

Model Development of Children's Language Skills Based on Digital Literacy

by Yeni Probawati

Submission date: 15-Dec-2022 07:54PM (UTC+0700)

Submission ID: 1981957913

File name: Yeni_P_Vol9_No1_2022_compressed-1_-_Yeni_Probowati.pdf (279.95K)

Word count: 5058

Character count: 28442

MODEL DEVELOPMENT OF CHILDREN'S LANGUAGE SKILLS BASED ON DIGITAL LITERACY

^{#1}Yeni Probowati, ^{*2}Deny Kuswahono, ^{*3}Nur Irmayanti

^{#1}English Lecturer, Language and Literature Faculty, Universitas Wijaya Putra, Indonesia

^{*2}English Lecturer, Language and Literature Faculty, Universitas Wijaya Putra, Indonesia

^{*3}Psychology Lecturer, Psychology Faculty, Universitas Wijaya Putra, Indonesia

Corresponding Author Email : yeniprobowati@uwp.ac.id

ABSTRACTS

This research generally aims to develop a model of children's language skills based on digital literacy in Pondok Benowo Indah RT 03 RW 08 Babat Jerawat, Pakal Surabaya. First, to determine the process or stages of learning language skills using narrative stories or fairy tales from a YouTube application that is watched by them and is accompanied by their parents. The two processes or stages of developing language skills are by retelling stories or fairy tales that they see with their parents and writing moral messages in the stories or fairy tales. The method used in this study is quantitative-qualitative (mix method). The data were analyzed using content analysis techniques. The data will be analyzed through the following steps: 1) classifying the data, 2) displaying the data, 3) interpreting the data, and 4) drawing a conclusion. The study intends to create and develop a role of language skills for the children who mostly like their devices compared to playing together with their peers outside the home. For parents, this model of language skills can later be applied at home when they are together and interact with their children. For children, this is a diversion from the gadgets they often hold when they are at home.

How to cite: Probowati, Y., Kuswahono, D., & Irmayanti, N. (2022). Model Development of Children's Language Skills Based on Digital Literacy. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 9(1), 52-60. doi:<https://doi.org/10.33394/jo-elt.v9i1.5191>

ARTICLE INFO

Article History:

Received: May, 2022

Revised: June, 2022

Published: June, 2022

Keywords:

Language Skills,
Digital Literacy,
School Age Children,
Gadgets

INTRODUCTION

Language is one of the communication tools used in conveying ideas, ideas, or intentions, either in verbal form (words) or in writing. The language mastered by a person can be seen from the way that person communicates properly and correctly, including school-age children. During school-age children, the abilities and skills that are formed and developed are physical development and language skills. In school-age children, language skills are very important because with good mastery of the language, they can communicate with friends, parents, teachers, and with the people around them. Children can also develop their potential, take care of themselves, as well as a good self-control system with the right language mastery.

School-age children at this time can be called or known as generation Z who were born and raised in an environment that is dominated by technological developments and the sophistication of gadgets. The entry of foreign languages and slang through gadgets that are

held by children almost every day, makes the acquisition of a child's language also undergoes a transition. Of course, it is the transition and mastery of these language skills that make researchers interested in analyzing.

This language switching phenomenon apparently affects a person's reading and writing ability (literacy). Literacy is also known as literacy or literacy. The meaning of literacy is increasingly experiencing expansion and development along with the development of technology and industry. So that the literacy that is known today is not only limited to the ability to read and write in the context of language and literature. Literacy in this century, of course there are six literacy that must be owned by children, namely literacy, numeracy, financial literacy, scientific literacy, digital literacy, cultural literacy, and citizenship. Digital literacy comes along with the development of technology and information in the 4.0 era. Digital literacy is related to a person's skills in using, finding, and processing a variety of information and knowledge obtained through gadgets (gadgets). As stated by Hermiyanto (2015).

“Literasi digital adalah ketertarikan, sikap dan kemampuan individu dalam menggunakan teknologi digital dan alat komunikasi untuk mengakses, mengelola, mengintegrasikan, menganalisis dan mengevaluasi informasi, membangun pengetahuan baru, membuat dan berkomunikasi dengan orang lain agar dapat berpartisipasi aktif dalam masyarakat”.

