Teacher Strategies in Efforts to Improve Digital Literacy Skills of Children Aged 7-8 Years (Case Study on Elementary School Teachers in South Jakarta)

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ABSTRACT
This study aims to explore the strategies of South Jakarta International School teachers in improving the digital literacy skills of students aged 7-8 years. This research uses a qualitative case study method focusing on learning activities, teacher strategies, and challenges teachers face. Research data were obtained from observation, interviews, and documentation. The research data were analyzed using Campbell's pattern matchmaking model. By utilizing BYOD (Bring Your Own Device) policies, teachers provide opportunities for students to access, be responsible, and utilize technology in learning. This policy benefits students, teachers, and schools. Teachers also implement digital literacy strategies to empower students in integrating technology into learning activities. Through digital learning resources teachers provide, students can develop digital literacy skills such as coding, typing, and digital applications. However, the study also found some obstacles, such as technical issues, self-learning, and online communication and security. This study recommends that teachers and students increase effectiveness, creativity, and initiative in the digital literacy learning process by using appropriate digital learning resources and applications. This study also recommends that parents be involved in the child's learning process by providing guidance and supervision, monitoring children's digital footprints regularly and having knowledge about information and digital literacy from various digital sources.

Keywords: Digital Literacy, BYOD, Teacher Strategy

INTRODUCTION
In today's information age, digital technology has become an important part of education (Antonietti et al., 2022; Rahiem, 2021; Sugiarto & Farid, 2023). Technology can assist students in acquiring, processing, and sharing information and knowledge, as well as learning and working together within society. However, the use of technology also demands digital literacy skills that include the ability to
use and produce digital media and create and share information on social media (Anggraeni et al., 2019). In early childhood and elementary school, digital literacy is very important for children to use technology positively and responsibly.

According to Vygotsky (1978), culture and social environment play an important role in building children’s knowledge (Ritiauw et al., 2021). With the rapid development of technology, cultural tools today are much more sophisticated such as social media, digital technology, and television. According to Marc Prensky (2001), children today are considered digital natives because they live and grow up surrounded by technology (Aziz et al., 2021). However, the ability to use technology does not guarantee that they have the skills needed for future success. Therefore Nasrullah et al. (2017), children need to have digital literacy skills that allow them to independently and confidently play, learn, socialize, prepare for work, and participate in civic actions in the digital environment (Drupadi et al., 2022).

Digital literacy is the ability to understand and use information in various formats from various sources when presented through a computer (Irhandayaningsih, 2020; Wangi et al., 2018). UNICEF (2019) defines digital literacy, more specifically in children, as a set of knowledge, skills, attitudes, and values that enable children to independently and confidently play, learn, socialize, prepare for work, and participate in civic actions in the digital environment.

According to Wan Ng (2012), digital literacy can be viewed as multiliteracy, a collection of skills that includes three main dimensions, namely technical, cognitive, and social-emotional (Ng, 2012). Technical literacy is the operational skill of operating digital devices and software. Cognitive literacy is the skill of critical thinking, problem-solving, and decision-making in a digital environment. Social-emotional literacy is communicating, being ethical, and protecting oneself in online communities. Some basic skills that a digitally literate child must possess include: performing basic computer-based operations, searching and evaluating online information, selecting and using appropriate technological tools or features, and demonstrating good and safe behavior in cyberspace.

According to Jimoyiannis and Gravani in Anggeraini (2019), Digital literacy skills in early childhood are important to develop, because they can help children use digital technology effectively and critically (Safitri & Muryanti, 2021). Digital technology can be utilized by early childhood to search, use, and evaluate information relevant to their needs and interests. In addition, digital literacy skills can also train children to participate in digital literacy social practices in an increasingly complex and dynamic world. One way to optimize and develop digital literacy skills in early childhood is through education. Early childhood education can be a means to improve various aspects of literacy in children, including digital literacy. According to Mattson and Lindsey (2021), education can ensure that early childhood has a solid understanding of digital literacy to apply their knowledge and skills in various contexts and situations (Erwin & Mohammed, 2022).
Early childhood experiences growth and development that is fundamental and sensitive to stimulation provided by the environment (Armin & Kosse, 2018; “Early Childhood Environment Rating Scale,” 1999; Knauf, 2019; Nolan & McBride, 2014). This period is important for children’s growth and physical development. However, not only that, in this phase, children also experience development in cognitive, social, emotional and physical aspects. A newly developing child’s brain is very plastic and responsive to change; neural integration in the child’s brain is formed through the interaction of genetics, environment and experiences obtained by the child.

