speak, count and find solutions in solving various problems, at all skill levels that are needed in work, family and society. Literacy is not just the ability to read and write, but is the ability of individuals to use all their potential and skills, so that literacy understanding includes the ability to read words and read the world.

When discussing the topic of reading and writing, of course, one cannot leave the discussion about letters or symbols in language. This means that literacy cannot be separated or very closely tied to language. Speaking of course language is also inseparable from culture, so the conceptualization of literacy must contain elements that closely encompass language, namely the socio-cultural situation. Kern (2000), [24], provides a comprehensive understanding that literacy is the use of social, historical and cultural situations to create and interpret meanings through text. Literacy desperately needs an unspoken sensitivity, regarding the wide variety of correlations between textual conventions and the context of their use, as well as the ability to critically reflect on those correlations. Because sensitivity has a purpose or purpose, that literacy is very dynamic, not static and can vary between communities and discourse cultures. Literacy really requires a range of cognitive abilities, knowledge of written and spoken language, knowledge of genres and cultural knowledge.

Likewise, a broader definition of literacy, was also expressed by the Ministry of National Education (2004), [25], that literacy is a skill and knowledge that is very much needed, which is not only for living in financial terms, but also as something that is needed. to be able to develop themselves socially, economically and culturally in modern life. Literacy has been directed to an individual human ability, to be able to develop all the potential that exists in him, both in the social, economic and cultural aspects of the literacy learning process in the era of globalization.

B. Kinds of Literacy

As a large nation, Indonesia is very obliged to be capable of developing and realizing a culture of literacy, as a prerequisite for skills in life in the 21st century, through a very holistic and integrated education, starting from the family, school and community environment. Literacy is a very serious problem and concern by the government, as evidenced by the declaration of the National Literacy Movement (GLN), which is manifested in the School Literacy Movement (GLS), the Family Literacy Movement (GIK) and the Community Literacy Movement (GLM). In the context of the school literacy movement, literacy can be interpreted as the ability to access, understand properly and correctly, use things in an intelligent way through reading, seeing, listening, listening, writing and communicating activities.

The school literacy movement is none other than, very focused and aimed at making the Indonesian nation a literate nation for all time. The Ministry of Education and Culture (2016), [26], provides a clear explanation that the school literacy movement is a participatory business and activity, by actively involving school members and stakeholders under the coordination of the Directorate General of Primary and Secondary Education. Considering that by reading students can get various types of information, reading is one of the literacy activities that cannot be separated from the educational aspect in each learning stage. Therefore all students are very obliged to master and have literacy skills in the teaching and learning process.

In literacy skills, there is mastery of six basic literacy that was agreed upon and established by the World Economic Forum in 2015, [27], that literacy skills are very important not only for students, but also for parents and all members of the community. The six basic literacies include; literacy literacy, numeracy literacy, scientific literacy, digital literacy, financial literacy, and cultural and civic literacy.

B.1. Literacy Read and Write

Reading and writing is literacy that has been known early in the history of human civilization. Both literacy can be classified as functional literacy, which is very useful in everyday life for mankind. Armed with reading and writing skills, it can make someone very capable in living their life in a better quality. Individual literacy competence is very much needed, in order to be able to obtain a good and very decent life existence, by having a much improved quality and welfare of life.

Reading is the key as the main basic capital, in studying all science, including information and instructions for daily life, which have major implications for humans in behaving, behaving, interacting and communicating in social life. The best ability to read is not only able to read fluently, but also to understand the meanings of various contents of the text that have been read. The text that is read is not only in the form of words, but can also be symbols, numbers, graphics or pictures.

B.2. Numeration Literacy

Numerical literacy is the knowledge and skills possessed by each individual human being capable of; (a) using numbers and symbols that are closely related to basic mathematics, in order to be able to find solutions to solving practical problems in various contexts of social life every day, (b) analyzing various information displayed and manifested in various forms, other; numbers, letters, pictures, graphs, charts, tables, charts, and so on. Furthermore, the results of the analysis are interpreted so that they have the ability to predict and make decisions. A simple definition of numeration can be interpreted as the ability to apply various concepts of numbers, operational skills to count in everyday life, and the ability to interpret various quantitative information that is found around the place of life. The ability of numeracy literacy strongly refers to the appreciation and understanding of information that has been expressed mathematically, among others; graphs, charts, diagrams, tables and figures. This literacy ability shows the ability to use mathematical skills practically in order to fulfill various demands and expectations in human life.

B.3. Science literacy

Science literacy is the ability to master scientific knowledge and skills so that; (1) has the ability to identify questions, (2) acquire and gain new knowledge, (3) ability to explain and describe scientific phenomena, (4) ability to conclude based on facts in reality, (5) ability to understand various scientific characteristics, (6) have the ability to achieve and gain high awareness, regarding science and technology that can shape the natural, intellectual and cultural environment, and have a strong will to always be actively involved and very concerned about various issues that are closely related to science. This scientific competence is very much needed in scientific literacy, so that it can reflect or describe the assumption that science is an ensemble of social and epistemic practice that has a general character in all fields of science, which can frame all competencies as an action.

B.4. Financial Literacy

Financial literacy is the ability to master knowledge and skills to be able to apply an understanding of concepts and risks, skills in determining and making the most effective and efficient decisions in the financial context, in order to improve financial well-being, both individually and socially, and to participate. actively in the social environment. The Financial Services Authority (OJK) has emphasized the importance of financial inclusion, which is an integral part of financial literacy. The definition of financial inclusion is a process that is able to guarantee easy access, availability and use of the formal financial system for all individuals.

B.5. Cultural and Citizenship Literacy

Cultural literacy is an ability possessed by human individuals, in understanding social values and norms in society, so that they are able to behave and behave in accordance with Indonesian culture. Social values and norms have been considered as the identity of the Indonesian nation. Therefore, as a good citizen, then in behaving and behaving, you must not deviate from the social values and norms that apply in Indonesian society. Meanwhile, the definition of civic literacy is the ability of individuals who are always able to understand the rights and obligations that are very inherent as citizens.