Digital literacy is an interest, individual attitudes, and abilities in using digital technology and communication tools to access, manage, integrate, analyze and evaluate information, build new knowledge, create and communicate with others in order to actively participate in society. Digital literacy seeks to create a society with a critical-creative mindset and view. They will not be easily consumed by provocative issues, become victims of hoax information, or victims of digital-based fraud. It is undeniable that the role of the media and the role of the family in which parents are very important in children's growth and development, especially in building children's digital literacy from an early age. However, it is necessary to have control by parents as the main role in accompanying children. Literacy in the modern sense includes language skills, arithmetic, interpreting pictures, computer literacy, and various efforts to gain knowledge. The success of scientific literacy learning can be seen if students understand what is learned and can apply it in solving various daily lives. (Zahro et al., 2019) That is, activities and efforts to gain knowledge are forms of literacy. You can watch television, read online news, or watch videos on Youtube. With excessive internet consumption, why is the quality of literacy in Indonesia still minimal? The digital literacy process for children goes through several stages, namely: 1) digital literacy movement in the family, 2) digital literacy in the school literacy movement, 3) digital literacy movement in society (Mustofa & Budiwati, 2019).

In 2005, the term digital literacy has begun to be known by the public. Digital literacy can be interpreted as a combination of computer literacy and information literacy. Digital literacy includes all digital devices, such as computer hardware, software, internet, and cell phones. Marty, et al (2013) define digital literacy as a set of skills needed to become citizens face life and challenges in the 21st century. In addition, Ayuni (2015) also wrote that digital literacy is the ability to understand and use information from various digital sources.

Several researchers and observers of language literacy and language skills in children have conducted research on language skills in children, including language skills in preschoolers (Bawono, 2017), the application of digital literacy in Indonesian language learning (Nurcahyo and Afryaningsih, 2018), and patterns of language literacy development in children (Khomsiyatun, 2019). The similarity between the three studies above and this research is that they are both interested in literacy and language skills in children. The language skills analyzed only focus on two skills, namely reading and writing. While the

researchers here are interested in analyzing four language skills in children, namely reading, writing, listening, and speaking based on digital literacy, namely stories.

Children delight in imagination and fantasy. It is more than simply a matter of enjoyment, however, in the language classroom, this capacity for fantasy and imagination has a very constructive part to play" (Halliwell, 1993: 7). "Stories may bridge the gap between language study and language use and also to link classroom learning with the world outside. Some of the activities do not always have a very large language element but are nevertheless important in creating a feeling among the pupils that learning English means fun, activity, creativity, and enjoyment". (Ellis & Brewster 2002: 17)

Repetition of stories enables young learners to master the language better. "Children enjoy listening to stories over and over again. This frequent repetition allows certain language items to be acquired while others are being overtly reinforced. Many stories contain natural repetition of key vocabulary and structures. This helps children to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in the narrative" (Ellis & Brewster, 2002: 2).

Stories are motivating, challenging, and great fun for young learners. They "can help develop positive attitudes towards the foreign language, culture and language learning" (Ellis and Brewster, 2002: 1). Winch et al. (2004: 401) states that through literature-based activities "guided discussion promotes many literate oracy behaviors: it improves vocabulary, offers opportunities for more sophisticated sentence constructions and syntax, and lets the children hear the sounds of words as their peers say them". Fox (1993: 185), about literature-based instruction, writes "storytelling and hearing stories read aloud, expose children to linguistic and narrative conventions in the course of the power and pleasure they experience in the play". Using "stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech" (Ellis & Brewster, 2002: 2). "Listening to stories helps children become aware of the rhythm, intonation, and pronunciation of language" (Ellis and Brewster, 2002: 2). About literature for children Ferguson and Young (1996: 598) claim that "(literature) provides language-rich illustrations of the uses of dialogue and often elicits a "chime in" response from students, thus providing a natural link to the give and take of conversation, vocabulary usage, and appropriate syntactical structure".

Young learners exercise their imagination through stories. They "can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This imaginative experience helps" (Ellis & Brewster, 2002:1) students develop their own creative potential. Stories also "develop the different types of 'intelligences' that contribute to language learning, including emotional intelligence" (Ellis & Brewster, 2002: 2). Stories "develop children's learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesizing" (Ellis & Brewster, 2002: 2). "Learning English through stories can lay the foundations for a secondary school in terms of learning basic language functions and structures, vocabulary and language learning skills" (Ellis & Brewster, 2002: 2).