Children gain improvement and mastery in every area of development and learning. Children at this age enjoy exploring, reading, reasoning, solving problems, and communicating through conversation. Most early childhood children have a high level of confidence and understanding of digital technology because they have been interacting and exposed to technology since they were born (Chan et al., 2022; Puig et al., 2022). Digital technology can improve cooperation between children and encourage children to learn from each other.

To create meaningful learning and teaching that engages early childhood with digital media, Lemon & Finger (2020) suggest several principles and approaches. Children can access websites to participate in a game or use drawing apps for various purposes. They can also cut and paste, drop and drag, and color-code to group similar items, sort events, and identify examples that illustrate the main idea. Kids can also create and display product information created by students in a way that suits different audiences (Lemon & Finger, 2013).

Several previous studies have discussed the importance of digital literacy skills in children. Johnson (2015) shows that children who engage with digital technology under certain conditions and ways show cognitive, emotional and social benefits (Johnson, 2015). Bekker et al. (2015) explore tools that can support children’s learning in the digital field (Bekker et al., 2015). Maureen et al. (2018) conducted experimental research with storytelling using books and digital tools and found that in digital storytelling activities, children’s literacy skills increased significantly (Maureen et al., 2020). Watts and Andreadis (2020) show how first-year students from International high schools perceive iPad use at school (Watts & Andreadis, 2022).

Based on the results of observations and initial interviews at one of the international schools in the South Jakarta area located in an elite residential area, Jeruk Purut. The principal stated that digital device-based learning has been integrated into the teaching and learning process by creating a Bring Own Your Device (BYOD) policy. That is reinforced by the results of researchers’ observations of teachers at the school who improve students’ digital literacy skills by using tablets in learning. Students must bring their tablets and follow the policies/rules during tablet use at school. The tablets are used for learning purposes, and students are
seen using them to access the school’s exclusive educational sites and online learning platforms. Each tablet allows students to set up automatic logins to the school website, save work, scan QR codes, take pictures or videos, and then upload photos directly from personal devices.

Several studies discuss BYOD, including Gkamas et al. (2019) explained the Bring Your Own Device (BYOD) policy in primary and secondary schools in Greece and found that BYOD is a promising policy and can potentially add value to learning if designed safely and efficiently. Research by Grey (2020) shows that teachers’ professional development and comfort level with technology tools play a large role in their opinions and perceptions of the benefits of BYOD in their classrooms. BYOD is also said to impact increasing student engagement and focus in the classroom.

Education that is increasingly moving towards the use of technology, especially in schools, needs to be considered to help provide knowledge about the use of technology and ensure children have the digital literacy skills needed to support successful learning outcomes. The success of digital literacy learning cannot be separated from the role of teachers in mastering digital technology. The results showed that Teachers’ skills in using technology to support certain learning are directly proportional to teachers’ efficacy in digital literacy (Erwin & Mohammed, 2022). Research by Sadaf and Johnson (2017) titled "Teacher’s Beliefs about Integrating Digital Literacy into Classroom Practice: An Investigation based on the Theory of Planned Behavior” The findings of this study reveals that the integration of teachers’ digital literacy related to teachers’ attitudes about digital literacy will develop 21st-century skills, increase children’s involvement in the classroom, and prepare children for future careers.

Based on the opinion of Vygotsky (1978), teachers should be more proactive in digital learning for early childhood (Krogh & Morehouse, 2020). Teachers can be more proactive with four strategies: giving children access to various technologies, integrating technology into projects and play experiences, teaching technology use skills and techniques, and encouraging collaborative learning about technology between students and teachers (Garvis & Pendergast, 2013). The goal is for children to explore the latest information, represent their ideas, take risks, be persistent, and be critical through the use of technology.

