Enhancing Digital Literacy Through Instructional Videos and Social Media Engagement

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Digital literacy is an important factor in supporting the implementation of more optimal learning activities in Early Childhood Education (PAUD), more than that digital literacy can have a good influence on the development of early childhood. The purpose of this research is to provide a further understanding of digital literacy and social media interactions in the PAUD Education environment. As well as providing complete counseling on techniques and materials for making interactive learning videos.

This service program uses participatory techniques through mentoring and training methods with comprehensive teaching media based on learning videos to meet learning needs in PAUD. Teachers will be given training on various digital applications that can support learning.

Teachers and parents will have the ability to make teaching videos for students and children, which will indirectly direct them to become content creators in the field of education.

Keywords: Education; Childhood; Digital literacy; Social Media.

Introduction

Teachers have a vital role within the education system, particularly in the context of early childhood education (PAUD). Contemporary pedagogical practices necessitate teachers to engage in not only traditional face-to-face interactions, but also to incorporate digital media as a medium for learning, hence necessitating an additional interaction model. One successful learning medium that can be utilized in early childhood education (PAUD) is the implementation of interactive video-based learning models, which have been found to be very engaging for PAUD students. Educators are mandated to possess the ability to deliver instructional materials that facilitate interactive learning, incorporating digital media as a component of the instructional resources. In order to cultivate children's enthusiasm for learning, it is imperative to employ suitable educational media. One potential learning medium that can be employed is the utilization of learning video media.

By utilizing interactive learning films, it is anticipated that students in early childhood education (PAUD) can achieve optimal growth and development in their learning progression. In a general sense, the utilization of educational media yields beneficial outcomes when employed in an appropriate manner. The utilization of media in early childhood education is an indispensable tool that plays a pivotal role in addressing the diverse experiences encountered by each individual child. By incorporating media into classroom instruction, educators are able to effectively address and bridge the gaps arising from these disparities.

On the contrary, given the pervasive influence of social media, its role is multifaceted, encompassing both a platform for social interaction and a tool for educational purposes. One example of utilizing communication between parents and teachers is as a method to acquire information pertaining to knowledge, technology, and skills relevant to the educational process. Furthermore, social media serves as a platform where the broader public, including parents and other concerned individuals, can engage in interactive discourse. The proliferation of social media applications presents an auspicious occasion for educators and caregivers to actively engage in utilizing social media as an educational tool. Social media can serve as an additional avenue for facilitating the educational process by facilitating teaching and learning activities. Teachers and PAUD managers prioritize the dissemination of accurate information through social media, as the effective utilization of social media necessitates appropriate and prudent strategies.

Based on preliminary observations conducted on the research sample, specifically the Baiturrahman KB PAUD situated at Sukup Lama, Cigending, Ujung Berung District, Bandung City. The teachers of Baiturrahman PAUD continue to utilize traditional instructional methods. The teachers at Baiturrahman PAUD still face a huge challenge adapting to technology. Educators encounter challenges in effectively implementing instructional media that are now required, namely teaching media that engage students and foster their familiarity with regularly utilized gadgets within their domestic setting. Certainly, this matter necessitates particular consideration, as efforts are being made to devise strategies for delivering educational materials that are straightforward, engaging, and readily comprehensible. By implementing digital literacy training and providing support through the utilization of educational films and social media engagement, it is anticipated that Baiturrahman PAUD will enhance the effective utilization of digital media in facilitating the learning process.

According to the situation analysis indicated earlier, it can be contended that digital media has the capacity to function as an educational medium that promotes character development among PAUD students. Moreover, social media can serve as a medium for effectively distributing precise information to all pertinent parties. The problem statement for this research is as follows: The potential method to improve understanding of digital literacy is to use educational videos as a form of instruction, and to emphasize the importance of Baiturrahman PAUD's social media as a valuable source of information for all stakeholders, especially parents and students. Digital media has both positive and negative impacts. The positive impact is digital media makes life easier, but it can also have a negative impact on people's well-being if it is not used properly and out of control. The presence of massive digital media requires wise users. However, it will not be easy for children to do so that they need accompaniment from parents. The form of accompaniment includes effective communication with children by increasing parent's credibility so that children trust their parents and the objective of communication can be achieved (Triwardhani, 2020). Parents can accompaniment in home, but when the child at the school the teacher take control for everything include how they can teach by digital tools and equipment.