B.6. Digital Literacy

Paul Gilster in his work Digital Literacy (1997), [28], has interpreted digital literacy as the ability of individuals to understand and use information in various forms, originating from a very wide variety of sources and accessed via computer devices. Bawden (2001), [29] proposes a new understanding of digital literacy, which is deeply rooted in computer literacy and information literacy. Computer literacy developed in the era of the 1980s, when microcomputers expanded their use, which was not limited to the business environment, but also in society. Meanwhile, information literacy only developed and spread widely in the 1990s, when information became easier to compile, access and disseminate using networked information technology. Digital literacy has a very dominant tendency to always be associated with technical skills to access, compile, understand, and distribute information.

Computer literacy or technological literacy has an understanding that strongly refers to technical understanding and abilities in the use of digital technology. Meanwhile, information literacy has an understanding that is very focused on the aspect of knowledge, namely the ability to map, identify, process, and use digital information optimally. The conceptualization of digital literacy can be given meaning, that digital literacy is closely related to reading and writing literacy activities. Therefore, digital literacy is a skill (life skills) that is not limited by only involving the ability to use ICT devices, but also includes the ability to socialize, the ability to learn, and have attitudes, think critically, creatively and innovatively and be inspirational as digital competency section.

The definition of digital literacy competence is in accordance with the views of Bhatt I (2012), [30], which has explained that communication and information technology (ICT) skills are the core competencies of digital literacy. Every individual human being must have the ability to master digital technology devices, which are not only the internet but various types of digital technology, further stated by Bhatt I.d. (2015), [31], namely to master the communication system effectively. Meanwhile, research conducted by Martin and Grudziecki (2006), [32], shows that digital literacy skills are strongly strengthened towards individual attitudes and awareness on the use of ICT tools for communication purposes, the ability to

express in social activities, which is very useful in achieving goals. in various life situations. Goodfellow (2011), [33] states that digital literacy is a multi-literacy ability, namely mastery of the level of awareness, attitude and individual ability to use digital devices in communication, expressing realistically in everyday life. Digital literacy skills include; information technology literacy, media literacy, visual, audio and communication literacy.

In the GLN of the Ministry of Education and Culture (2017), [34], it has been emphasized that in digital literacy skills there are several basic principles of digital literacy development, including:

- (1). Understanding, is the earliest principle of digital literacy. This simple understanding includes the ability to extract ideas implicitly and explicitly from the media.
- (2). Interdependence is interpreted as a form of media that is closely related and interconnected with one another in a potential, metamorphic, ideal and literal manner. There is an increasingly booming development in media with various forms and types, which are expected to complement one another.
- (3). Social factors, are intended to be able to share information through the use of social media, so as to form and create an organic ecosystem in order to seek information, as well as share information and store it, resulting in the reformation of the media itself. Sharing through the media is very mandatory to be able to understand who has shared information and to whom the information was given, as well as through what media the information was given.
- (4). Curation, is the storage of content on social media, by passing the save to read later method, which is a type of literacy that is closely related to the ability to understand the value of information and store it, so that it is more easily accessible and can be useful for a long period of time. Curation at the next level must have the potential as social curation, among others; cooperate in the discovery, collection and organization of information, which has very high and unlimited value. The approach that can be done in digital literacy includes two important aspects, namely the conceptual and operational approaches. The conceptual approach focuses on the cognitive and socio-emotional aspects of development, while the operational approach focuses on the technical abilities of media utilization which cannot be ignored. In general, literacy is a set of real skills, especially in cognitive skills, namely reading and writing, which, regardless of the context of these skills, are obtained and from which sources and who get them. Nowadays there have been very diligent efforts, to carry out literacy education and are being intensively carried out by education practitioners, the goal is none other than to create and create individuals who are not only smart in academics, but also have a critical and logical mindset, able to behave and behave in accordance with the values and norms that apply in society. In practice literacy education does not have to be fixated on learning at school. It turns out that the family environment is also very obliged to play a very large role and contribute to the internalization and outreach for literacy education in children starting from an early age. The main purpose of literacy is not just emphasizing the ability of children to read or write, but the two types of abilities are actually the main assets that become the basis for a

broader goal, namely to form the next generation who are able to think critically in responding to any information obtained.

D. Objectives of Literacy in Early Childhood

The main goal of early childhood literacy, is not only based on reading or writing skills, but becomes the foundation and foundation for a broader goal, namely to create the nation's next generation who is capable of thinking critically, in responding to information that continues to evolve every day. ..As for the purpose of increasing early childhood literacy skills, among others; (1). Practicing basic skills in reading, writing and counting. (2). Developing critical thinking skills (3). Preparing children to enter the world of school. (4). Literacy development has a positive correlation with academic achievement. (5). Develop good manners. (6). Creating a reading culture. (7). Increase knowledge. (8). Increase comprehension of reading. (9). Strengthen the value of personality

D.1. Train basic skills in reading, writing and counting

Early childhood literacy education can be started by relying on the habit of reading story books regularly, continuously or continuously. Even though it seems like a simple activity, reading books in front of children is the first step to introduce children to the world of literacy.

D.2. Develop critical thinking skills

At a high level of literacy, it is always directly proportional to a person's ability to receive, process, and respond to the information he has received. Therefore literacy education which is applied to early childhood, has an important, very basic and strategic role, which is the strongest foundation of the foundation, in order to have the mastery and ability to think critically, realistically and logically, when dealing with various situations and conditions. change quickly at any time.

D.3. Preparing children to enter the world of school

Early childhood literacy education is very helpful in preparing the child when he enters the world of school. The development of language, social, emotional and cognitive, and literacy is a series of the number of the most important aspects which are very mandatory for children, because these aspects interact, are interrelated and are independent from one another, and can be supported by the application of literacy education at an early age. The earliest stages of literacy include spoken and written language, and knowledge of numbers and letters is one of the keys to the success of pre-school children in gaining reading skills. This ability is very reliable when the child begins to receive instruction in school.

D.4. The development of literacy has a positive correlation with academic achievement

The application of literacy education from an early age can have a positive impact on children's academic achievement. The introduction of early literacy can be put into practice by reading books in front of children, has been proven to make children more successful in achieving achievements in the academic field. For children who are accustomed to being introduced to the world of literacy, it turns out that they have the ability to learn and are able to communicate better than those who have not received an introduction to literacy.

D.5. Develop good manners.