Teachers’ ability to choose learning strategies is challenged in digital technology-based learning. Learning strategies include group discussions, self-reading, lectures, computer simulations, worksheets, practicums, and more. The widespread use of digital technologies in all spheres of life demands new competencies and strategies. Teachers’ digital learning strategies include using certain technologies as teachers, choosing and critiquing which technology to use for specific teaching purposes, and planning and teaching students who learn through and using digital equipment. In recent years, much effort has been made to
determine the specific digital skills teachers need and how strategies teachers should strengthen.

Research conducted by Yarbro et al. (2016) shows that digital learning tactics and strategies in the classroom include communication and information management, developing digital citizenship, sharing information with students and parents, teaching children and encouraging children to use certain technological skills, improving learning by providing resources or content to fill curriculum "gaps," providing direct instruction to students to acquire (Yarbro et al., 2016) New knowledge, using digital representations and displays of information that highlight relationships or procedures in advancing the understanding of concepts or ideas. Other strategies include access and accommodation, collaboration, research, exploration, creativity, assessment, and feedback.

Seeing the importance of the role of teachers in making digital learning strategies is the basis for this research to be conducted, namely to explore strategies used by teachers of South Jakarta International School in improving digital literacy skills in children aged 7-8 years. This research focuses mainly on the form of learning activities carried out by teachers, strategies applied to improve digital literacy skills, and challenges faced during the learning process.

METHOD

This study examines teacher strategies for improving the digital literacy skills of South Jakarta International School students aged 7-8 years. This research focuses on three aspects: the form of learning activities, teacher strategies, and challenges faced by teachers. This research uses a qualitative approach with a case study method. A case study is a method that investigates a phenomenon in a real context and provides a comprehensive explanation of the various aspects involved in the phenomenon (Yin, 2014). Researchers choose this method because they want a deep and thorough picture of the phenomenon under study.

The research data were obtained from data sources consisting of class teachers and accompanying teachers as the main informants and principals and students as supporting informants. The data collection techniques used are observation, interviews, and documentation. The research data were analyzed using Campbell’s pattern matchmaking model. This model compares empirical patterns with predicted patterns to strengthen the internal validity of case studies (Yin, 2014). The model comprises three stages: general statements, statement selection, and concept map development. A general statement is a concept that involves a broad statement about the data under study. Statement selection is the process of linking data to the focus of research. Concept map development presents data in an event by assuming all statements on a single region and then incorporating the statements into smaller groups (Trochim, 1985). The single area in this study is teacher strategies in improving the digital literacy skills of students aged 7-8 years.
The statements are divided into three sub-focus groups, namely: the form of learning activities, teacher strategies, and teacher challenges.

RESULTS AND DISCUSSION

Results

Sekolah International Jakarta Selatan is one of the schools that utilizes digital devices in learning. The school uses various online learning platforms, such as "Education City," "Global Campus," "DNA Project," "KAHOOT," and "Internet Research." These sites are used as a medium to deliver subject matter such as Mathematics, Literacy, Science, and Digital Citizenship. Students can use these sites to practice their digital skills from an early age.

One of the sites often used in this school is "Education City." This site is a site that provides a variety of interesting and interactive learning activities. The class teacher (Ms. H) and accompanying teacher (Ms. A) guide students to access this site using the iPad provided in a special box. Students must log in with their username and password to access this site. On this site, students can explore various lesson topics, such as addition, subtraction, division, multiplication, and measurement.

Students are very happy to study on the site "Education City." They can play and learn together with their friends online. One of the favorite features of students is the "Live Game," which is a feature that allows students to compete in math quizzes. Students can see their scores and rankings on the iPad screen. The class teacher (Ms. H) gave 30 minutes to students to explore the site and the last five minutes to play the "Live Game." The class teacher (Ms. H) uses a digital timer to manage students' time. When you are done, students should return their iPads to the boxes or shelves the teacher has neatly defined.