Education has a key role in shaping an individual's character and identity. It goes beyond the mere acquisition of knowledge, as it encompasses a transformative process that influences one's entire life journey. Education in the digital era is a pedagogical approach that extensively incorporates digital technology into the learning and teaching processes. Digital education refers to the pedagogical approach that utilizes multimedia tools, such as computers, notebooks, cellphones, videos, audio, and graphics, to deliver educational content to students (Ngongo et al., 2019). The acquisition and utilization of digital technology necessitate a concomitant comprehension of the underlying principles and functionalities of said technology, particularly for educators, caregivers, and young individuals ((Kuntarto & Prakash, 2020)). Digital literacy in early childhood refers to the cognitive and practical abilities, as well as the disposition, of young children to effectively engage with digital media in order to access and utilize information, acquire knowledge, engage in play, and seek entertainment in a manner that promotes their overall well-being. The direction and support of adults in their immediate environment facilitate this process. The use of online media, academic achievement, the influence of parents and family, and the level of reading engagement are just a few factors that affect digital literacy (Nai-Cheng Kuo, 2015).

The primary determinant of the efficacy of endeavors aimed at enhancing the caliber and ingenuity of education at the school level, particularly within early childhood education units, is the instructor. Early Childhood Education Teachers, also known as PAUD teachers, are highly skilled educators who have the primary responsibility of providing education, instruction, guidance, direction, training, assessment, and evaluation to children in the early stages of development, often ranging from 0 to 8 years of age. The teacher's role in education, which emphasizes the building, exploration, and discovery of knowledge, is commonly characterized as a unidirectional process wherein an expert imparts information and students acquire pre-determined knowledge (Zulaiha, 2013). It is imperative for educators in the Early Childhood Education (PAUD) sector to possess the capacity to flexibly adjust their instructional approaches in accordance with the prevailing circumstances and contextual factors. According to Wegasari (2021), a significant number of educators still lack proficiency in utilizing internet technology. According to Raharja and Kusumawardani (2021), it is imperative for teachers in the Early Childhood Education (PAUD) sector to promptly adjust to many forms of change and relevant legislation. This adaptation is crucial in order to provide students with the most effective educational services, thereby facilitating the optimal achievement of learning objectives and children's development. Due to this rationale, it is imperative for educators to enhance their proficiency in utilizing digital media, particularly information technology. The integration of digital technology in the instructional and learning procedures can facilitate teachers in delivering high-quality education to pre-primary education (PAUD) pupils. Teachers require digital literacy in order to enhance early childhood development more effectively. In addition, it is crucial for children to acquire early literacy skills, also known as emergent literacy, prior to their entry into the formal education system (Hidayatullah et al., 2021).

The early introduction of digital literacy to educators and young learners aims to equip them with the skills necessary to effectively utilize electronic devices for information retrieval, comprehend the significance of various forms of media such as images, text, narratives, and films on these devices, and employ electronic tools to document their thoughts, emotions, experiences, and surroundings. According to Tan (2012), it was discovered that students engage in interpersonal interactions within informal settings, with YouTube video material playing a significant role in fostering communities and facilitating peer learning in informal formats. This observation indicates that the utilization of digital recognition and engagement has the potential to initiate good interactions among students in early childhood education (PAUD). When creating educational materials for young children, it is imperative for preschool teachers to possess a comprehensive understanding of the fundamental rules governing the use of digital media specifically designed for this age group.

One essential criterion for digital media to be considered of high quality is its child-friendly nature, which entails safeguarding children's physical and mental well-being while promoting their self-development. The quality of digital media intended for early childhood should encompass content, context, and utilization. The development of digital media should align with the specific requirements of students and teachers during the educational process.