It seems a pity to deprive learners of opportunities to hear authentic uses of past tense forms and contrast with the other tenses, in the meaningful contexts of stories, and I can see no intrinsic reason for supposing that the use of past tense would prevent children understand a story. In fact, if they are familiar with stories in their first language, they will probably expect to hear past tense forms and may misconstrue the verbs" (Cameron, 2001: 166). According to Hsieh (2006), storytelling combined with total physical response can motivate young learners and is beneficial to their learning of English vocabulary, sentence patterns, and comprehension.

For teachers stories allow “to use an acquisition-based methodology by providing optimal input” (Ellis & Brewster, 2002: 2). It is great to use real storybooks because they “add variety and provide a springboard for creating complete units of work that constitute mini-syllabuses and involve pupils personally, creatively, and actively in an all-round whole curriculum approach. They thereby provide a novel alternative to the course book” (Ellis & Brewster, 2002: 2). A Canadian critic, Michele Landsberg (1987) writes:

“Good books can do so much for children. At their best, they expand horizons and instill in children a sense of the wonderful complexity of life. No other pastime available to children is so conducive to empathy and the enlargement of the human sympathies. No other pleasure can so richly furnish a child's mind with the symbols, patterns, depths, and possibilities of civilisation” (p.34).

Due to the regulation of Menteri Pendidikan dan Kebudayaan Nasional Number 58, 2014, it is stated that the standard of achievement of children's language development there are 3 achievements, namely:

1. Receive language
At this stage, the child is expected to be able to achieve development at the stage of hearing and understanding what other people say to him. Able to understand several commands simultaneously, able to understand the story read to him, mastering sufficient vocabulary. The vocabulary that must be mastered at this stage includes adjectives, nouns, and verbs. In addition, children are also expected to be able to understand complex sentences and understand the rules of a game.
2. Language disclosure
At this stage, the child is expected to achieve mastery of vocabulary that has been acquired and known, able to retell stories or fairy tales that have been heard, able to communicate orally and recognize symbols for preparation for reading, writing and arithmetic.
3. Literacy achievement
At this stage the child is expected to be able to master literacy, the level of developmental achievement includes: recognizing sounds or objects around him, making meaningful scribbles, imitating letters, understanding the relationship between sounds and letter shapes, reading, and writing their own names.

RESEARCH METHODS

Research Design

The research uses a quantitative-qualitative technique (mix-method) with an interpretive and naturalistic approach. This technique begins with assumptions, examines the theory that will be used, then develops a problem formulation. In this study, theories are used as surgical tools on data in the form of language development achievement standards in children who are controlled by data sources when they are able to hear, read, write and speak digital tales through their devices.

Subject

Sources of data are school-age children from Kindergarten to Elementary School in Pondok Benowo Indah RT 03 RW 08. The total sample of this study is 14 children around 6-12 years old. The research data is in the form of the results or values of the four language skills, namely reading, writing, listening, and speaking based on standard indicators of language acquisition in children based on the regulation of Menteri Pendidikan dan Kebudayaan Nasional Number 58, 2014.

Instruments

Researchers use assessment and observation to collect the required data. Assessment is used to assess the achievement of mastery of four language skills in children, while observation is to collect data from the process of developing language skills models in children using digital literacy. The assessment made includes 3 achievements of language acquisition standards in children in accordance with the provisions of Menteri Pendidikan dan Kebudayaan Nasional Number 58, 2014. The researchers used observations and checklists, researchers do this to strengthen data/information about the development of language skills models in children using digital literacy.

Data Analysis

The data that has been obtained through assessment and observation will then be analyzed through the stages of being classified, displayed, and finally interpreted and concluded.

1. Classification of data

Classifying the achievement of language acquisition by children according to 3 achievement standards, namely accepting language, expressing language, and achieving literacy based on the regulation of Menteri Pendidikan dan Kebudayaan Nasional Number 58, 2014.

2. Data display

Presenting data in a table based on language mastery achievement standards. In analyzing the data collected, the researchers used quantitative data analysis. The analysis is aimed to find the significant difference in language acquisition standards in children. Interpreting the findings in a qualitative method in order to describe the average of the achievement and it is also supported by the theories.