Students learn on the "Global Campus" site with the help of iPads provided by the school. This site is a site that provides a variety of interesting and useful learning resources. The class teacher (Ms. H) and accompanying teacher (Ms. A) guide students to log in to this site using their Microsoft 365 accounts. Students can explore subjects such as Math, Literacy, Science, and Digital Citizenship. Students can also compete with their peers in doing math problems online in the Play Live feature. Students are enthusiastic and eager to show their achievements to the class teacher (Ms. H).

Students also use iPads for other lesson-related activities. For example, some students are making posters about traditional houses in Indonesia. They use Google to find pictures of custom houses they want to imitate, then write and draw on paper. Some students are working on math worksheets provided by Ms. H on the "Education City" website. They take screenshots of the questions, then work on them using the photo editing feature on the iPad. When finished, they save the file into their "worksheet" folder. Students feel that learning becomes more fun and easy with the help of technology.
With iPad already prepared in the box, students are ready to learn on the "DNA Project" site. This site is an interactive and fun science learning site. The class teacher (Ms. H) explained how to access this site using the QR Code on the board. Teacher H also explained that students must log in with the username and password already on the iPad and must not log out or change accounts. When the QR code appears on the screen, students immediately open the camera on their iPad and scan the QR code. Students will be taken directly to the "DNA Project" website without the need to type the site address. Students using school iPads automatically connect to the school’s WiFi network. Students must raise their hand if logged in to the "DNA Project" website.

Teachers help students with difficulty logging into the "DNA Project" website. After all the students have successfully connected, the teacher begins to repeat the previously learned material. The teacher uses a PowerPoint slide with the title "Knowledge Checking." The teacher displays pictures of bread, potatoes, pasta, wheat, and granola in this slide. Students prepare to learn by looking at pictures of food displayed on a PowerPoint slide titled "Knowledge Checking." The teacher asks students to do "Confidence Checking" by completing a questionnaire on the "DNA Project" website. This questionnaire aims to find out how confident students are in a balanced diet material. The material studied is about a balanced diet, which is a diet that contains various food groups that the body needs. Teachers provide feedback to students based on their "Confidence Checking" results.

Students learn about human discoveries on the "KAHOOT" site. This site is a site that provides interactive and interesting quizzes on various topics. The class teacher (Ms. H) teaches students about the "pinhole camera," a simple camera that can produce images without lenses. The class teacher (Ms. H) showed a Youtube video tutorial explaining how to make a pinhole camera with easy-to-find materials, such as cardboard boxes, needles, scissors, duct tape, and aluminum foil. Students should take good care of these videos and take notes in their notebooks. Students can write texts, draw illustrations, or combine the two. Students can also use their tablets to view the tutorial video again if necessary. Students will use their notes to create their pinhole camera later.

When students finish taking notes, they log in to the "EPIC" website, a site that provides a variety of digital books for children. They can choose books on this site that suit their interests and reading level. The class teacher (Ms. H) and accompanying teacher (Ms. A) provide guidance and advice to students on suitable books. Students are also gearing up for tomorrow’s Global Campus Day, where they can study with students from other schools worldwide via the Internet.

On the "Internet Researchers" website, at the beginning of the lesson, the class teacher (Ms. H) displays several sentences consisting of random words on the blackboard screen. The teacher directs students to play while composing words. After playing the cards, Ms. H asked the students to take their tablets and enter the
https://www.gamestolearnenglish.com/ website. Students do not require a personal login to access this website. Several games are available, such as; Sentence structure exercises, word games, spelling, and word search. Students chose the game Hangman, where children try to make words with combinations of vowels and consonants.

