



## SOCIALIZATION ON THE USE OF SOCIAL MEDIA AS AN EDUCATIONAL TOOL FOR PARENTS IN SUPPORTING CHILDREN'S EDUCATION AT HOME AFTER LEARNING AT PAUD SRIKANDI

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SUBMISSION TRACK	A B S T R A C T
Submitted : 16 Agustus 2024 Accepted : 19 Agustus 2024 Published : 26 Agustus 2024	<p>Given the rapid development of gadgets in the digital era, they have become a double-edged sword, offering both positive and negative impacts. Children, as frequent users, often use gadgets mainly for playing games and searching for information on the internet, without understanding the risks, including exposure to harmful content like pornography. This community service program aims to educate parents at PAUD Srikandi on how to guide their children in using the internet wisely, helping them become more aware of negative content. Effective communication with children before giving them gadgets involves three key points: (1) Discuss the needs: Talk about why the child wants a gadget and access to the internet, and whether it's necessary. (2) Discuss responsibilities: Ensure children understand that parents have the right to monitor how the gadget is used and check its content. Set clear consequences if the gadget or internet is misused. (3) Discuss the risks: Encourage children to talk to their parents about anything that makes them uncomfortable while using the gadget or internet.</p>
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### Introduction

In the digital age, social media has become an integral part of daily life, influencing various aspects of society, including education. The rapid proliferation of digital technologies has fundamentally altered the way information is disseminated, consumed, and utilized, making it an indispensable tool for modern-day learning. For parents, social media offers an unprecedented opportunity to access information and resources that can enhance their children's education, particularly in the context of home learning (Livingstone, 2018). This represents a significant shift in the traditional dynamics of education, where learning was primarily confined to the classroom and educational materials were limited to textbooks and teacher-led instruction.

The importance of early childhood education cannot be overstated, as it plays a crucial role in shaping a child's cognitive, emotional, and social development. Research consistently shows that the early years are a critical period for brain development, with long-term implications for a child's future learning and success (Shonkoff & Phillips, 2000). During this formative period, the foundation for lifelong learning, behavior, and health is established, making it essential for parents to be actively involved in their child's learning process even after formal schooling ends (Epstein, 2011).

Given the increasing reliance on digital technologies, the role of parents in supporting their children's education has evolved. While schools and teachers continue to play a central role in formal education, parents are now expected to supplement this learning at home, particularly through the use of digital tools and platforms. This dual responsibility underscores the need for parents to be well-informed and resourceful in navigating the digital landscape to support their children effectively.



PAUD Srikandi, like many early childhood education institutions, emphasizes the importance of parental involvement in reinforcing the lessons learned in the classroom. Early childhood education centers, such as PAUD Srikandi, play a pivotal role in ensuring that the foundation laid in the classroom is strengthened and built upon at home. This home-school partnership is crucial for maximizing the impact of early education. However, many parents may find it challenging to continue this education at home, especially in the absence of adequate resources or guidance (Desforges & Abouchaar, 2003). This challenge is exacerbated by the digital divide, where not all parents have equal access to technology or the skills to use it effectively.

Social media, with its vast array of educational content, interactive platforms, and communities of like-minded individuals, presents a valuable tool for parents to support their children's education (Greenhow & Lewin, 2016). Platforms such as YouTube, Facebook, Instagram, and educational apps provide parents with access to a wealth of resources, from instructional videos to interactive learning activities and forums for exchanging ideas with other parents. These platforms also offer the flexibility to tailor content to the specific needs and interests of their children, making learning more personalized and engaging.

This article explores the potential of social media as an educational tool for parents, focusing on its role in supporting the home education of children following their formal learning at PAUD Srikandi. Through the socialization of effective social media usage, this study aims to empower parents to become more proactive and resourceful in their children's educational journey, ensuring continuity and reinforcement of learning outside the classroom. The study also seeks to address the challenges and limitations associated with the use of social media in education, offering practical recommendations for parents and educators alike.

## Background & Theoretical Framework

The integration of digital tools in education is underpinned by several educational theories that emphasize the importance of active learning, social interaction, and parental involvement. Vygotsky's Social Development Theory, for instance, posits that social interaction plays a fundamental role in the development of cognition (Vygotsky, 1978). According to Vygotsky, children learn best when they engage in social activities, particularly those that involve more knowledgeable others, such as parents or teachers. Social media, as a platform for interaction and collaboration, aligns well with Vygotsky's theory, providing opportunities for children to learn through guided participation and scaffolding.

Furthermore, the Constructivist Theory, championed by Jean Piaget, emphasizes the active role of learners in constructing knowledge through experience and reflection (Piaget, 1973). This theory supports the use of digital tools in education, as they allow children to explore, experiment, and engage with content in a manner that is interactive and learner-centered. When parents facilitate this process by selecting appropriate digital resources and guiding their children's online activities, they help create a conducive learning environment that fosters curiosity and critical thinking.

Parental involvement in education is also supported by Epstein's Framework of Six Types of Involvement, which outlines various ways parents can support their children's learning (Epstein, 2011). This framework includes parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Social media can play a role in each of these areas, providing parents with tools to

communicate with teachers, access educational resources, and engage with other parents and community members.

