



The Influence of Digital Literacy on The Social Behavior of Early Childhood

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Abstract

This study was conducted against the background of children's social behavior which is currently experiencing a decline. Unconsciously, we have now entered a disruptive era where everyone is starting to use the digital world in their daily lives. The predictor that is thought to be able to predict children's social behavior is digital literacy. Therefore, this study tests and analyzes the influence of digital literacy on the social behavior of early childhood. The purpose of this study was to determine the influence of digital literacy on the social behavior of early childhood using this quantitative research method. The researcher studied 20 samples of early childhood in the Pedukuhan Canden, Canden, Jetis, Bantul area. The technique used was a correlation design, then the collected data was analyzed using comparative analysis with the help of SPSS 2.3 For Windows. The conclusion in this study is based on the results of the study, namely the results obtained $0.005 < 0.05$, it can be said that the data has a relationship between digital literacy and the social behavior of early childhood. With a person value of $0.599 > r_{table} 0.444$, it can be concluded that digital literacy is positively related to the social behavior of early childhood with a sufficient degree of correlation, which means that there is an influence of digital literacy on the social behavior of early childhood in Pedukuhan Canden, Canden, Jetis, Bantul. The implication of the results of this study is the importance of developing digital literacy in early childhood as an effort to improve and enhance their social interactions. With better digital literacy, children are expected to be able to use technology wisely, which not only enriches their knowledge but also improves their social skills. Therefore, it is important for parents, educators, and related parties to provide appropriate learning regarding the use of technology that supports children's social development.

Keywords: Early Childhood, Digital Literacy, Social Behavior.

Introduction

Discussion topics related to early childhood have been widely reviewed by many researchers. Children are part of society who have a position as a candidate for the next generation for the previous successors (Cahyani & Suyadi, 2018). It is no longer foreign to us that early childhood has an important and fundamental early period that children have. One of the periods that characterizes the early period of early childhood is having a period called the golden age or golden period (Trianto, 2011). During that period, it is a critical period for early childhood where at that time it can influence the success of the child in the future. So that stimuli need to be given appropriately to achieve a perfect level of maturity (Wiwien, 2008).

Based on Law No. 20 of 2003, Chapter I, Article I, point 14, states that (*Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*, n.d.). "Early childhood education is an effort to foster children from birth to the age of six which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education". Morrison explains that preschool age (3-6 years) children are in the initiative stage against guilt. For Morrison there are several things that can support children's initiative, namely (a) give children the freedom to find out, (b) provide

projects and activities that make it easier for children to find and experiment (c) encourage and support efforts made by children to design, make something and participate (Stewart, 2012). Based on this, children aged 3-6 years are able to develop behavioral initiatives according to the developmental stages of finding and experimenting. Habits according to Pavlov are the basis of behavior, this is proven by his research in the early 1900s, the results of this research prove that habit patterns have a major influence on behavior. Habits in everyday life in the form of actions are a form of behavior (Santrock, 2007)

Ideally, social behavior in childhood is very important. Based on this, the importance of social behavior for children is because in social behavior children dare to express the feelings they feel. In social behavior, it basically begins with an example or model that will be seen by the child. For example, children see the behavior shown by parents, older siblings, caregivers, television shows, peers, or people who are around the child. Thus, the process of social behavior in children is greatly influenced by various things. Social behavior has a close relationship with children's behavior in society. Children must adapt based on the rules that exist in society. Children's social behavior is determined by what they get from their previous environment to the new environment. Environmental challenges in their scope can be something good or healthy and can help children develop a positive self-concept and support the socialization process to be optimal. However, optimal results do not occur quickly and spontaneously without the involvement of the family, school and environment. The success of all aspects of child development is highly dependent on the child's living environment (Hui & Chang, 2016). Therefore, good or bad behavior, positive or negative behavior depends on how the child socializes and in this case parents, educators, and adults play a role in providing good stimulation and appropriate for children to imitate.

This is supported by the meaning of social behavior itself, which is stated by several experts. According to Hurlock, social behavior is simply showing the ability to be a social person, the meaning of this statement refers to social behavior being used to describe general behavior shown by a person or individual in society which is basically a response to what is considered acceptable by the surrounding environment. This social behavior is also shown by feelings, actions, attitudes, beliefs, memories, or respect for others. According to Susanto, social behavior is an activity related to other people who have a need to socialize such as behaving, learning to play social roles, to developing social attitudes that are acceptable to others. Susanto Ahmad, *Guidance and Counseling in Kindergarten* (Ahmad, 2015). Skinner, who is the father of social behavior (behaviorism), stated that behavior that is followed by a pleasant stimulus will be more likely to happen again, but behavior that is followed by a punishment stimulus is less likely to happen again. Social behavior learned at an early age tends to be permanent, this will affect behavior in social situations at a later age. Social experiences in early childhood are a period of formation of a child's social or non-social behavior, where this period greatly determines the child's personality after the child becomes an adult, and behavior learned at an early age tends to persist.