Literacy education can socialize and internalize children regarding social values and norms that apply in society, so that children have the ability to behave and behave and interact according to community expectations. This means that children will have the ability to develop good character, so that children will be accepted in communicating and interacting with their social environment. Through reading both printed and digital reading materials, children are expected to acquire and have good hard skills, soft skills and spiritual skills, so that in the future children have the ability to achieve a quality and welfare of life properly.

D.6. Creating a reading culture.

The existence of literacy education that is given to children will lead to various developments in the children, especially children who always carry out intense reading activities every day. The habit of reading printed and digital reading materials intensely, then develops into a need that must be fulfilled, such as the need for eating and drinking. In the end, reading that turns into a need can then create a reading culture in children.

D.7. Increase knowledge

The application of literacy education to children plays a major role in developing broad thinking power because children can see and read the outside world. Having a broad perspective, automatically the child will increasingly have broad knowledge, both practical and theoretical knowledge which is very useful for his life.

D.8. Increase reading comprehension.

Armed with literacy skills, a process occurs in children to find out the content of the reading they are reading. The child's effort to know that, the longer it develops in the child and motivates him to have the attitude to understand deeply the contents of the reading, so that in the end the child will very easily have the ability to understand various contents of printed and digital reading materials.

D.9. Strengthen the value of personality

Based on the child's high level of understanding of the content of the reading, it will make children increasingly have broad knowledge, distant and strong reasoning power, so that children can communicate and interact well with the environment around them. Because of this extensive knowledge, the child becomes more confident and has the ability to strongly increase his personality values which are positive and constructive in nature.

E. The Role of Families in Early Childhood Development.

Parents when the time comes, of course, will let their children go directly to school. The family is the place where education is the earliest and has begun to be abandoned, although not completely. Children enter school and then start getting to know education and social interaction in the school environment. Education is a conscious human effort to guide children, in order to reach maturity or efforts to help children, so that they can carry out their duties and various obligations in their lives, for the sake of acquire self-potential, ability to be independent, towards becoming puberty, and being able to be responsible for religion, morality, politeness, being able to behave or behave in accordance with the demands and expectations of society.

Humanity consists of two aspects of life, namely physical and spiritual aspects. Physical aspects include; height and size, skin color, five senses, hair color and complexion, various limbs, condition and blood circulation, and so on. While the spiritual aspect includes; talents, intelligence, feelings, emotions and feelings, learning skills and abilities, attitudes, interests, motivation, ideals, character, social abilities, personality and others. Starting from these two aspects, parents are obliged to be able to understand the situations and conditions experienced by their children while attending school. Not a few children, sometimes experience burnout and emotional exhaustion, which is caused by various burdens in the form of learning tasks that have been assigned by the educators.

Muhibin Syah (2006: 93), [35], emphasizes that learning is a stage of change in the overall behavior of a human individual, which is relatively sedentary as a result of experiences and results of interacting with the environment, which involves a lot of cognitive processes. Learning according to Abdillah's thoughts (Aunurrahman, 2010: 35), [36], is a conscious effort made by human individuals to gain change, either through training or experience which are closely related to various cognitive, affective and psychomotor aspects to achieve goals. certain. In C.T. Morgan, in his book *Introduction to Psychology* (Alex Sobur, 2003: 219), [37], provides the notion of learning as "a relatively persistent change in behavior as a result or result of past experiences" and Morgan explains that various changes in behavior It can be observed in a person's development from infancy to adulthood, where there are three most important things, namely: (a) changes that occur are due to physiological processes, for example illness, disease, (b) changes that occur are due to maturation processes (maturation), (c) changes that occur due to learning processes.

It is very important for parents to provide motivation, foster enthusiasm for learning, restore and build children's passion to always try their hardest, in order to achieve brilliant learning achievements. When children study at home, parents are very obliged to provide assistance, so that children can feel confident, when completing various tasks given by educators. The learning assistance has a very positive impact on the children, so that they will be motivated to always read, then develop into a reading habit and in the end the children enjoy the activities of utilizing excellent library services. Urgan once early childhood, there are library information services introduced by visiting the library, so that children will increasingly know and understand places of learning and information resource centers, with the hope that children's reading interests will grow and develop to become a reading culture and literacy culture.

The family environment is the main pillar and plays a very important role in the formation of patterns of behavior, personality, ethics, morals and morals, and greatly determines the process and outcome of education for children. The family is an environment that is very responsible for the success of the children's physical and spiritual growth, through intense education, training and guidance. In order to guarantee success in conducting efforts to educate and guide, parents are obliged to build effective, dynamic and synergistic communication that is able to provide protection, so that children feel safe and comfortable to share stories. In addition, parents, it is fitting to be able to become role models as good role models or role models, positively constructive for children's development.

Parental involvement can be interpreted as a form of cooperation between family, school and community members. Therefore, real action is needed to realize an increase in parental awareness, regarding the importance and useful value of their involvement in education, which is very useful in providing various skills to children (Emersen, Fear, Fok, and Sanders, 2012) , [38]. Parents' involvement takes various forms including; parenting,

namely providing an environment that can ensure a sense of security and stability, stimulating intellectuality, intensive discussion between parents and children, modeling of values in education and social construction, aspirations to meet the various personal needs of children, as good citizens, interacting dynamically and synergistically towards the school as well as always actively participating in various school activities. All forms of parental involvement, in social reality, have a very dominant and important role in achieving success in the child's learning process in order to achieve the educational goals the child wants to achieve.

Early childhood is a child who is in the position of the age range 0-6 years. Based on various studies and research results, it shows that around 40% of human development, most of them occur and are very determined at an early age. At that age, there is a very rapid development, so that early childhood is always considered and considered very important, and is often referred to as the golden age. The golden age is the most appropriate time to be given various stimulations, directed and guided so that the individual development of the child can run quickly and lead to good, positive, constructive development. Parents' knowledge and understanding of early childhood development can be used as the main capital for adults, so that they have the ability to prepare various stimulations, approaches, strategies, methods, plans, media or educational play tools, which are needed to help and support children. , in order to develop in all aspects of development in a very suitable way to the needs of children at each stage of their age.