Then, Ms. H continued the lesson by bringing up a slide titled "Force." Today's science lesson is about "Style." Ms. H reviewed the lessons about a style learned before; Ms. H presented the next slide entitled "Confidence check-in." Ms. H proceeds to the next slide titled "What is a force?". There is a video on the tablet being used by students and on the screen on the smart board. When the video finished playing, Ms. H discussed the material in the video. Ms. H did a "Knowledge Check-in." Ms. H asked the students about one new thing they learned today. Students raise their hands and answer, "I learned that in addition to pull and push, there is a twisting force," "I learned that there is a non-contact force that is the gravity of the earth," "I learned that magnets with the same poles cannot unite." The learning process came to an end.

Thus, from the study's findings, it is known that children aged 7-8 years at the South Jakarta International School are actively involved during the learning process. That is characterized by student participation in every learning activity carried out, such as; using a digital device (iPad), logging into the learning site (logging in), scanning QR codes, playing educational games on the learning site, assessing learning skills that have been obtained through (Knowledge Check-in and Confidence Check-in), and using digital devices to obtain information/knowledge being studied according to the learning topic.

Discussion

Sekolah International Jakarta Selatan is transforming NIS (Netherland International School) schools worldwide. This school was previously known as the Dutch school, and in August 2018, it became the first year that the school switched from a Dutch school to an international elementary school. The community knows this school because it is like a "little green oasis" in Jakarta, which is not found anywhere else, because this school presents a learning situation like a real family community, thus providing a different atmosphere in education and becoming a value in the eyes of the surrounding community. In addition, this school also creates a green and comfortable school environment with a large enough school area to provide space for early childhood children in the learning carried out at school.

According to the Directorate General of Early Childhood, Basic Education, and Secondary Education (PAUD Dikdasmen) of the Ministry of Education, Culture, Research, and Technology, a good learning environment for early childhood can be created by presenting a literacy-rich environment, one of which is by reading books to children. In addition, increasing access to children's reading books at points
accessible to educators and parents is also one way to create a good learning environment for early childhood.

During the school system’s implementation by building the International Primary Curriculum / IPC in 2018 until now, this school has had many achievements involving expatriates. However, in 2020 (when the Covid-19 pandemic hit), most of them left Indonesia, which affected the education situation at the International School in South Jakarta, especially affecting the number of students (due to too often using online learning). However, another positive impact is to help early childhood grow and develop digital literacy skills to create significant learning achievements.

The South Jakarta International School learning uses an English school structure by dividing classes. The class divisions include; Nursery, Foundation 1, Foundation 2, Years 1, Years 2, Years 3, Years 4, Years 5, Years 6, and Years 7. The division of classes certainly according to age groups is a must that needs to be done by schools in order to overcome the learning needs of early childhood according to age levels. That refers to the opinion of Yulian and Sujiono (2014), which states that early childhood is a child born at the age of 6. This age is a decisive age for the formation of the character and personality of children and their intellectual abilities. Meanwhile, according to The National Association for the Education of Young Children (NAEYC), early childhood is a child who is in the age range of 0-8 years. According to this definition, early childhood is a group in the process of growth and development (Wijana D Widarmi, 2013).

Early childhood has characteristics that are relatively similar to one another. Some of these characteristics include early childhood is unique, in a potential period, spontaneous, tends to lack attention, active and energetic, egocentric, has a strong curiosity, is adventurous, has a high imagination and fantasy, tends to be easily frustrated, and has a short attention span. Therefore, when schools carry out the division of classes, it greatly affects the way of learning of early childhood children at various age levels.

The research results by Keith Osborn, Dr. Burton L. White, and Dr. Benjamin S. Bloom (in Jamaris, 2013) show how rapid the physical growth of the brain and the development of children’s intelligence at the age of 0-8 years or an early age. Concerning learning in International Schools, which use a class division system at different age levels, it is clear that the importance of early childhood brain development must be facilitated by using digital devices to foster digital literacy skills. Digital devices used for learning, such as laptops, computers, mobile phones, and cameras, during role-play (Directorate General of PAUD, 2020).

South Jakarta international school is a school that integrates the use of digital devices in early childhood learning. The school uses iPad as a tool to develop student’s skills in coding, typing, and office applications. The school also implements a BYOD (Bring Your Own Device) policy that allows students to bring their devices to school and use them for flexible and varied learning. The school strives to balance
using digital devices and other activities supporting early childhood development. The school sets clear and distinct teaching goals for each digital learning day.