Several factors can influence the formation of a person's behavior. These factors include a person's personality factors, environmental factors and cultural factors (Arifin B, 2015). (According to Mahmud in his description, the things that influence social behavior are ecological factors, design and architectural factors, temporal factors, technology, and psychosocial environment. In fact, the social behavior of early childhood makes children less cooperative (Kusuma & Sutapa, 2020). The phenomena that occur in children's social behavior reflect the behavior of the social environment around them. The characteristics of children who tend to imitate easily do not necessarily have a strong concept of morals (Ismaniar & Utoyo,

2020). The results of research conducted by Nur Hasanah et al. show that social behavior has changed greatly (Hasanah & Drupadi, 2020)). Prosocial development which is greatly influenced when socializing with peers must be replaced by the role of parents or other family members. The use of technology can be used as well as possible according to the information needs sought. However, continued use of technology can have adverse effects on children's behavior (Ramadhani et al., 2020). Research conducted by Jauharotur Rihlah strengthens the statement that the use of gadgets has a negative effect with an influence value of 25.3% on children's language and social development (Rihlah et al., 2021).

Based on observations that researchers have made, there are several factors that are problematic in the scope of the Candan hamlet. This has been observed by researchers in children aged 4-6 years in the Candan hamlet. All children that researchers observed did not show social behavior according to expectations, some children were unable to interact with their groups well or optimally. The social behavior shown by children tends to always want to win alone, do not want to share with others, often fight because of fighting over games and there are also children who are busy playing at home when their friends come to play. Especially in the technological factor in the sense that the technological revolution is often followed by a revolution in social behavior. In connection with this, researchers conducted a follow-up as a study of the problems that occurred in the environment. Early childhood in the current era is the alpha generation where they were born after the internet generation or generation Z. So it is very certain that this generation's dependence on technology is higher (Mutiani & Suyadi, 2020) Autumn Singer Califano firmly explains that the use of digital technology in its use can affect children's social skills in real life in the form of increasing children's adaptive abilities, problem solving through observations made on children, and children's ability to play roles that occur in children's lives (Singer-Califano, 2008). Science and technology have experienced rapid development. This development is marked by the advancement of the field of information technology at this time (Day & Qodariah, 2018). Digital technology can now be enjoyed and its benefits felt by many levels of society, but not all levels of society have the same ability in using and managing this technology. We cannot leave the digital era but must face it with the scientific abilities that we have. Technology is expected to make it easier for all human affairs to get the desired information. The technology that exists today also has various kinds and types and features that differ from day to day (Pebriana, 2017). One of the unique characteristics of the progress of technology today is the automation of recording in all fields, even social media. Everything that happens in this world shows real time because anything can be accessed anywhere, anytime, even at that time (Suyadi, 2011).

The industrial revolution 4.0 has entered Indonesia and has had a major influence on human life, where the development of knowledge and technology has provided many conveniences and innovations that can be obtained by humans (Ghufron, 2018). Continuous changes provide changes in the role and perspective of humans in living life as social beings (Pratama, 2019). The era of the industrial revolution 4.0 raises a question whether the entry of the industrial revolution 4.0 can cause a decline in morals and social that is increasingly rampant in the community environment. Uswatun Khasanah in UNESCO explained that as a global society, we are forced to be able to start a new style with technology that is digital and contemporary in today's era (Uswatun Khasanah & Herina, 2019). Shopping centers, restaurants, and airports as public spaces have often been found to be young children who are good at gadgets. Gadgets are used to take pictures or access games or watch cartoons on the internet. Children aged 5 years have known the internet, the data shows as much as 12%, and 4% for children aged 4 years and 1% for children aged 3 years (Candra et al., 2013).