The journey of life for early childhood, we can be sure that there will always be many developments, both physically and spiritually, including; (1) development of religion and morality, (2) development of social emotional aspects, (3) development of cognitive aspects, (4) development of aspects of language, (5) development of physical aspects of motor, (6) development of creativity. This development does not only occur at an early age, but these changes will continue to occur and last for the span of human life. Therefore it is very necessary to provide stimulation, which is given for the purpose of optimizing every development that occurs and is very influential in the development of children during their life (Khaironi, 2018), [39]. When the child is an early age, he always experiences various very rapid developments, both physically and spiritually. The developments can be expressed as follows:

E.1. Development of religion and morality

The first education for children is parents, so that parents become role models and role models for children's development. Religious values and norms are the strongest foundation or foundation in life, therefore parents are very obliged to socialize and internalize and provide insight into religious values and norms to their children. Susanto (2014), [40], emphasizes that early moral development is still at a low level, because children's intellectual development is still not able to apply abstract principles, regarding rights and vanity and does not have a strong incentive to obey the rules. because they still do not understand the benefits of being a member of a social group. In childhood the development of morality has special signs, among others; repressive religious attitudes towards questions that are closely related to religion, the view of divinity is personified, spiritual appreciation is still not so deep, about divinity according to cognitive abilities. A person can be said to have obedience to his religion, if he carries out various worship activities according to his religious teachings properly and correctly. Likewise with morality, someone can be said to have good morals, if they behave according to the existing rules and apply in their social environment.

E.2. Social and emotional development

Increasing the ability in individual children to socialize and interact with others is a manifestation of social development. Emotional development is an ability in an individual to manage and express feelings in the form of various forms of expression of actions in behavior and behavior, which are shown through facial expressions and other verbal and non-verbal activities, so that others can know and understand. to the situation and conditions he is experiencing. Social and emotional development of children, both of which are closely related and cannot be separated, because both are interrelated, interact and have independence between individuals or individuals with their groups.

E.3. Cognitive development

The development of cognition is an aspect of development that must be given various stimulations since early childhood. Cognitive abilities can be developed with various play, training and educational activities for children, which must be planned and designed as well as possible so that children can both play and learn. These planned and designed activities can be followed by providing learning tools and media, learning resources and educational play equipment, which are very useful as intermediaries to make it easier for children to explore and explore knowledge and experience.

E.4. Language development

Language as a means of communication used in interacting with other humans, therefore language is very important so that it is always taught to children from an early age. Language skills continue to develop along with the development of the child's age and the environment, which greatly influences them. As for language development, it has important aspects that must be considered, namely; listening, speaking, writing and reading.

E.5. Motor physical development

Physical motor development is mandatory for stimulation since early childhood, because it is very closely related to various movement skills, which will greatly facilitate and affect movement flexibility, both gross movements that involve and touch large muscles, as well as fine movements that involve and contact through the coordination of the fingers with the eyes. Movement is the center of life for children, because the movement can express themselves through various activities for the development of attitudes, knowledge and skills. Therefore motor movement is an aspect of the most important development for humans, in addition to cognitive and behavioral. Good motor skills will give children the ability to provide many benefits, as well as opportunities for children to try various kinds of movements.

E.6. Development of creativity

Creativity is an ability possessed by individual humans and is hidden within the individual. Creativity encourages humans to always carry out various forms of actualization and self-expression. Meanwhile, creativity in reality can be in the form of behavior patterns, motivation, processes, and work that can improve the quality and welfare of life. The development of creativity that occurs in children will cause children to become more confident, capable of improving skills and expertise, so that children in the future will be able to improve the quality and welfare of their lives.

F. Development of Children's Literacy Skills

Literacy development can be maximally achieved, if socialization and internalization are carried out to children from an early age. This literacy can be called early literacy. Early childhood will be at a time when it is experiencing very rapid development and is known as the golden age. The golden age of the child shows that at that time the child is in a very vulnerable or sensitive position in receiving various stimuli. The development of children's literacy is closely related to language and communication skills. At the golden age there are several aspects and stages of child development, one of which is the aspect of language development, which includes the ability to read, write, listen, listen, speak and communicate. In literacy, Tri Puji Astuti (2014: 113), [41]. states that there are various skills, knowledge, and attitudes that are very supportive of learning to read and write, when the child has entered school and has received formal learning. Therefore, these skills, knowledge and attitudes can be seen and considered as the building blocks or foundation of reading and writing skills.

Literacy skills in early childhood are very much needed in the development of children's reading and writing. The development of early childhood literacy skills in reality can be stated as follows;

F.1. Vocabulary skill

Vocabulary skill is a child's skill to know vocabulary, namely the name of an object and the name of something (Galuh Amithya Pradipta, 2011: 5), [42]. Meanwhile, in the view of Dorothy S. Strickland and Shannon Riley-Ayers (2006: 3), [43], who state "Early vocabulary development is an important predictor of success in reading comprehension." The meaning of vocabulary skill is a child's skill to know about vocabulary, which is needed by children before they really have reading ability, and is very useful for achieving children's success in understanding reading. Before children enter and receive learning in elementary school, it is hoped that children can master or have 3,000-5,000 vocabularies.

It can be concluded that children who have mastery and know the meaning of the vocabulary they have seen or heard, will be very easy to understand and understand what they see or hear. In developing vocabulary skills, it is necessary to make efforts which include; (a) explain clearly to the child about the word whose meaning cannot be known, (b). provide a clear explanation that there are several words that have the same meaning, (c) indicate correctly to the original intended child of a word if it is possible.

F.2. Print motivation skill

Learn harder to read, even though there will be various difficulties faced, as expressed by Lancy et al (Galuh Amithya Pradipta, 2011: 5), [44]. Early childhood must be stimulated to be strong in learning to read, not easily bored and easily discouraged, if they experience problems in understanding vocabulary. Instill a high spirit to read and read. Therefore, parents are obliged to always accompany their children's learning, so that they can provide help when children experience difficulties.

F.3. Print awareness skills

Print awareness skills are abilities possessed by children, to pay attention to and mark the printed symbols in the environment, know how to hold books and understand how to follow the writing on a page (Ghoting in Galuh Amithya Pradipta, 2011: 6), [45]. Dorothy S. Strickland and Shannon Riley-Ayers (2006: 2), [46], emphasized that "print awareness skill is the ability to recognize environmental print and know concepts about print." It can be

concluded that print awareness skill is the ability in individual children to see and pay attention, mark and recognize all printed and written forms or formats found in the environment around them and knowing how to hold reading material, as well as understanding and understanding in following the flow. writing, on a page using symbols and mental representations of words, numbers, graphics and pictures, where a person attaches meaning. Something Symbol can really help children to remember, think and understand about themselves without the presence of their physical form. In order to develop these skills, what parents need to do in learning assistance is; (a) showing and understanding various kinds of traffic symbols, (b) reading stories by referring and pointing to several letters and words, (c) introducing and understanding several letters using different fonts.

