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Digital Learning Library Reconstruction for EarlyChildhood Education

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Abstract: *The reconstruction of the digital learning space for ealy childhood education an important role in learning the Indonesian. One of them in childhood literacy learning. Aside from being a source of learning for the learning community, childhood literacy is also the basis for childhood competing in the revolutionary 4.0 era, ranging from infrastructure development, expansion and learning performance which will become an asset of Indonesia. Simultaneous collaboration efforts with multi-effect players are needed to improve the public literacy index. One of the efforts is through the Reconstruction of digital library learning for early childhood education. The analysis technique in this research is the content analysis.*

Keywords: *reconstruction, education, childhood*

1. INTRODUCTION

Internet usage in Indonesia is always increasing every year. The non-profit organization, the Indonesian Internet Service Providers' Association, stated that the results of a survey conducted by the organization showed that Indonesian internet users reached 51.8% (132.7 million people) out of 256.2 million people in Indonesia. Indonesia's population accesses the internet more through gadget devices by 47.6%, with a satisfaction rate on a 'very satisfied' scale of 71.1% accessing the internet through mobile devices, and 25.3% the biggest main reason for accessing internet is up to date information (APJII, 2016).

On the other side of life activities, the use of social media has also risen sharply with the ease of the era of openness. Social media is a 'close friend' for its users. Based on the results of the 2016 APJII survey, that 97.5% share information being the highest activity in social media. This provides an opportunity for childhood literacy to manage the reconstruction of an conscious community in order to increase the community literacy index.

APJII 2016 data also states that Indonesia's internet users are the highest at 89.7% in the student group. When viewed from the age range, student groups are part of the academics of higher education. Library as a resource center has a role to use the library users, especially childhood in accessing these sources of knowledge. Not just utilizing the source of knowledge, but using it, and results in the creation of new knowledge. Various user education program activities should be able to educate users to learn childhood literacy wisely. Through childhood literacy learning programs, library users are expected to have the ability to sort out childhood literacy, especially criticizing childhood literacy before it is distributed

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to people. Understanding childhood literacy alone is not enough, especially in a digital environment like this, but it needs further enrichment in digital technology devices with a variety of formats, for example childhood literacy based on text, audio, film, or a combination of the three media and with other media. Understanding the use and impact arising from misuse of communication technology and childhood literacy devices is very important, because groups of young people, especially childhood, are the highest consumers in accessing the internet. Librarians need to be creative in managing childhood literacy education by following the development of communication technology and childhood literacy development, and adjusting childhood literacy materials according to the generation of people who are library users. The importance of understanding digital literacy, as well as collaboration with childhood literacy or other literacy is an added value for the development of subsequent activities.

2. MATERIALS AND METHODS

According to the World's Most Literate Nations Ranking in 2016, Indonesia's literacy culture is 60th out of 61 countries. This data shows that Indonesian childhood literacy is very low. According to the National Library Review (A'La, 2017), the interest in reading Indonesian people in 12 Provinces and 28 Regencies / Cities in Indonesia is low (25.1%). An alarming condition that the interest of reading Indonesian people in small numbers and contradictions with the results of the 2016 APJII survey, the Indonesian people have the highest number in accessing the internet.

Figure 1. Digital Technology and Childhood Education

The use of reconstruction is not just reading, but it needs to reach the level of literacy or understanding childhood literacy. The American Library of Assocation (2000) defines childhood literacy standards in someone is able to determine the childhood literacy needed, access with efficiency and effectiveness, evaluate critically, synthesize selected childhood literacy into a knowledge base, use childhood literacy effectively to complete a task, understand aspects of social, economic, legal issues surrounding childhood literacy and use childhood literacy ethically and legally. In a digital environment, UNESCO (2017) requires that a person already has childhood literacy skills, if he has been able to access childhood literacy, use communication technology, interpret, make an opinion of the childhood literacy found, and be ableto create childhood literacy.