Social media refers to a form of online media that enables users to actively engage, exchange, and generate information using various platforms such as blogs, social networks, wikis, forums, and virtual environments (Putri, 2016). The utilization of social media by Baiturrahman PAUD educators is anticipated to foster engagement conducted on various social media platforms. By effectively utilizing social media platforms, parents of students and other stakeholders in Baiturrahman PAUD will have access to relevant and reliable information sources. The utilization of social media in contemporary times has transitioned from being just advantageous to becoming an indispensable requirement for educational establishments. The transmission of this information can serve as a platform for advancing education within educational institutions (Astika, 2014). According to Setiadi (2016), the advent of social media has had a significant influence on transforming the manner in which digital communication and media facilitate enhanced forms of communication. From an Islamic standpoint, it is evident that the origins of information possess the ability to shape the attitudes and deeds of individuals. This notion is supported by the words of Allah SWT in QS. Yusuf (12): 111:

"There was certainly in their stories a lesson for those of understanding. Never was the Qur'an a narration invented, but a confirmation of what was before it and a detailed explanation of all things and guidance and mercy for a people who believe."

The Qur'an is not a work of fiction but rather serves to validate preceding texts, provide comprehensive explanations, and function as a source of instruction and compassion for individuals who hold faith.

The utilization of social media in the context of early childhood education (PAUD) is anticipated to yield favorable outcomes for all parties involved. Regarding the optimal utilization of social media,

there are some judicious decisions that may be made to ensure its efficient implementation. Instagram is a widely used social media platform that enables users to share photos and videos with their followers. YouTube is a popular online platform that allows users to upload, share, and view various types of videos. Facebook is a social media platform that enables users to create personal profiles and connect with others. Websites function as virtual platforms within the domain of digital communication, offering users access to a wide array of information, services, and resources. Social media has become a space for every individual to create and spread ideas (Nugraha, et al., 2020), teachers can express their ideas through content that will become learning materials for students in the class. Effective approaches and management are essential in ensuring that the sources of information disseminated to the broader community do not give rise to different interpretations that may be subject to misinterpretation. Therefore, the implementation of effective and prudent social media management is anticipated to be undertaken by Baiturrahman PAUD.

The role of teachers in Early Childhood Education (PAUD) is pivotal, necessitating adaptability to contemporary pedagogical practices that incorporate digital media. In today's digital age, educational approaches are evolving, demanding educators to integrate technology seamlessly into their teaching methodologies. This research delves into the integration of interactive video-based learning models and digital literacy training in the PAUD context to enhance engagement and learning outcomes.

Research Method

The research conducted observations at Baiturrahman KB PAUD situated in Sukup Lama, Cigending, Ujung Berung District, Bandung City. The preliminary observations highlighted the challenges faced by educators in adapting to technology and incorporating it into their teaching methodologies. To address these challenges, a comprehensive counseling program was designed, focusing on enhancing educators' digital literacy and providing them with the necessary skills to create interactive learning videos.

The program employed participatory techniques, employing mentoring and training methods, to meet the specific learning needs of PAUD. Educators were trained in various digital applications, enabling them to integrate digital tools seamlessly into their teaching practices. The objective of the program was to empower educators to become content creators, capable of crafting engaging and interactive learning materials that align with the needs and preferences of young learners.

The implementation of the training program followed a systematic approach, encompassing multiple phases to ensure comprehensive skill development. The planning phase involved identifying objectives, selecting trainees, and understanding participants' gadget usage behaviors. Pre-training activities involved creating preliminary versions of instructional video materials and teaching materials, laying the groundwork for effective training.

The execution of training procedures involved hands-on sessions on digital literacy and the creation of interactive learning videos. Educators were introduced to the KineMaster, a user-friendly multimedia editing software that enables the creation of engaging videos. The training program emphasized practical application, allowing educators to create their own learning videos under the guidance of experts.