F.4. Narrative skill

Narrative skill is the ability that a child has, to be able to understand the contents of the story, tell stories, and the ability to describe something. Early childhood who are often given fairy tales or stories, then in themselves process curiosity and want to ask questions about the story. This means that children have a process in themselves to know and understand what their parents are telling them. Then then the child will have the ability to be able to illustrate, imagine or describe something that is contained in the story, which has been read and told to him.

F.5. Letter knowledge skills

Letter knowledge skills are skills that are contained in individual children, where the child will be very capable of being able to know and understand that each letter must have a name, and each letter must be different and have a specific shape. In order to develop these skills, what parents need to do is; (a) inviting children to point to certain letters in writing, (b). inviting children to see different letter forms or symbols, (c) inviting children to make letters with their fingers. Agus Hariyanto (2009: 82), [47], has stated that through a strategy to recognize letters in children from an early age, it is very useful for language development, because it is very helpful to prepare children to read easily. Bond and Dykstra (Slamet Suyanto, 2005: 165), [48], explain that children who can recognize letters properly and correctly tend to have better reading skills as well. Therefore it is very important and very necessary to have a strategy to introduce letters to children, because children will try hard and hard to learn to recognize letters from an early age, in reality children can very easily learn to read and write.

F.6. Phonological awareness skill

Phonological awareness skill or phonological awareness is the ability in an individual child to listen and play with the sound of simple words. This ability includes the ability to hear and create rhythm, pronounce or pronounce words and being able to separate words according to the sounds in each syllable. It can be concluded that phonological awareness skill is a very important ability that is owned by children, which includes; (a) the ability to listen, (b) the ability to develop to create rhythm, (c) the ability to speak words, (d) separate and sort words according to sound, (e) the ability to play or play words with sound, (f) the ability to distinguish the sound of a word.

G. Digital Literacy in Early Childhood

Early childhood is a golden age for the growth and development of children, not only in the physical aspects but also in the aspects of their soul and social life. Parents always play an important and very strategic role for children's education, namely providing basic education, attitudes, and basic skills for children. This effort can be done in a number of ways, from taking care of children from infancy and toddler to selecting schools for their children. In developing children's literacy culture, at home parents must internalize the values of discipline, pattern a dynamic, intimate, synergistic and continuous interaction system by reading tales to children before bedtime, providing various reading facilities that can be interesting and illustrated according to age child development. Early stimulation can be given to children aged six months, in an effort to develop literacy in early childhood or even since they are in the womb. The role of parents will have a very positive impact on the reading ability or language intelligence of children in the future, especially in the process of recognition and development of literacy, will be able to make a major contribution to the acquisition of literacy achievements.

The majority of parents in Indonesia, have started introducing gadgets and the internet at an early age. For example, when a child cries, parents present an interesting video from the internet as entertainment for the child to stop crying. It seems that this habit has become a addiction for children to enjoy various content on the internet. Previous research has shown that children who use gadgets are increasingly difficult to communicate with and tend to ignore the environment around them, and the worst impact is that children don't want to listen to their parents' advice (Anggrahini, 2013), [49]. Likewise, research conducted by Iswidharmanjaya and Agency (2014), [50], regarding the negative impact of using a device shows that children have considered these devices a part of their life. The impact will be able to disrupt the closeness of children to parents, friends and peers and their social environment.

Therefore, parents are always required to have both technical, knowledge and emotional abilities and skills to access various information and entertainment via the internet and this activity is a real manifestation of digital literacy, so that it can be transmitted from parents to children. especially in children who are under 12 years of age. If digital literacy is not carried out by parents, it can have an impact on children's development for severe addiction, as well as social emotional disorders for children who are passive, become loners and have a very narrow circle of friends in real social life.

The toddler period is a golden period for the development of a child, so the role of parents in children's education is to provide a strong basis for education, attitudes and basic skills. All parents always want to provide the best education for their children, this can be done in various ways. Digital literacy can be developed in various ways, where each family member must make agreements that are closely related to the facilities that can be provided and used, among others; (a) the types of games that can be played by children, (b) provide various insights that are closely related to the positive and negative impacts of games played or watched, (c) sorting and selecting and supervising the content to be presented and intended for children , (d) providing time limits in accessing the internet, (e) motivating children to use the world of the internet as a learning medium to be able to add new knowledge and experiences.

The results of research by Munawar, et.al. (2019), [51], show that there are 26.1% of parents who are very involved in healthy digital literacy for their children, in the form of (1) accompanying children when playing educational games, both educational games that are informed and are the duty of school, as well as games that have been downloaded by parents,

(2) search for materials or learning materials that are mandatory, according to the theme based on the link that has been informed by the school, (3) assisting children in reading digital books activities, which have become the task and informed by the school, (4) educating the child through digital, so that the child gets a clear and detailed explanation from parents, (5) School sending videos of various activities carried out for children, in the implementation of learning at school to parents, (6) videos of songs should also be introduced according to the positive theme, so that parents can repeat the songs with the child, and can be used as material communication between parents and children.

H. The Role of Parents Fostering Digital Literacy Interest and Habits

In essence, learning assistance for children is none other than providing maximum guidance to children so that they always learn to read. Because by reading children will have the ability and ability to do and complete the tasks that have been given by the educators. Children are increasingly able to have skills and abilities, to be able to solve various problem problems that have been given at school. It is very important for parents to develop children's reading interest, because high reading interest is the most important asset for children's literacy, and besides that, children increasingly have the ability to be independent in solving various learning problems. High children's reading interest has a dominant influence on children's literacy, in order to achieve very satisfying academic achievement.