Childhood literacy competency standards according to Deleo, Eichenholtz, & Sosin (2009), namely a person must have abilities such as: first, determining the scope of childhood education needed, secondly, accessing childhood needed effectively and efficiently; third, evaluating the sources of childhood education critically; fourth, synthesizing childhood education that has been selected into the basis of individual knowledge and value systems; fifth, individuals as individuals or as group members use childhood education effectively to accomplish for a particular purpose, fifth; understand the economic, legal and social issues around them and the use and access of childhood education in ethical and legal way. The three childhood education standards can be concluded that a person must be able to search, evaluate childhood education correctly, choose an effective process, use it ethically, pay attention to social, economic, legal aspects as the most vulnerable conditions surrounding childhood education, be responsible for creating new childhood education.

The application of childhood literacy in tertiary institutions has long been carried out, and is more integrated in the user education program, or the introduction of new childhood. The implementation of childhood digital learning activities needs to be evaluated, given the library users come from various generations, and gives a good impact for library users. The results of research conducted by Deleo, Eichenholtz & Sosin (2009) on a group of childhood, that the problems that arise in teaching childhood: first, the diversity of knowledge about childhood, especially from adult learning groups; second, in the adult learning group, the capacity of computer knowledge is still limited, even there are indications of doubt on the use of technology; third, technological capability requirements in conducting library research; fourth, differences and inconsistencies often arise, between the expectations of lecturers and those done by childhood.

Based on the statement above, it can be concluded that the mastery of technology influences the application of childhood education skills. Everyone has a difference in mastering technology. It is important for librarians to understand that everyone has different technological skills. This is also proven through research by Eisenberg, Lowe & Spitzer (2004), that the teaching of childhood education is closely related to the mastery of technological or digital device skills. Thus the technological skills or digital devices as the best content in teaching childhood education.

The four models mentioned above, have almost the same reference, namely the competency or skills of childhood after receiving literacy training, is expected to be able to determine the scope of childhood needed; efficiently access childhood needed; evaluating childhood and sources critically, synthesizing selected childhood in his writings, using childhood effectively for completing certain tasks, and using childhood ethically and legally.

On exposure to digital literacy capabilities, it is concluded that multi literacies, mastery of digital technology, critical thinking skills, especially critical of multi-format childhood before being used alone, or shared with others, apply digital literacy skills to solving problems in real life , sensitive to legal, social, cultural, and privacy protection issues, especially personal childhood is digital, and able to participate digitally in online communities in a friendly and ethical manner. Understanding of digital devices is not limited to certain hardware or computer applications. As the results of the APJII survey (2016) social content, economics, is the type of content that is widely accessed via the internet that is 97.4%(APJII, 2016) compared to educational, entertainment, and news content.

Based on the explanation above, the authors explain the proposed development of literacy materials by combiningmulti literacies' digital literacy competencies.

1. Inserting material communication skills (communication literacy), especially textual communication skills in digital devices. The importance of communication skills in text through digital devices.
2. Introducing digital childhood material based on images, audio, video, etc. (not text). We have often seen so many images, sounds or videos circulating on social media, no longer the actual childhood, but has undergone a process of change, so that it has a different meaning, even causing unrest for those who receive digital childhood.
3. Develop childhood materials at stage of evaluating results of childhood sources, with thinking component.
4. The emphasis on critical thinking skills is not only on searching for childhood on the internet, but criticizing childhood received through digital devices. Teaching critical

thinking is not easy, because librarians need to understand the cognitive processes in one's mind, especially the interaction of one's thoughts on childhood in the form of text, images, videos or other digital media formats.

5. Develop one of the stages of childhood, which is to disseminate the results of the synthesis of childhood to others ethically and responsibly. Teach childhood about how to view certain issues by looking at various aspects of the religion, social, before a digital childhood is shared.
6. Include in the stage of childhood about the form of tangible results that can be given in the community. Referring to the implications of digital literacy is to have an impact on social activities, for example the realization of childhood. For example the library uses social media technology (web 2.0) to present community group participation (social learning) as an online community.

3. CONCLUSION

Early Childhood education activities can be developed with a multi-literacies model, meaning that we are not only taught to follow the standards of childhood education, but need to be equipped with other literacies in today's digital environment. The resulting childhood can become new knowledge and be able to build a better society by using ethical, polite, responsible digital devices by paying attention to the social, cultural, aspects surrounding the digital childhood.

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