Results & Discussion

The outcomes of the implementation of this community service initiative align with the stages outlined in the activity implementation methodology. At PAUD KB Baiturrahman, digital literacy training and mentoring activities are conducted through learning videos and social media interaction, employing participatory counseling methods. Counseling, as a general practice, is the deliberate and systematic communication of messages or information to those who are in need of support or guidance. According to Setiana (2005), counseling is a type of adult education that aims to facilitate a transformative process that has a positive impact on both individuals and society.

The first step in the process is planning. Planning is a systematic procedure that involves the compilation of a series of stages or strategies with the aim of accomplishing certain objectives. This process entails the establishment of objectives, the identification of necessary steps, the allocation of resources, and the determination of the sequential order in which activities are to be executed. (Robbins and Coulter, 2018; Daft, 2017)

During this phase, preliminary interviews will be conducted, which is a crucial step in the planning process. These interviews serve to establish an initial comprehension of the subject being studied and facilitate the gathering of pertinent and valuable data for subsequent planning stages. Additionally, they enable the identification and consensus of the materials and techniques to be

employed in the implementation of training and mentoring activities. The service team engages in the identification of objectives by delineating the training topic, selecting trainees, examining the background of responders, assessing their behaviors pertaining to gadget usage, and considering the operating system of the respective gadgets they possess.

The study findings indicate that the participants in the training program at Baiturahman PAUD school included members of the teaching staff and parents of students. The focus of the training was on digital literacy and social media interaction, specifically in the context of utilizing the KineMaster application as a tool for creating innovative learning materials.

The user-friendly interface of the Kinemaster application and the availability of a variety of capabilities, which enable seamless adaptation for users, were the driving forces behind its selection and use. Additionally, the program is accessible at no cost. Kinemaster is a multimedia editing software that enables users to import a diverse range of media, including videos, photos, audio files, text, and graphic elements. With the addition of visual effects and transitions, these elements are amenable to organization and fusion. Additionally, audio can be modified to create videos that are captivating, of superior quality, and exhibit creativity. Ultimately, this editing process allows for the production of a final outcome that aligns with individual preferences and requirements.

The KineMaster application offers a range of media assets that can be utilized. Videos can be imported from pre-recorded sources or captured in real-time using the device's camera. The video has the capability to undergo editing, cutting, trimming, and modification as required. Photographs can be utilized as a component of a film project. Photographs have the potential to serve various purposes in visual media, such as functioning as backgrounds, ornamental pieces, or facilitating smooth transitions between different video scenes. The audio feature enables the inclusion of imported audio files, such as music or voice recordings, into videos. The audio level can be adjusted, numerous audio tracks can be combined, and the audio can be edited as a cohesive whole.

The user has the ability to incorporate text into the video by utilizing a variety of styles and effects. This text can be utilized for the purpose of titles, captions, or the communication of significant messages within videos. Kinemaster offers a wide range of visual effects, including color filters, adjustments for brightness and contrast, transition effects, and several other special effects. These effects have the potential to create a distinctive and captivating visual aesthetic in the video.

One can employ layers as a means to visually arrange and superimpose media items. As an illustration, it is possible to incorporate a textual layer into the video as well as a graphical layer onto the background, among other potential modifications. Layers enable users to independently define the visual attributes and spatial arrangement of individual elements. The objective of this study is to present a comprehensive analysis of the potential benefits and future prospects associated with acquiring proficiency in video editing. It is envisioned that educators, educational institutions, and parents will be able to assume the role of content creators on popular social media platforms such as Instagram, TikTok, and YouTube. By effectively implementing this technique, individuals have the opportunity to generate revenue from their materials.

The process of arranging or structuring elements in a systematic manner. An organization can be characterized as an organized collective or assembly, including persons or members who collaborate in order to accomplish predetermined objectives (Robbins and Judge, 2018). According to Kreitner and Kinicki (2016), upon effectively identifying the tasks to be executed, the service team proceeds to partition and assign tasks and corresponding responsibilities in accordance with pre-established plans, with the aim of optimizing the utilization of available resources.