Interest is referring to a situation that shows someone has an interest in something, and wants to be able to study it further. (Walgito, 1984: 14), [52]. As for Meichati (1972), [53], gives meaning that interest is a concern that is so strong, intensive and can master the individual deeply, so that he is diligent in carrying out an activity. The aspects of interest consist of cognitive and affective aspects. Cognitive aspects are in the form of positive conceptions, on an object and are focused on the usefulness of the object. Meanwhile, the affective aspect can be seen in the likes or dislikes and the sense of personal satisfaction with the object.

In implementing child learning assistance, parents really need to provide various motivations for their children, so that they always have an interest in reading books and other reading materials. Children's reading interest is very important to always be nurtured by parents. In reality, the development of reading interest actually requires a process, which Rahman (1985: 80), [54] emphasizes that the process of reading interest originates from someone having: (1). A very basic need for information, whether it is used for reading or for learning. (2). Respond and communicate the various meanings therein, both express and implied as well as full understanding. (3). Forming a level of knowledge, which in the end can have a positive, constructive attitude, that reading is a part of life.

Abdul Rahman (1983: 16), [55] states that reading interest can be interpreted as a manifestation of students' reading behavior, which is due to certain driving factors, both internal and external. Darmono (2007: 214), [56] emphasizes that reading interest is a mental tendency that is able to motivate someone to act on reading activities. Reading interest really refers to the basis of a strong desire or will in carrying out reading activities. Interest in reading is also a dominant and very important factor in helping children to be ready to read immediately.

After reading interest is firmly embedded and ingrained in children, parents are always obliged to carry out concrete actions in the form of intense learning assistance, so that the values that are positive and constructive in children's reading interest can be well internalized. Aspects of reading interest also include the pleasure of reading and self-

awareness of the useful values of reading. The reading intensity and frequency and the amount of reading material that is read, make the measure of the child's reading interest high or low. Reading is a manifestation of a very positive attitude, resulting in a feeling of constant attachment to reading activities, as well as an attitude of always being interested in reading material. The subsequent reading habit has a very positive impact on the child, so that in him there is a strong desire to always be interested in reading material, and to grow and eventually have a penchant for reading. Enjoy reading on this reading material, in fact it is the main essence of parenting assistance to children's learning and literacy. The penchant for reading in children continues to be strived for and improved again, so that it turns into a reading habit, which in turn creates a culture of reading and a culture of literacy, meaning that literacy becomes a necessity of life as is the need for eating and drinking.

The essence of reading is as a series of activities of the individual human mind, which is carried out very attentively, so as to be able to understand and understand something information or facts, which has been presented and seen by the sense of sight, which in the end can take the form of symbols, signs or other symbols. Reading is not just an activity of the eye looking at a series of sentences in the reading, but the most important thing is the activity of the human mind, to understand and understand information that is captured by passing the sense of sight. (The Liang Gie, 2004: 5). [57]. Crawley and Mountain (1995) in (Farida Rahim, 2005: 2), [58], explain that the essence of reading is something very complicated, which has involved many things, not only pronouncing letters or writing, but has also involved various visual, thinking, psycholinguistic and metacognitive activities. Reading is a thought process, so it can include word recognition, literal understanding, interpretation, reading critically and understanding that is very creative.

The family is the core and the parent of children's education, so that the parents are obliged to always provide full support to the process of educating children. The fulfillment and availability of reading material for children really need to be prepared, held and provided optimally at home. The role of parental assistance towards children's learning and literacy is the main and very strong driving force in developing reading interest so that it becomes a hobby of reading. From the pleasure of reading, it can then turn into a reading habit, then a reading culture can be created and finally a children's literacy culture can be realized.

I. The Role of Parents in Realizing Early Childhood Digital Literacy Culture

For children who already have a habit of reading, it is also very important to be given various stimulation and motivation again, so that in the child, there is a process of patterning a digital literacy culture. This means that reading habits have become integrated and have become a part of life, so that parents no longer need to remind and scold children in reading matters. Children have become very aware of the importance and benefits of reading. Patterning reading will bring awareness to the child's psyche, the meaning of reading has become a daily calling and automatically the child has literacy skills, and needs to be improved again to have the ability in digital literacy. The logical consequence is that parents must provide assistance to children's digital literacy, when children have difficulty accessing information using digital media. In the reality of life, the calling of the soul in children, will always be manifested in an activity that is manifested in reading activities, which are the basic and very important capital in realizing a digital literacy culture.

Reading culture can be interpreted as a behavior, lifestyle and activity that can reflect a pattern of behavior in society which is manifested by reading (Sutarno.2006: 232), [59]. As for Purwono (2009: 3), [60], has revealed that one of the most important and very important

means of creating a reading culture is books. Therefore, science and its development are increasingly being disseminated and distributed through books, so it is very necessary to create and realize a reading society (reading society), which is a society whose members have a high interest in reading books.

Suherman (2010: 10), [61] argues that to build a reading culture, it is not just providing books or a reading room, but also has to build thoughts, behavior and culture from a generation who is very reluctant to read into a generation that likes to read. Starting from a generation who is very unfamiliar with books, it has turned into a generation of book lovers, so that creativity, innovation and knowledge transfer can take place and develop. Furthermore Suherman (Suherman, 2010: 147), [62], states that the emergence of a taste for reading is more due to the existence of a diverse and very varied collection. In turn, the taste for reading will be able to foster interest in reading, and if it is repeated continuously for a long period of time, it will be able to produce a reading habit. Furthermore, reading habits will become the basic and foremost capital, as the basis for developing library collections in both printed and digital forms.

The reading habit, little by little, continues to process in the child, so that the mind and heart will be able to unite to love reading books. The process of cultivating reading needs to be continuously developed and nurtured by the family, so that in the end children can feel that reading is a part of their life, reading is a necessity of life as well as the need for eating and drinking. The body always feels pain if you don't read, your eyes become glazed when you don't read, your heart becomes confused if you don't read, you wake up from sleep all over your body feeling aches and pains when you don't read breakfast. In fact, the mind and heart invites children to always do reading activities every day. Capitalizing on this reading habit, parents are obliged to continue to provide stimulation and motivation to children, so that they continue to improve their abilities and skills in order to realize a digital literacy culture.