3. Drawing Conclusion

Draw conclusions from the results of the analysis.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The results obtained in this study have been able to answer the problems or phenomena that have been described previously in the introduction. There are two things that are broadly obtained, namely mastery of skills in using language both listening, writing, speaking, and reading using digital literacy through fairy tales on the YouTube application. The second is developing a model of language skills using digital literacy through fairy tales on the YouTube application. The activity started with school-age children in Pondok Benowo Indah RT 03 RW 08 watching fairy tales on the YouTube application with a selection of fairy tales that had been determined accompanied by their parents. Children can choose a fairy tale, 1) The clever story of the Mouse Deer and the Crocodile, 2) The arrogant Rabbit and the Tortoise, 3) The Ant and the Grasshopper, 4) The story of the Goat and the Wolf. After watching a selection of stories on the YouTube app, parents try to convey the stories in a language that is easy for their children to understand. The children recounted the stories they had watched and heard. From the results of this activity, the achievement of mastery of language skills is obtained in table 1.

Table 1
Language Mastery Achievement

No	Respondent	Receive Language	Language Disclosure	Literacy achievement
1	KMA	80	75	80
2	BAS	75	80	80
3	ZK	85	80	85
4	MAF	90	85	90
5	MA	85	85	85
6	WP	75	80	80
7	TW	90	85	85
8	NAG	80	85	80
9	FAN	95	85	80
10	ADP	90	90	95
11	NSA	80	85	80
12	DAP	90	95	90
13	NKP	75	80	85
14	SD	85	90	90

From the results of table 1, the average of receiving language (hearing and understanding the story being played) is 83.93, while the average language expression (telling and communicating with good and correct vocabulary mastery) is 84, 29. And The average literacy achievement (reading and rewriting the story's moral message) is 84.64.

Discussions

From the average value obtained, both acceptance of language, language disclosure, and literacy achievement using the YouTube application has a significant value on children's digital literacy. When compared with the average acceptance of language and language disclosure, the average literacy achievement is the highest among the three. Children can be easily understood subjects that are seen and listened virtually. Language practicing through YouTube is interesting to do with the children. It means that language skills in children require a fun learning method that can be accepted and understood by children. Digital applications especially YouTube can be an alternative method in language learning. Children feel comfortable and enjoyable. Here the role of parents, especially mothers, is very important in guiding and assisting their children in language learning. Besides parents, especially mothers, they can become models of skills in mastering the language in children. However, here parents should not leave the decision to use gadgets and digital media entirely to their children. Parents must have an understanding of the dimensions of digital literacy and be able to develop learning materials and methods, especially language skills in children.

There is clear evidence that the use of mobile digital devices is deeply embedded within the many informal familial contexts that a child inhabits and that their use of these devices is influenced by the practices of the other individuals who co-inhabit those spaces. These include parents, siblings, classmates, and friends and their influence may be exerted in a number of ways, some of which may be deliberate, however, some are not. Parents often underestimate the powerful influence their use of technology has on their child (Plowman et al., 2012). This form of social learning has clear practical implications for the use of technology in the presence of children, as it indicates that they may potentially model their own technology-related behaviors upon those around them.

Although children are generally positive about smartphones, as they are about the internet in general, they also recognize the strengths and limitations of different types of technology. A major disadvantage of a smartphone is screen size and the absence of a

keyboard, so they tend to select the best device for the task (Haddon and Vincent, 2015). Children were of the opinion that smartphones had increased peer communication and recognized how the pressure to respond quickly influences the nature of the response. Children, like their parents, were more concerned about the risks associated with the internet rather than the smartphone itself. Although the potential for smartphones to increase the risk of cyberbullying was acknowledged by children, most concerns was expressed over identity theft as this can happen relatively easily if someone takes/uses your smartphone pretending to be you (Haddon and Vincent, 2015).

It is also essential to understand parents' perceptions of smartphones as this will aid in the understanding of why certain parental mediation strategies are being used and promote the development and use of the most appropriate and effective strategies to meet their needs. A major concern for parents is the financial cost of smartphones and this leads parents to impose restrictions on use and limits on Apps provided, especially those which include within-app purchases. Interestingly, children too are conscious of usage costs and often set limits on their own use (Haddon and Vincent, 2015). Parents also expressed concern that smartphones would increase "screen time" more generally, thereby limiting the range of other experiences, especially social experiences, which parents are keen to promote. Concern about the potential detrimental impact of online socializing on offline social behavior was a major motivation for limiting "screen time." Parents tend to be more concerned with online risks generally and do not view smartphones as a specific risk in their own right. It is the internet access and time spent online that smartphones offer, rather than the device itself, that causes parents' most concern (Haddon and Vincent, 2015).