According to the results of interviews with school principals, early childhood also needs to know the importance of competency skills. However, more importantly, early childhood must also understand how to be safe when digital devices are online. On that basis, schools pay attention to how children are given space to utilize digital devices by creating BYOD programs through digital citizenship by accessing learning knowledge and information through common sense media sites. The site is free for schools and parents and helps children understand the "digital footprint." So whatever kids access and post online with their digital devices will not disappear, and there is always a trail of tracing that has been done during the learning process.

According to the Principal, the digital literacy skills of the children in this school are very good. Children have access to Ms. Office 365 and are licensed to use it. The Headmaster strives to create a learning atmosphere that roams online around the clock and develops children's digital skills. Children are taught to use PowerPoint, type and produce office documents with Microsoft Word, and use basic Excel functions. As they age, the school teaches them further Ms. Office skills to help develop their understanding and competence. In addition, the school also uses other programs, such as MindMaths, which are great for teaching math skills in a different, more fun and interactive way. Some teachers even use it in class as a morning activity. All of this is done to help children develop good digital literacy skills.

Teachers at Sekolah International Jakarta Selatan use various strategies to improve the digital literacy skills of children aged 7-8 years. The school has robots in the Maker Space and basic BBOTS that children will control only in Bbot. However, the school also has Digital Blue Deed BBOTS, which the school’s iPad can control. In addition, the school has Dashing Dots, which are controlled via iPad and through the Wonder program, which is simple coding. Kids also use Scratch (App Coding) in class, which is basically the case. So many different things, applications, and tools to develop technology skills.

The school also has coding activities such as ECA (Extra Curricular Activity) once a week. However, technology is taught as part of primary classroom teaching. The school’s efforts to improve teachers’ digital literacy skills include staff meetings if needed. However, the school also has access to the University of Nord Anglia. However, on the other hand, not all teachers are members of a large community consisting of teachers and not only teachers but also assistant teachers and admins, which exist worldwide (worldwide). In addition, there are expert staff in the school as well. The large community is a collection of 80 schools worldwide, so all teachers who belong to the large community have access to discussion forums about children’s education.
Sekolah International Jakarta Selatan has a Bring Your Own Device (BYOD) program, a Nord Anglia school program with BYOD policies in other schools. This program is carried out to use the device and improve the teaching and learning process. The school sends a letter of agreement to implement this BYOD program so that the parent will read the agreement with their child, then the parent and child sign the agreement so that the children are responsible for the devices they bring to school. The school also puts a box in the classroom so that the child puts all the devices in that box in the morning and takes them out only when they need them in class. The child is also responsible for ensuring it (the device) is brought home.

The essence of BYOD activities is the program created by the school to facilitate children to bring their own devices to school. That is a term commonly used in describing hardware, so in this case, it is not the school that provides the hardware, but each family brings their own device so that it also has a device at school. If children forget to bring the device when it is needed in the learning process, they will not experience lag behind in the learning process. However, if some children from other age classes want to use digital devices for BYOD learning, then the school has devices they can use in class. So BYOD is not such a program, but a teaching-learning program. Teaching and learning come from whatever curriculum the teacher does in the classroom.

The BYOD (Bring Your Own Device) program at South Jakarta International School officially starts in the 2022/2023 academic year. In the last academic year (2021/2022), this program was only implemented in Year 5 and Year 6 age classes. The beginning of BYOD program was implemented from the age of year one gradually. So (for now), the school enforces from year 3 to year 6 in August. Year 2 joins in January, and then Year 1 will join after the Eid al-Fitr holiday.

Accompanying children during BYOD is the class teacher. Digital devices (tablets) for Year 1 – Year 5 age children are allowed to be brought to school. For Year 6 children, they must carry a laptop in order to prepare children for secondary school. To see the effectiveness of implementing the BYOD program to ensure that teachers must use technology in learning and have technology available to assist them in the learning process with children in the classroom.