In relation to early childhood, making digital literacy a supporting material in developing early childhood knowledge of information circulating in the community or children's play environment. Sukiman also explained that by instilling digital literacy from an early age, it can reduce concerns about children's lack of understanding of the media that is present in them (Sukiman, 2016). The development of digital literacy in the industrial era has brought many changes to human life. The digital era makes it very easy for anyone to access television or the internet, especially children. What children see and watch today does not yet have sufficient understanding of whether what they see can have a negative or positive impact on their surroundings. In the research of Arnot et al., an important component of the skills framework in the current industrial revolution era which includes collaboration, communication, critical thinking, and problem solving, utilizes the use of technology from an early age and the influence on children's cognitive learning and affective engagement with their everyday world (Kewalramani et al., 2020).

Digital literacy in general is the ability of humans to understand the progress of communication and information technology in distributing content or information in cognitive and technical forms (Hobbs & Coiro, 2019). In a simple sense, digital literacy refers to the ability of people who understand digital technology. This ability is later expected to provide understanding and critical awareness for the surrounding environment regarding today's digital (A'yuni, 2015). So that with the presence of good digital literacy in families, communities, schools, it can also lead to good behavior from digital literacy. Because currently, inevitably, teaching and learning activities must involve digital as a medium for children's learning. However, in this study, the researcher explains digital literacy from the perspective of early childhood. According to Kazakoff, digital literacy has six things that must be agreed upon by selected parties in the child's environment (Kazakoff, 2014). The researcher explains the six things as follows. First, understanding and using the interface. Second, non-linear navigation. Third, the digital domain as a form of critical thinking and problem-solving skills. Fourth, digital devices as a place to learn and play cooperatively. Sixth, improving communication in digital form. Of the six points summarized by Kazakoff, they need to be taught to early childhood in an educational environment or an environment outside of education.

The presentation put forward by Edi Santoso in the online media *Republika* reminded the importance of developing children's digital literacy skills (Ichsan Emerald Alamsyah, 2020). He also said that parental guidance for children when accessing the internet is very necessary. So that there is a time limit for when children should study outside and when children should study to increase knowledge in the world of the internet. Early childhood who are starting to be proficient in operating digital devices such as cellphones and other digital devices. A survey conducted by Common Sense Media in Philadelphia stated that children aged 4 years have their own mobile devices without parental supervision. In contrast to Wulandari's research, the optimal age for introducing gadgets is 2-3 years old, in accordance with this, of course, it has its own purpose to develop physical activity and social interaction. Because social skills are a provision for children to face various situations that occur around children.

Based on existing conditions and phenomena, this study focuses on examining the influence of the Independent variable in the form of digital literacy on the dependent variable in the form of social behavior of early childhood. The description of the literature that researchers have previously conducted regarding digital literacy is suspected of having a significant influence on the social behavior of early childhood. This study encourages researchers to study more deeply related to data and information through the research stage on digital literacy towards social behavior. The collection of empirical data on the research subjects above is

sourced from the researcher's observations during observations and the recognition of information described by several parents and children through interview techniques. Knowing the development and progress of learning in children is an absolute necessity (Suyadi, 2017).

This study aims to determine how digital literacy affects the social behavior of early childhood. The main objective of this study is to evaluate whether digital literacy can affect the way children interact with their social environment. The formulation of the problem proposed in this study is whether there is a significant relationship between digital literacy and the social behavior of early childhood and how much influence digital literacy has on their social development. This study has great urgency in the context of child development in the digital era. By understanding the relationship between digital literacy and social behavior, the results of this study are expected to provide insight for parents, educators, and policy makers in designing steps to improve children's social skills through the right digital literacy approach. In addition, this study can be the basis for the preparation of educational policies that are more relevant and responsive to technological developments and the social needs of early childhood.

Literature Review

Digital literacy is not something new based on the concept. Long before digital literacy, a similar concept that emerged had another name, namely computer literacy which describes the ability to use technology in the 1980s. Because it has a meaning that is not broad, a new concept of digital literacy appears which not only defines computer techniques but also includes knowledge and emotions when using digital media and devices to the internet (David, 2006). A life that has begun to become completely digital has indeed provided human life in various aspects that exist today. However, behind the convenience enjoyed by humans, the digital world is like a sharp double-edged knife that is interpreted as having positive and negative impacts.

The basic definition of literacy is from the oral and written language used in everyday life which includes writing, speaking, and listening. Meanwhile, according to the Big Indonesian Language Dictionary, literacy is defined as the individual's ability to process information and knowledge for future survival. Rocky View School in Alberta Education defines literacy as the ability and desire to acquire, form, and communicate meaning in various aspects of everyday life. (School, 2018) Digital literacy is an effort to know, to search, to understand, to analyze, and use digital technology (Setyaningsih et al., 2019).