The relationship between parent and child is deeply situated and subject to myriad influences. Indeed, from a psychological perspective, it can be characterized as essentially a socio-cognitive relationship. Such a relationship is comprised of social elements and psychological elements – each different and each playing an influential role. Framing parent-child technology-related relationships and behaviors in this way means that it can be consequently drawn upon well-established psychological knowledge and mechanisms to describe and explain children's emergent behaviors in new digital home contexts. To date the majority of the existing research concerning children's smart use tends to be a-theoretical in nature; hence the adoption of a more defined theoretical framework that could help identify and define future research would be beneficial to progress the field. The need for such a framework becomes all the more apparent when it considers the rapidly evolving nature of the home technology environment.

To be able to improve the literacy of digital media in children, the role of adults closest to the child is very important, namely parents and teachers. This is due to parents and teachers are role models as well as shaping children's behavior through the responses given to child behavior (Ediati et al., 2018) in YouTube social media is also available video comments that are psychology can affect psychology children and youth who can have the tendency of children and adolescents to get used to with contempt for others, cause jealousy to others, and it can lead to depression, get carried away mood towards negative comments, and get used to speaking the language impolite (Pratiwi & Pritanova, 2017). This is the basis of the need for good digital literacy and obtaining parental guidance.

Exemplary, child involvement direct and encouragement from adults around the child will help grow interested in literacy activities. The following are some things that can do parents in an effort to instill early literacy in the family (Inten, 2017). Through the example in the family, involvement of children in literacy activities and support from all family members will make children love cultural literacy. How to build the character of students as learners of elementary school to high school and upper secondary through digital literacy (Digital-age Literacy) in learning to face 21st century education (Khasanah & Herina, 2019). The Children

are able to be independent because independent children are children who are able to complete various tasks without the help of others. (Utami et al., 2019).

Parents should understand that the facilities in the device and media digital is a technology like a knife double-edged. In the sense that if the media is used incorrectly, then it can harm the user. More sophisticated digital devices and media are used, the sharper the knife. Therefore, parents must show responsibility extra responsibility in guiding and guide children in using digital media and devices.

CONCLUSION

The development of language skills models can be done using digital media through fairy tales on the YouTube application. Stories are motivating for young learners, and stories can create a happy and enjoyable learning environment. Stories are the most ideal sources for young learners in effective language learning. Children like stories, and they find stories easy to access and understand. Stories provide an outstanding opportunity for young learners to master the foreign language. Besides, the moral values contained in stories can be ruled by children in a way that is fun and easy for them to understand. Parents, especially mothers, can be good models for children to use language skills. An emotional bond between parents and their children can be created through creative and fun language learning. Advice for parents and family to always accompany the children in using the facilities, and direct the children to do good literacy. So further research in the future is expected to contribute to the phenomenon of early childhood in using media social activities, including optimizing the role and motivation of parents in improving children's digital literacy.

ACKNOWLEDGEMENT

The researchers would like to thank 1) the Chairperson of RT 03 RW 08 Pondok Benowo Indah, 2) Residents of RT 03 RW 08, 3) Universitas Wijaya Putra and LPPM who have provided material and financial assistance to carry out this beginner research program.

REFERENCES

- Ayuni, Q. (2015). Literasi Digital Remaja di Kota Surabaya (Studi Deskriptif Tentang Tingkat Kompetensi Literasi Digital pada Remaja SMP, SMA dan Mahasiswa di Kota Surabaya). *Journal Universitas Airlangga*, 4(2), p. 224-239.
- Bawono, Y. (2017). Kemampuan berbahasa pada anak prasekolah : Sebuah kajian Pustaka. *Prosiding Temu Ilmiah X Ikatan Psikologi Perkembangan Indonesia. Peran Psikologi Perkembangan dalam Penumbuhan Humanitas pada Era Digital*, p.116-125.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge: Cambridge Language Teaching Library.
- Ediati, A., Rahmandani, A., Kahija, Y., La, S., & Kaloeti, D. (2018). Program Peningkatan Literasi Media Digital Terintegrasi Pada Siswa Melalui Psikoedukasi Orangtua Dan Guru Di SD Negeri Tembalang Semarang. *Seminar Nasional Kolaborasi Pengabdian Pada Masyarakat*, 1, 424-428.
- Ellis, G., & Brewster, J. (2002). *Tell it Again!* Penguin, ISBN: 0-582-44777-1.
- Ferguson, P., & Young, T. (1996). Literature talk: Dialogue Improvisation and Patterned Conversations with Second Language Learners. *Language arts*, 73(8), 597-600.
- Fox, C. (1993). *At The Very Edge of the Forest: The Influence of Literature on Storytelling by Children*. London: Cassell.
- Haddon, L., & Vincent, J. (2015). *UK Children's Experience of Smartphones and Tablets: Perspectives from Children, Parents and Teachers*, LSE. London: Net Children Go Mobile.
- Halliwell, S. (1993). *Teaching English in the primary classroom*. London: Longman.