According to interviews with school principals, the challenge teachers often encounter during implementing the BYOD program is that there is no because children are sensitive enough to every digital learning process provided. That is evidenced by children’s attitude when they come to school when putting devices in boxes allocated in the classroom and using such devices as needed throughout the day. Most children often bring their digital devices home but sometimes leave them at school. However, in certain situations, the school will keep it in school. In general, technical issues such as keeping their digital devices can still be used in learning, so schools minimize this by storing children’s devices in a special place to be used in
tomorrow's learning at the next learning meeting. So that learning activities run smoothly.

Based on the results of interviews with class teachers and accompanying teachers, some challenges teachers face to improve the digital literacy skills of children aged 7-8 years include children having difficulty understanding usernames and passwords, so they often forget to remember the passwords they use. That happens because the password created by the school IT team is a combination of letters and numbers that spend children's time remembering as a password in learning activities that will be done at school. In addition, the available Internet network likes to experience connection errors (network interference), making it difficult for children to access the Internet when learning using Education City, Global Campus, DNA Project, and Internet Research experiences significant obstacles.

One of the challenges in learning in schools with digital devices is that children often forget to return school digital devices to the storage box or charge the iPad used. That can cause delays in working on learning projects. Another problem that often arises is that children who access Education City must do independent learning, which requires more attention from class teachers and mentors. Online safety is also a concern, as children must understand secure communication in online learning. One of the teachers’ strategies in teaching online safety is to agree with parents to allow children to bring their digital devices if parents have agreed to the form provided by the school.

The use of digital media is inevitable today, including for children. However, it should be noted that the use of digital media for children needs to be adjusted to the user's age and stage of development. Early childhood education in the digital age needs to be done based on an agreement made between parents and children. Parents must supervise the agreement's implementation and consistently apply consequences in case of violations. Appreciation also needs to be given to children who successfully follow the agreement that has been made.

From interviews with class teachers and accompanying teachers, some challenges teachers face to improve the digital literacy skills of children aged 7-8 years include children having difficulty understanding usernames and passwords, so they often forget to remember the passwords they use. That happens because the password created by the school IT team is a combination of letters and numbers that spend children's time remembering as a password in learning activities that will be done at school. In addition, the available Internet network likes to experience connection errors (network interference), making it difficult for children to access the Internet when learning using Education City, Global Campus, DNA Project, and Internet Research experiences significant obstacles.

The BYOD (Bring Your Own Device) program is one solution to improve the digital literacy skills of children aged 7-8 years. This program has many advantages,
such as reducing tuition fees and increasing teacher or student productivity, saving budgets in procuring hardware, software, licenses, service agreements, and additional insurance, and increasing mobility, flexibility, productivity and satisfaction of teachers and students in learning. Through this program, children can bring their own electronic devices (such as laptops, tablets, USB flash drives and other similar devices) for teaching and learning activities based on Information and Communication Technology. However, parents must also ensure that children’s use of digital media remains safe and follow the media use safety code of ethics.

CONCLUSION
This study examines the implementation of the BYOD (Bring Your Own Device) policy in South Jakarta International School to improve the digital literacy of students aged 7-8 years. The results showed that this policy benefits students, teachers, and schools regarding access, responsibility, and utilization of technology. Students can develop digital literacy skills such as coding, typing, and office applications through digital learning resources provided by teachers. Teachers can utilize technology in the learning process and provide appropriate student devices. The school has a team of competent IT staff to support the digital literacy of teachers and students. However, the study also found several obstacles teachers and students face, such as username and password problems, internet networks, device return and charging, self-paced learning through Education City, and online communication and security. The study recommends that teachers create effective and fun lesson plans, provide feedback, mentoring, and evaluation to students, foster student creativity and initiative, and encourage teachers to seek appropriate digital learning resources. The study also recommends that students improve digital literacy skills by using engaging learning applications and engaging in the learning process. In addition, this study recommends that parents be involved in the child's learning process by providing guidance and supervision, monitoring children's digital footprints regularly and having knowledge of information and digital literacy from various digital sources.

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