Collaborative groups comprising educators and learners amalgamate their intellectual acumen and specialized proficiencies within their individual domains. The service team divides the work into four distinct teams: the publication team, presenter team, logistics and general team, and finance team. Each team is assigned certain functions and tasks, the publication team plays a crucial role in the production of high-quality publications, ensuring that messages are clear and easily comprehensible and effectively conveying information to audiences in a compelling and aesthetically pleasing manner. The publication team assumes several key responsibilities, including content preparation, content editing, design and layout, selection of publication media, and promotion. The presenter team plays a crucial role in disseminating knowledge about digital literacy. This function encompasses several tasks, such as curating content, effectively communicating information, inspiring and motivating the audience, and engaging in interactive exchanges. The Logistics and General Team plays a crucial role in facilitating all training requirements, encompassing tasks such as procuring banners and projectors for presentations, organizing and preparing locations for presentations, arranging training equipment, and ensuring accommodation and sustenance for participants. The Finance Team assumes responsibility for overseeing the financial affairs and

budgetary matters of the organization. Examples of tasks that fall under the realm of financial management include the development and implementation of budgets, the supervision of expenditures, the maintenance of financial records, and the compilation of comprehensive financial reports.

The execution of training procedures, training can be defined as a systematic approach employed to impart or enhance the requisite skills necessary for the execution of tasks (Armstrong & Taylor, 2023). The training program is designed with the objective of enhancing proficiency in a range of abilities and specific strategies for executing work tasks that are relevant to the present requirements (Vardarlier, 2023).

The implementation stages are conducted in accordance with a formal agreement with Baiturrahman PAUD to provide support for the practical use of creating educational video media. The sequence of activities conducted is pre-training involves the creation of preliminary versions of instructional video materials and teaching materials and the following are the preparatory measures undertaken prior to the commencement of a training session in order to adequately equip participants and facilitate the seamless execution of the training program.

Currently, the team is in the process of organizing various activities. This includes setting up designated areas with appropriate signage and arrangements for speakers and participants. Additionally, participant data will be collected using Android or iOS devices. Materials are being prepared, and subsequent analysis will be conducted on the collected data. The aim of these efforts is to ensure that participants are able to fully engage in the training program and achieve their intended goals.

In the implementation phase of the training, the presenters and technical implementers engage in activities related to material presentation. These activities focus on highlighting the significance of digital literacy. Additionally, practical training is provided to participants on the creation of digital learning videos. The presenters and technical implementers also offer assistance throughout the video creation process, ensuring that the learning videos are successfully completed.

After the training session, it is recommended to motivate participants to utilize the skills and knowledge they have gained in their everyday work or hobbies with the aim of developing their abilities as content creators.

The present analysis aims to assess and evaluate the subject matter at hand. Evaluation is a systematic process that involves the systematic collection, analysis, and interpretation of data pertaining to the quality, effectiveness, or impact of a program or activity (Scriven, 2018). The evaluation of online activities is typically conducted at the conclusion of the activities. This involves all participants completing an evaluation form to assess the implementation of the activities. The purpose of this evaluation is to gather feedback on various aspects, including the materials used, teaching methods employed, and the overall effectiveness of the training.

The evaluation results indicated that the partners expressed a desire for the continuation of a mentoring process. This process would serve to enhance their understanding of digital literacy and enable them to effectively create and manage digitalized business activities. The ultimate goal of this endeavor is to improve their service provision capabilities, which include activities such as disseminating information on social media platforms and developing partner websites.

Conclusions

In the digital era, the integration of technology into education is no longer an option but a necessity. This research underscores the significance of digital literacy in Early Childhood Education (PAUD) and presents a comprehensive training approach to enhance educators' digital competence. By equipping educators with the skills to create interactive learning videos and effectively utilize social media, the research contributes to fostering optimal learning experiences for young children. The journey towards digital literacy and innovation in education is an ongoing process, one that holds the potential to shape the future of early childhood education.

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