Digital literacy based on the concept developed by Glister in the quote Adil defines digital literacy as the ability to understand and use information in various formats originating from various sources and presented in digital form through electronic media devices such as computers, gadgets. Munir in Adil Bunga also explained that digital literacy is defined as the ability to understand, analyze, assess and evaluate information obtained through the help of technology.

While the notion of social behavior is taken from two different words, namely behavior and social. The meaning of behavior is usually the same as attitude or in English, namely attitude. Some definitions of attitude put forward by experts are as follows: Ngalim Purwanto revealed that attitude in English is an attitude which has the meaning as a form or way of interacting that uses a certain way to the situation at hand (Ngalim, 1996). Furthermore, Gerungan in Andi Mappiare's quote also reveals that attitude is a willingness to act individually on something (Andi, 1982). Andi Mappiare explicitly distinguishes between attitudes and emotions. The relatively stable tendency that a person has in reacting to oneself, other people, objects, circumstances, or conditions is the meaning of the word attitude. The development of values or attitudes is influenced by the prevailing situation in the family environment (Eva,

2019) because all of the aspects of development determine the child's ability to be equipped in the life to come (Al Umairi et al., 2021). It is different with emotions that emotions are things that include feelings that change relatively quickly, such as feelings of pleasure, displeasure, hatred, affection, and so on. Then another view according to Cardno as quoted by Mar'at explains that attitudes are as follows: "Attitude entails an existing predisposition to social objects within the interaction with situational and other dispositional, guides and directs the overt behavioral of the individual" (Mar'at, 1981). Where in this sense it has the meaning that attitudes always follow the conditions that already exist for social objects which are connected with other situations and conditions and can guide and direct the behavior of the visible individual.

Based on the understanding described above, it is an understanding of attitude whose form cannot be seen directly, but must be adjusted to the interpretation first as behavior. In other words, attitude is a person's readiness to act and not the implementation of certain desires or motives. Sarlito Wirawan Sarwono defines social attitudes as "attitudes that exist in groups of people aimed at an object that is of concern to all these people" (Wirawan, 1982). Meanwhile, according to Abu Ahmadi, social attitudes are "individual awareness that determines real actions, repeatedly against social objects" (Ahmadi Abu, 1999). From the above opinion, it can be concluded that social behavior is an individual action that is the result of the relationship between individuals and their environment which is a response to their social environment. In this case, social behavior includes responsibility, respect for others, help, and social participation.

Methods

This type of research in this study uses quantitative research methods. This quantitative study begins with deductive assumptions to derive hypotheses, which are then tested in the field, resulting in empirical data that is used to draw conclusions or hypotheses (S, 1997) (Sugiyono, 2013). Meanwhile, according to Sugiyono, quantitative research aims to determine the causal relationship between two or more variables, test theories, and analyze data using statistics to test hypotheses (Sugiyono, 2016). Based on this description, the types of research that researchers use include testing the hypothesis of the influence of digital literacy on early childhood social behavior.

For success in this study, researchers need some amount of data and information obtained from the data source itself. The data source in this study came from respondents consisting of 20 early childhood children in Pedukuhan Camden, Camden, Jetis, Bantul. This study uses a quantitative approach with a correlation design to test the effect of digital literacy on the social behavior of early childhood children. The data collected came from observations and measurements of the digital literacy and social behavior of these children. The data collection process involved direct observation of children's social behavior in the context of their daily environment, as well as the use of instruments that measure children's digital literacy levels. Furthermore, the collected data were analyzed using comparative statistical methods with the help of SPSS 23.0 For Windows software. By using this analysis tool, researchers can identify the relationship between digital literacy and the social behavior of early childhood children at the research location.

The technique that researchers use is to use the instrument used in this study using a questionnaire or questionnaire. Which is a questionnaire or questionnaire is a written question or statement and is obtained to obtain information (Sugiyono, 2015). In distributing the questionnaire, the aim is to obtain information and provide information on the respondent's

problems in revealing a picture of digital literacy on the social behavior of early childhood. In the preparation of the previous instrument, a grid or blueprint was made to become a reference for measuring instruments in determining the validity scale. The instrument grid was developed based on operational definitions, some of which were adapted based on digital literacy and children's social behavior, then some were carried out through interviews and observations from respondents, which were then made into questions. Syaifudin Azwar explained that in the end, the blueprint will support the validity of the content of the scale (Syaifudin, 2012).

