

**PENGUATAN LITERASI DIGITAL ANAK USIA DINI DALAM
KELUARGA**

TESIS

Diajukan untuk Memenuhi Salah Satu Syarat dalam Memperoleh Gelar Magister
pada Program Studi Pendidikan Anak Usia Dini



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**PENGUATAN LITERASI DIGITAL ANAK USIA DINI DALAM
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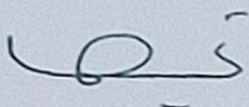
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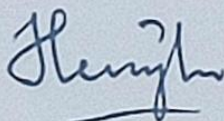
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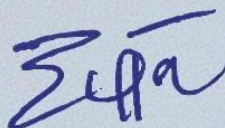
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ABSTRAK

Perkembangan teknologi dan media digital membuat setiap orang termasuk anak usia dini semakin akrab dengan penggunaannya, di antaranya untuk berkomunikasi, belajar, bermain, maupun hiburan. Hal ini berpengaruh bukan hanya dalam perkembangan literasi anak, tetapi bagaimana keluarga dapat membekali keterampilan digital anak yang berguna di masa mendatang. Peneliti berupaya mengeksplorasi praktik literasi digital anak usia dini dalam keluarga dari sudut pandang partisipan dengan pendekatan kualitatif dan menggunakan metode studi kasus, melibatkan dua ibu dan satu ayah yang memiliki anak pada rentang usia 4-8 tahun. Ketiga partisipan aktif menyalurkan konten bersama anak melalui berbagai media sosial. Pengambilan data menggunakan wawancara, observasi, dokumentasi dan catatan lapangan. Teknik analisis data menggunakan *thematic analysis* dengan *initial coding* dan *focused coding*. Hasil penelitian menunjukkan bahwa orangtua mendukung anak mengembangkan konten digital, mengajarkan anak mengintegrasikan informasi dan konten, mendorong pengembangan diri dan mengikuti perkembangan digital, mengajarkan cara mengevaluasi konten digital, berinteraksi, berbagi dan berkolaborasi melalui teknologi digital, serta menyesuaikan strategi komunikasi dengan audiens dalam mengembangkan konten digital. Orangtua berperan dalam memediasi penggunaan teknologi digital anak dengan mengajarkan identitas digital, data pribadi dan privasi anak. Faktor pendukung orangtua dilakukan dengan membantu pengembangan konten digital anak, dengan memfasilitasi anak dalam membuat konten dan mendukung minat bakat anak. Tantangan yang dihadapi dalam mendukung pembuatan konten anak di antaranya menyesuaikan mood anak, waktu dan kesibukan orangtua. Implikasi penelitian ini mendorong pemangku kebijakan dan lembaga pendidikan untuk mendukung peningkatan pengetahuan orangtua terkait literasi digital, khususnya dalam penggunaan teknologi digital anak secara kreatif, mengatasi masalah keselamatan digital anak, strategi mediasi anak dalam menggunakan teknologi dan media digital di rumah bersama orangtua dan wali.

Kata Kunci: Literasi digital anak usia dini, teknologi digital, mediasi orangtua.

ABSTRACT

The development of technology and digital media has made everyone, including young children, increasingly familiar with its use, including for communication, learning, playing, and entertainment. This has an impact not only on the development of children's literacy, but also on how families can equip children with digital skills that will be useful in the future. Researchers seek to explore the practice of early childhood digital literacy in families from the perspective of participants with a qualitative approach and using a case study method, involving two mothers and one father who have children aged 4-8 years. The three participants actively channel content with their children through various social media. Data collection used interviews, observations, documentation and field notes. The data analysis technique used thematic analysis with initial coding and focused coding. The results of the study showed that parents support children in developing digital content, teach children to integrate information and content, encourage self-development and follow digital developments, teach how to evaluate digital content, interact, share and collaborate through digital technology, and adjust communication strategies with audiences in developing digital content. Parents play a role in mediating children's use of digital technology by teaching children about digital identity, personal data and privacy. The supporting factor for parents is carried out by helping to develop children's digital content, by facilitating children in creating content and supporting children's interests and talents. Challenges faced in supporting the creation of children's content include adjusting the child's mood, time and parents' busyness. The implications of this study encourage policy makers and educational institutions to support increasing parental knowledge regarding digital literacy, especially in the creative use of children's digital technology, overcoming children's digital safety issues, and child mediation strategies in using technology and digital media at home with parents and guardians.

Keywords: *Early childhood digital literacy, digital technology, parental mediation.*

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