- Hermiyanto, I. (2015). *Literasi Digital*. Retrieved on 1st July, 2021 from http://www.kompasiana.com/iinhermiyanto/literasi-digital_55280e9df17e61ba098b45bc.
- Hsieh, L. (2006). The application of TPR storytelling to children's English instruction. *Paper presented at the 23rd international conference on English teaching and learning in the Republic of China*, Wenzao Ursuline College of languages.
- Inten, D. (2017). Peran Keluarga dalam Menanamkan Literasi Dini pada Anak Role of the Family Toward Early Literacy of the Children. *Golden Age: Jurnal Pendidikan Anak Usia Dini*, 1(1), 23–32. <https://doi.org/10.29313/ga.v1i1.2689>.
- Khasanah, U., & Herina. (2019). Membangun Karakter Siswa Melalui Literasi Digital Dalam Menghadapi Pendidikan Abad 21 (Revolusi Industri 4.0). *Prosiding seminar nasional pendidikan program pascasarjana universitas PGRI palembang*, 2, 999–1015.
- Khomsiyatun, U. (2019). Pola Pengembangan Literasi Bahasa Pada anak studi Kasus Di PAUD Wadas Kelir. *Jurnal Metabasa*, 1(2), p.29- 34.
- Landsberg, M. (1987). *Reading for the love of it: Best books for young readers*. New York: Prentice Hall.
- Marty, P., et al. (2013). Scientific Inquiry, Digital Literacy, and Mobile Computing in Informal learning Environments. *Learning, Media and Technology*, 38(4), p. 407-428.
- Mustofa, M., & Budiwati, B. (2019). Proses Literasi Digital Terhadap Anak: Tantangan Pendidikan Di Zaman Now. *Pustakaloka: Jurnal Kajian Informasi Dan Perpustakaan*, 11(1), 114. <https://doi.org/10.21154/pustakaloka.v11i1.1619>.
- Nurchahyo, M., & Afryaningsih, Y. (2018). Penerapan Literasi Digital berbasis Kearifan Lokal Dalam Pembelajaran Bahasa Indonesia. *Kongres Bahasa Indonesia*, p. 1-12.
- Permendikbud. (2014). *Standar Nasional Pendidikan Anak Usia Dini*. Jakarta: Permendikbud.
- Plowman, L., Stevenson, O., Stephen, C., & McPake, J. (2012). Preschool children's learning with technology at home. *Comput. Educ.* 59, 30–37. doi: 10.1016/j.compedu.2011.11.014.
- Pratiwi, N., & Pritanova, N. (2017). Pengaruh Literasi Digital Terhadap Psikologis Anak Dan Remaja. *Semantik*, 6(1), 11. <https://doi.org/10.22460/semantik.v6i1.p11.250>.
- Utami, T., Nasirun, M., & Ardina, M. (2019). Studi Deskriptif Kemandirian Anak Kelompok B di PAUD Segugus Lavender. *Jurnal Ilmiah Potensia*, 4(2), 151–160.
- Winch, G., Johnston, R., March P., Ljungdahl, L., & Holliday, M. (2004). *Literacy Reading, writing, and children's literature*. Melbourne: Oxford University Press.
- Zahro, I., Atika, A., & Westhisi, S. (2019). Strategi Pembelajaran Literasi Sains Untuk Anak Usia Dini. *Jurnal Ilmiah Potensia*, 4(2), 121–130.

Model Development of Children's Language Skills Based on Digital Literacy

ORIGINALITY REPORT

15%

SIMILARITY INDEX

15%

INTERNET SOURCES

10%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1

docplayer.net

Internet Source

8%

2

e-journal.undikma.ac.id

Internet Source

5%

3

spektrum.stikosa-aws.ac.id

Internet Source

2%

Exclude quotes On

Exclude matches < 2%

Exclude bibliography On