In Indonesia, the use of social media for educational purposes is growing, reflecting broader trends in digital literacy and access to technology. The Indonesian government has recognized the potential of digital tools in education and has initiated various programs to promote digital literacy among students and parents (Kementerian Pendidikan dan Kebudayaan, 2017). However, challenges remain, particularly in rural areas where access to technology and internet connectivity may be limited. This digital divide poses a significant barrier to the effective use of social media in education, highlighting the need for targeted interventions and support.

### **Research Method**

The socialization program at PAUD Srikandi was conducted using several media tools to effectively engage participants and convey the educational content. The program aimed to provide parents with practical knowledge and skills on how to utilize gadgets and social media effectively for their children's education. The methodology adopted for this socialization program was carefully designed to ensure that the content was accessible, engaging, and applicable to the participants' daily lives.

Central to the presentation were an Infocus projector and a pointer, which allowed for clear and dynamic visual displays of the material. The use of visual aids was crucial in making the content more understandable and engaging for the participants. Visual aids help to simplify complex information and make it more relatable, especially for audiences who may not be familiar with digital technologies.

The facilitator used a laptop to manage the presentation, which was created using PowerPoint slides designed to guide the discussion on how to utilize gadgets and social media effectively for children's education. The PowerPoint presentation was structured to cover several key topics, including the benefits of digital tools in education, strategies for selecting appropriate content, and tips for monitoring and guiding children's online activities. Each slide was carefully crafted to provide clear, concise information, supported by images, charts, and examples to enhance understanding.

To further enrich the session, the Kahoot application was integrated into the program, providing an interactive platform for quizzes that encouraged active participation and reinforced learning in a fun, competitive manner. Kahoot is an educational platform that allows users to create and participate in quizzes in real time. It is widely used in educational settings to make learning more interactive and engaging. In this socialization program, Kahoot was used to test the participants' understanding of the material presented, while also adding an element of fun to the learning process.

Additionally, videos played a key role in the session, particularly at the outset, where a carefully selected video was shown to illustrate the rapid digitalization of children's lives today. The use of video content helped to contextualize the discussion and provide real-life examples of how digital tools are impacting children's education and development. Videos are a powerful medium for conveying information, as they combine visual and auditory elements to create a more immersive learning experience.

This multimedia approach ensured that the content was not only informative but also engaging, catering to different learning styles and keeping the audience's attention throughout the session. The use of multiple media tools also reflects the diverse nature of the digital landscape, where information is presented in various formats and platforms. By exposing parents to these different formats, the program aimed to enhance their digital literacy and equip them with the skills needed to navigate the digital world effectively.

## Procedure

The socialization session was structured in a way that maximized participant engagement and facilitated a comprehensive understanding of the material. The session began with a video presentation that vividly illustrated the pervasive influence of digital technology in children's lives, setting the tone for the discussion. The video served as a powerful introduction to the topic, highlighting the ubiquity of digital devices in children's daily lives and the implications for their education and development.

Following the video, the facilitator delivered a comprehensive presentation using PowerPoint, focusing on the effective use of gadgets and social media in children's education. The presentation was divided into several sections, each addressing a specific aspect of digital education. These sections included:

1. **Introduction to Digital Literacy:** This section provided an overview of what digital literacy entails and why it is important for both parents and children. It covered the basics of using digital devices, navigating the internet, and understanding online safety.
2. **Educational Applications and Resources:** In this section, the facilitator introduced various educational applications and online resources that parents can use to support their children's learning at home. Examples of apps and websites were provided, along with demonstrations of how to use them effectively.
3. **Parental Roles and Responsibilities:** This part of the presentation emphasized the crucial role parents play in guiding their children's use of digital tools. It covered strategies for monitoring online activities, setting screen time limits, and fostering a balanced approach to technology use.
4. **Social Media as an Educational Tool:** The facilitator discussed how social media platforms can be leveraged for educational purposes. This section included tips on finding and following educational accounts, joining parenting groups, and using social media to connect with other parents and educators.
5. **Practical Tips and Best Practices:** The presentation concluded with practical tips and best practices for integrating digital tools into everyday learning. This included advice on creating a conducive learning environment at home, encouraging active learning, and balancing screen time with other activities.

After the presentation, an interactive Q&A session was held, allowing participants to ask questions and engage in deeper discussions about the material. The Q&A session was an essential part of the socialization program, as it provided an opportunity for participants to clarify any doubts, share their experiences, and seek advice on specific challenges they faced. The facilitator encouraged open dialogue and ensured that all questions were addressed thoroughly.

To further enhance understanding and retention, the session concluded with a quiz using the Kahoot application, which not only tested the participants' knowledge but also encouraged active participation. The quiz included questions related to the material covered in the presentation, allowing participants to review and reinforce their learning. The competitive nature of Kahoot made the quiz enjoyable and engaging, while also serving as an effective assessment tool.