Digital Literacy Scale

The concept proposed by Rodriguez-de-Dios, Igartua, and Gonzales-Vazquez became the digital literacy scale in this study. The digital literacy scale of this study amounted to 19 items. Filling the scale is done by the respondent and the respondent adjusts his own condition by choosing four alternative answers namely Strongly Agree (SS), Agree (S), Disagree (KS), Disagree (TS). The answer score on the digital literacy scale ranges from 1 to 4. The higher the score obtained by the respondent, the higher the digital literacy ability the respondent has. On the other hand, the lower the score obtained, the lower the level of digital literacy. Previously, the instrument grid was carried out to reveal a picture of digital literacy and children's social behavior which is described in the table below:

Table 1. Blue Print Digital Literacy Scale

No.	Indicator	Total
1	<i>Technological or Instrumental Skili</i>	5
2	<i>Communication Skill</i>	5
3	<i>Information Skil</i>	3
4	<i>Critical Skill</i>	3
5	<i>Security Skill</i>	3
	Total	19

Social Behavior Scale

The concept put forward by Beaty is a scale of early childhood social behavior. This early childhood social behavior scale consists of 20 items. Filling in the scale is done by the respondent and the respondent adjusts his own condition by choosing four alternative answers, namely Strongly Agree (SS), Agree (S), Disagree (KS), Disagree (TS). The answer score on the social behavior scale of early childhood is between 1 to 4. The higher the score obtained by the respondent, the higher the social behavior of early childhood carried out by the respondent. On the other hand, the lower the score obtained, the lower the social behavior of early childhood carried out by the respondents. Previously, the instrument grid was carried out to reveal a picture of digital literacy and children's social behavior which is described in the table below:

Table 2. Blue Print Social Behavior Scale

No.	Indicator	Total
1	Empathy	5
2	Generous	5
3	Cooperation	5
4	love	5
	Total	20

Data analysis techniques are the most important part of a study to determine the results of data that have been analyzed and processed in a method. In data processing, of course, it is mutually sustainable with analysis in statistical data processing to answer a problem formulation in research. The data processing used in this study uses primary data and secondary data, where primary data comes from research that is processed by simple statistics and parametric statistics using a simple correlation test that is generated on the count using SPSS 23.0 For Windows for statistical data calculations. Meanwhile, in secondary data, the data is processed through descriptions to support the completeness of primary data.

Result/Findings

An overview of early childhood digital literacy in the Camden hamlet, researchers used a research instrument in the form of a questionnaire. After getting the results of the questionnaire that was distributed, then the raw data were processed using SPSS 23.0 For Windows. Based on the results of calculations on raw data that the researchers have processed, the results are obtained which the researchers then use to continue in the descriptive analysis process to get the results of an overview of early childhood digital literacy. The results of the analysis are contained in the following table:

Table 3. Digital Literacy Overview

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Digital Literacy	20	125	143	135,35	5,019
Valid N (listwise)	20				

Based on the results of the study, the digital literacy description of early childhood can be seen in the table above which shows that of the 20 respondents studied, the mean value was 135.35 and the standard deviation was 5.019. The minimum value obtained is 125 and the maximum is 143. After knowing the mean value to interpret the mean value that has been obtained, the researcher makes categorical intervals from the raw score into a standard scale of five.

Table 4. Categorization of Digital Literacy Picture

No	Interval	Category
1	141-144	Very high
2	137-140	Elevated
3	133-136	Enough
4	129-132	Low
5	125-128	Very low

Based on the table above, it can be seen that the average value for digital literacy is 135.5 in the Enough category. In knowing the description of early childhood social behavior in the Camden hamlet, the researchers used a research instrument in the form of a questionnaire. After getting the results of the questionnaire distributed, then the raw data were processed using SPSS 23.0 For Windows. Based on the results of calculations on raw data that the researchers have

processed, the results of the description of early childhood social behavior are obtained, which the researchers use to continue in the descriptive analysis process. The results of the analysis are contained in the following table:

Table 5. Overview of Social Behavior

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Social Behavior	20	140	158	149,40	5,413
Valid N (listwise)	20				

Based on the calculation results above, in the table above, it is known that the value of N or respondents is 20 respondents and the mean value is 149.40 and the standard deviation is 5.413. The minimum value generated is 140 and the maximum value is 158.