In the digital era, parenting is very appropriate to be applied to early childhood care, namely authoritative and democratic parenting, where this parenting seeks to strengthen children to be critical of the positive and negative effects of gadgets, not trying to sterilize children from the influence of gadgets. In the National Literacy Movement (Ministry of Education and Culture of the Republic of Indonesia 2017), [63] explicitly states that indicators of digital literacy in the family environment include: (1). Increasing the number and variety of digital literacy reading materials owned by families. (2). Increased frequency of reading digital literacy materials in the family every day. (3). Increased number of digital literacy readings that have been read by family members. (4). Increasing the frequency of access of family members to the wise use of the internet. (5). Increasing the intensity of the use of digital media in various activities within the family. (6). The number of digital literacy training that is applicable and has an impact on families.

Increasing and strengthening the culture of digital literacy in the family environment, especially for children, has the main goal of increasing the ability to think critically, creatively, which is positive in the use of digital media in their daily lives. The development of a digital literacy culture will be able to increase the ability of family members to use and manage digital media wisely, smartly, carefully, and appropriately to carry out communication and interaction between family members, harmoniously and to obtain various information that is very useful for fulfilling needs. information of interest to the family.

A family digital literacy development strategy should start with parents, because parents must become role models or role models for literacy using digital media. Parents are

obliged to create a conducive, communicative and highly interactive social environment in the family, especially with their children. The strategy for developing children's digital literacy in the family environment can be realized by taking the following actions: (1). Increase and strengthen the capacity of facilitators. (2). Increase and strengthen the number and variety of learning resources. (3). Increase and expansion of access to learning resources and coverage of learning participants. (4). Increasing and strengthening public involvement. (5). Increasing and strengthening the management of digital media use.

I.1. Improvement and Strengthening of Facilitator Capacity

It is very important to provide insight and knowledge to parents as caregivers and learning companions for children, which can be done through providing training or workshops, seminars and discussions which are closely related to the procedures for using the internet in a healthy manner. Parents are given a variety of broad insights that are closely related to safe sites for children to use, as well as taught about how to use social media wisely, how to optimize the internet for searching, searching and finding the information needed and others.

I.2. Increasing and Strengthening the Number and Variety of Learning Resources

Learning resources in digital literacy can be obtained from various sources and forms of information, it can be from printed media or electronic media. Parents can provide various ICT-themed reading materials in the form of newspapers, magazines, books, as well as electronic reading (softcopy), which can be obtained through accessing them on computers and devices. Parents can also provide various educational audio-visual shows to their children, by using television, YouTube, or through listening media such as radio. Parents are obliged to filter or evaluate programs that are appropriate for children to see or hear, so that children get learning materials and literacy activities that are very fun in the family environment. It turns out that educational sites and applications can be used by family members, in providing high quality learning resources, among others; family friend sites, kemdikbud.go.id and other sites, which are very useful to be able to develop self-potential and knowledge. Furthermore, children will be able to open sites and applications independently, which are very useful in developing knowledge, fostering creativity, such as smart children's applications, guessing pictures, math games, or sites like kbpi.kemdikbud.go.id, inibudi.com, and others etc.

I.3. Increase and expansion of access to learning resources and coverage of learning participants.

Parents are obliged to act as facilitators, so they must provide various availability of computer devices, gadgets and internet access, which are very useful for the development of science. Meanwhile, television and radio can also be used as a source of information and knowledge for all family members. With the availability of facilities and infrastructure as well as electronic devices that support learning, parents and children are very able to attend classes through online learning, in order to gain a variety of knowledge or skills.

I.4. Increase and strengthen public participation.

In developing a children's digital literacy culture, it turns out that social support and assistance is needed, which can be done through participating in various sharing session activities by inviting professionals, practitioners and experts to share information, which is

closely related to the way digital technology is applied in life. daily. Sharing sessions can be carried out by passing various activities in schools and communities, but the discussions are always focused on the needs of fostering family digital literacy, especially children.

I.5. Increasing and strengthening the management of digital media use.

Strengthening governance to increase early childhood digital literacy can be done by making collective agreements within the family, which are closely related to the use of ICT and digital media, so that they are able to support the development of the potential of family members, especially children. Therefore, parents must provide assistance to children, when using electronic devices and accessing information via the internet at home, so that children become good and positive literates in the midst of the free and rampant flow of information. Assistance for children is carried out in order to develop the safety and security of children's digital literacy.

There are several important factors that can affect literacy skills, namely intelligence, gender, motor development, physical condition, physical health, environment, differences in social and family status, including the role of parents. The involvement of parents has a very large and strategic role in the development of language skills and early childhood literacy. In developing children's language and literacy skills, parents can carry out positive behaviors as follows; (1) reading books, accessing information together with children, (2) conducting dynamic communication through synergistic conversations with children, (3) carrying out writing activities together. The three methods are a very effective way to develop language skills, literacy skills and culture in early childhood.

Parents and teachers are obliged to work together, to participate, be actively and directly involved in monitoring the improvement of various literacy abilities of children in the first year of primary school. Meanwhile, parents must always try to create various activities at home, which are very enjoyable for their children and have a positive, constructive impact, in order to be able to develop and create a culture of children's literacy. The form of parental involvement is to play an active role in children's learning, which is a positive component in order to improve basic literacy of preschool children. Parents' involvement in social reality has an important and very dominant and positive influence in developing children's literacy skills.

The role of parents in providing role models that focus on giving examples of behavior that is closely related to children's education, is actually a manifestation of education, which is a form of great responsibility as parents (Bakker and Denessen, 2007: 190), [64]. Davis (Ainin Amariana, 2012: 9), [65], argues that the role of parents is a mental participation accompanied by contributions and followed by accountability. Patrikakou (2008: 1), [66], revealed that the role of parents is very important and has a very dominant influence on children's development, children's learning abilities and success in achieving academic achievement. Patrikakou (2008: 1), [67], also mentions several studies in the last ten years, confirming and confirming that children who get attention or the role of their parents have a very big opportunity for the development of health, knowledge, responsibility, and child care compared to children who do not get the attention or role of parents. The development of children's literacy is the progress of intelligence, gender, motor development, physical condition, physical health, environment, differences in social and family status, the role of parents and the interaction of children with parents. Early children's literacy skills according to the thoughts of Anisa Rohmati Farihatin (2013: 2), [68], emphasized that reading activities together play a very important role, not only to foster interest and reading habits, but also to

develop language and mental skills. child. Monique et al, (2008: 39-40), [69], stated that other studies have concluded that reading with parents can contribute to or contribute greatly to the development of grammar, cohesion and language complexity of childre.