The high level of engagement from the parents, nearly all of whom attended, reflected their keen interest and the relevance of the topics discussed. The strong attendance and active participation were indicative of the parents' recognition of the importance of digital literacy in supporting their children's education. The success of the session can be attributed to the combination of well-structured content, interactive methods, and the use of multimedia tools that catered to different learning preferences.

## Result and Discussion

The socialization program at PAUD Srikandi was met with an overwhelmingly positive response, as evidenced by the nearly 100% attendance of the parents. This high level of participation indicates a strong interest in the topic and a recognition of the importance of digital literacy in today's educational landscape. Throughout the session, parents were actively engaged, particularly during the Q&A segment and the Kahoot quiz, which demonstrated their eagerness to learn and apply the knowledge shared.

The results from the Kahoot quiz highlighted that a majority of the participants had a good understanding of the material presented. Most parents correctly answered questions related to the responsible use of gadgets and the importance of monitoring children's online activities. This suggests that the methods used to convey the information—such as the interactive quiz and the use of multimedia—were effective in helping participants grasp the key concepts.

However, the discussions also revealed certain areas where parents needed further clarification, particularly regarding the practical application of monitoring tools and setting boundaries for gadget use. This indicates a need for continued education and support in these areas, perhaps through follow-up workshops or additional resources that parents can access after the program.

The session also sparked meaningful discussions about the role of parents in the digital age. Many parents expressed concerns about balancing the benefits of technology with its potential risks. The dialogue underscored the importance of parental involvement in digital education, not just as overseers but as active participants in their children's learning journey. This aligns with existing research that highlights the critical role of parents in shaping children's media habits and their understanding of digital content (Livingstone, 2018; Epstein, 2011).

Moreover, the enthusiastic participation and the questions raised during the session point to a growing awareness among parents of the need to be more proactive in guiding their children's use of digital tools. The discussions also reflected a shift in parents' perceptions of social media, not just as a source of entertainment but as a valuable educational resource when used appropriately.

In summary, the socialization program was successful in raising awareness and equipping parents with the knowledge needed to support their children's education in the digital era. The positive outcomes of this session suggest that similar initiatives could be beneficial in other educational settings. However, the need for ongoing support and resources is evident, as parents continue to navigate the challenges of raising digitally literate children. Future programs should build on this foundation, offering more in-depth training and tools to empower parents in their critical role as educators in the digital age.

## Reccomendations

Based on the findings and feedback from the socialization program at PAUD Srikandi, several recommendations can be made to further support parents in their efforts to integrate digital tools into their children's education:

- **Continued Education and Training:** Parents would benefit from ongoing education and training on the use of digital tools and platforms. This could be achieved through regular workshops, online tutorials, and access to resources that provide practical guidance on topics such as parental controls, safe internet use, and selecting age-appropriate content.



- **Development of Localized Resources:** Given the diverse socio-economic backgrounds of parents, there is a need for localized resources that are tailored to the specific needs and challenges faced by different communities. These resources should be accessible, culturally relevant, and available in multiple languages to ensure inclusivity.
- **Collaboration with Schools and Educators:** Schools should work closely with parents to provide consistent guidance and support in the use of digital tools for education. This could involve regular communication, sharing of best practices, and joint initiatives that encourage parental involvement in their children's learning.
- **Promotion of Digital Literacy Programs:** Digital literacy programs should be promoted at the community level, particularly in underserved areas where access to technology may be limited. These programs should aim to bridge the digital divide by providing access to technology, internet connectivity, and training for both parents and children.
- **Encouraging Safe and Balanced Technology Use:** Parents should be encouraged to establish clear guidelines for technology use at home, balancing screen time with other activities that promote physical, emotional, and social development. This could involve setting screen time limits, encouraging outdoor play, and promoting family activities that do not involve screens.
- **Creating Support Networks:** Parents can benefit from connecting with other parents who share similar concerns and experiences. Schools and community organizations can facilitate the creation of support networks, such as online forums or in-person meetings, where parents can share tips, ask questions, and provide mutual support.
- **Research and Evaluation:** There should be ongoing research and evaluation of digital literacy initiatives to assess their impact and effectiveness. This would involve collecting data on outcomes such as children's academic performance, digital skills, and overall well-being, as well as feedback from parents on the usefulness and applicability of the resources provided.

## Conclusion

The socialization program at PAUD Srikandi successfully empowered parents with the knowledge and tools necessary to support their children's education in the digital age. By integrating a variety of media and interactive methods, the program effectively engaged participants, resulting in a high level of understanding and enthusiasm among parents regarding the responsible use of gadgets and social media for educational purposes. The program not only highlighted the importance of parental involvement in early childhood education but also demonstrated the potential of digital tools to reinforce learning outside the classroom.

However, the need for ongoing support was evident, particularly in areas such as the practical application of monitoring tools and setting boundaries for gadget use. This suggests that while the initial socialization program was effective, continuous efforts are necessary to ensure parents are fully equipped to guide their children's digital education. Future initiatives should build on this foundation, offering more comprehensive resources and training to help parents navigate the complexities of raising digitally literate children.



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