It is inevitable that there is no main key that is more important in order to achieve the success of one's academic achievement, other than being a good and correct reader. There are several important roles that parents can play to develop children's digital literacy. The logical consequence for parents is that they must be able to provide time and give adequate attention to their children, namely always accompanying and guiding children well, so that children have fun and enjoyment of reading, whether reading through print or digital media. Therefore, the participation or involvement of parents in the educational process of children is expected to be carried out well, so that one day it can create a quality and professional next generation. A very vital and urgent role can be carried out by parents in developing and realizing the digital literacy culture of early childhood as follows:

- (1). Parents become role models for children to like reading. Therefore, parents are obliged to be the best example, by always reading books or searching for information through digital media. Through parental example, early childhood will imitate the behavior of parents, to enjoy reading and always want to do digital literacy activities properly and correctly through the guidance of their parents.
- (2). Inviting children to visit the nearest library, so that it has a positive impact on the children to be closer to reading sources. Children can be invited to borrow books or read in the library. Getting used to making visits to the library intensely by inviting children, it implies that children are more familiar with various collections of library materials, types and variations. Children become increasingly understanding and understanding, if they need information, they can find and get it in the library, because the library is a central source of information. Invite the children to visit the library every few weeks, to get new, up-to-date reading. Generally, libraries have provided various reading programs for children, for all ages in order to develop and realize a children's literacy culture. Today, libraries have provided internet facilities, so that children can be taught and access digital information, so that children can have digital literacy skills.
- (3). Create a private library at home and provide various types of library materials, and surround early childhood with various reading materials that attract attention and interest, which are very suitable for the development of their souls. Having a private library at home, in fact, can provide more value for children in achieving brilliant learning achievements. Cultivate interest in reading in children, so that they always carry out reading activities, so that reading turns into a necessity of life such as the need for food and drink. Furthermore, children will have good reading skills, as the main capital in digital literacy, so that it becomes easier for children to have digital literacy skills.
- (4). Put books or magazines that are able to attract children's attention according to their age and development in the car, family lounge and bed, or even in the TV room. The goal is none other than, to familiarize children with always being close to library materials, so that children are always willing and willing to read the information contained in it. Furthermore, the children will develop

their desires, not only reading from printed materials but also reading digital reading materials. In the end, the children will develop their literacy skills, so that the children will form abilities and skills in mastering digital literacy.

- (5). Making books as rewards when children get achievements. Often invite children to bookstores and buy books that they want, so that it can shape the character and personality and attitudes of children so that they love books as interesting and fun reading material. Make it a printed or digital reading material, so that it can be something important and very valuable, and is a must-read compared to toys and clothes.
- (6). Always provide free time to read printed or digital reading materials to children every day. Reading reading material using a loud voice and being carried out istiqomah in front of children, can actually have positive implications for their mental development. Children will more quickly gain understanding and understanding of how to read properly and correctly, both decapitating words and vocabulary. The next process in the child will arise in him an intention, to always want to read by himself, without any orders or requests to read originating from the parents.
- (7). Always make a reading schedule that must be carried out at home with family. Every day, provide time between 20 minutes and 40 minutes, to carry out reading activities, both from printed and digital media for all family members. This activity will be able to develop the child's personal habit of reading regularly. The impact on the child is that reading turns into a necessity of life, if not reading, the child will feel bad all over his body.
- (8). Mandatory support is always given to children in carrying out various reading activities. Reading must be made a must and make reading a part of children's life. Automatically, it must be ensured that children have sufficient availability of printed and digital reading materials so that they can be used in their spare time.
- (9). Parents are required to have a high responsiveness to the various difficulties of their children when reading, and also be responsive to the children's abilities and skills in reading printed or digital reading materials, pronouncing words, identifying words and using sentence structure properly and correctly.
- (10). Always provide assistance quickly to children, if they experience problems in understanding digital literacy. The sooner the child gets help, the sooner it becomes a correct and good and effective reader or literate.
- (11). Doing various creative and varied ways, in order to help children develop various reading and literacy skills. Make the most of a variety of good manuals, computer programs, other materials, and games that are widely available in stores or in digital media. Children will feel more free to develop various abilities that are contained within them, especially in their reading skills and digital literacy which are increasing rapidly.
- (12). Continue to follow the development of children's reading, through finding out the ability of children to read reading material both from printed and digital media, at each grade level through their report cards or academic achievements.
- (13). Always shows a very enthusiastic attitude towards the children when reading the reading material. The anti-human reaction of parents can have a very

strong motivational influence on children, to try their best to be a good reader. Give praise with a sincere heart to the children, for their efforts and hard work to have an interest and ability to read. Children will feel happy and proud of their parents' appreciation, so that they can provide very strong motivation or encouragement to children, to be more fond of reading printed reading material or reading material from digital media.

- (14). No less important is the existence of routine control from parents and always providing nutritious and quality reading materials to children. Not all ingredients are good for child development. Only good quality reading material is capable of developing a positive character for children. Therefore, parents are expected to play a role in selecting or filtering good reading materials that are constructive and healthy for children's development, as well as selecting which readings can be misleading.

CONCLUSION

- (1). Guiding children in their digital literacy skills is an obligation that must be carried out. In addition to guiding parents, it is also a great way to facilitate children so that their children's reading interest can increase even more. More importantly, parents must provide direction to children, with constructive positive direction, if the child has difficulty learning difficulties, because it will make it easier for children to improve their learning.
- (2). Fostered digital literacy skills from an early age will provide benefits for children's developmental intelligence. The role of parents is the strongest foundation in fostering interest in literacy in early childhood. It can be started from the habit of parents reading books in their daily life in front of their children, as well as providing various stimuli and motivations for children, so that they have the ability to increase intelligence in various areas of life.
- (3). Intensive parental involvement in realizing children's digital literacy culture is very important, by developing children's abilities from an early age so that they are capable of digital literacy, so that they can develop the potential that exists in children. The process of digital literacy education from an early age is very positive, constructive and carried out in a structured manner, starting from the family environment, strengthening facilities, providing quality materials and information sources, expanding access to learning resources, increasing public involvement, and strengthening governance or managing the role of parents as best as possible .

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