Table 6. Categorization of Descriptions of Social Behavior

No	Interval	Category
1	156-159	Very high
2	152-155	Elevated
3	148-151	Enough
4	144-147	Low
5	140-143	Very low

Based on the table above, it can be seen that the average value for social behavior is 135.5 in the **Enough** category.

Table 7. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Digital Literacy	Social behavior
N		20	20
Normal Parameters ^{a,b}	Mean	135,35	149,40
	Std. Deviation	5,019	5,413
Most Differences	Extreme Absolute	,180	,197
	Positive	,180	,131
	Negative	-,170	-,197
Test Statistic		,180	,197
Asymp. Sig. (2-tailed)		.088 ^c	.041 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the results of the study, it can be seen from the table above from the normality test using one-sample Kolmogorov-Smirnov using SPSS 23.0 For Windows, the 2-tailed

significance level value on digital literacy is 0.088 while the 2-tailed significance level on social behavior is 0.041 with the number N = 20.

Table 8. Correlation Test

		Correlations	
		Digital Literacy	Social behavior
Digital Literacy	Pearson Correlation	1	.599**
	Sig. (2-tailed)		,005
	N	20	20
Social behavior	Pearson Correlation	.599**	1
	Sig. (2-tailed)	,005	
	N	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the data that has been obtained, it can be seen the correlation or relationship to the influence of digital literacy on early childhood social behavior through the person correlation test with the number N = 20 with a significance level (2-tailed) of 0.005 so that it can be said that the data has a relationship between digital literacy and behavior. early childhood social problems because of the resulting data < 0.05. With a person value of 0.599, where 0.599 > rtable 0.444 so that it is at the level of the moderate correlation degree guideline between the influence of digital literacy on early childhood social behavior. So it can be concluded that digital literacy is positively related to early childhood social behavior with a moderate degree of correlation. As stated in the guidelines for the degree of correlation below:

Table 9. Correlation Degree Guidelines

0	: No Correlation Between Two Variables	
>0-0.25	: Very Weak Correlation	
>0.25-0.5	: Sufficient Correlation	
>0.5-0.75	: Strong Correlation	
>0.75-		0.99

Table 10. Model Summary
Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599 ^a	,359	,323	4,129

a. Predictors: (Constant), Perilaku Sosial

- 1 : Very Strong Correlation
- 1 : Perfect Correlation

Based on the SPSS output on the "Model Summary" coefficient of determination above, it is known that the R Square value is 0.359. Based on the squaring of the correlation coefficient R 0.599. This figure means that digital literacy variables and social behavior variables simultaneously influence because each of them is interconnected between digital literacy and early childhood social behavior.

Discussion

Research on the influence of digital literacy on early childhood social behavior shows results where digital literacy and early childhood social behavior are interconnected, both of which have an influence as the results of statistical calculations state that the data are in the category of moderate correlation. Based on the table above, answering the problem formulation regarding the influence of digital literacy and early childhood social behavior that both have a relationship between digital literacy and social behavior. The effect of digital literacy on early childhood social behavior as explained through statistical calculations using SPSS 23.0 For Windows of $0.599 > r_{table} 0.444$. Based on the results of the correlation calculation, the effect of digital literacy has a correlation level with the category enough for early childhood social behavior in Camden Hamlet RT05, Camden, Jetis, Bantul.

One of the most recent relevant studies is by Cankaya et al., (2023) which analyzed the impact of technology use on children's social development in the digital era. This study found that targeted use of technology, especially involving educational elements, can improve children's social skills by improving their interactions with peers. This finding is consistent with other studies showing that a wise digital literacy approach can help children develop better social skills, such as the ability to collaborate, share, and empathize. Similar research by Choo (2004) also found consistent results, namely that children who are taught to use digital media in a safe and constructive way are able to develop better communication skills. In this study, children who were involved in collaboration-based digital activities, such as educational games or online projects with friends, showed significant improvements in social skills. This suggests that digital literacy that emphasizes healthy social interactions can have a positive impact on the development of children's social behavior. In addition, research by Díaz-Burgos et al. (2023) highlights the importance of digital literacy in building children's social competence, especially in the use of social media and communication applications. Their findings show that children with good digital literacy are better able to interact healthily in the digital world, and maintain a balance between virtual and real-world social interactions. This emphasizes that digital literacy does not only include technical skills in using technology, but also how technology can be used to enhance positive social interactions.

The results of this study are in line with Fatimah (2020) research entitled digital literacy and its relationship to early childhood behavior in PAUD. The results show that there is a relationship between digital literacy variables and student behavior in PAUD. The study involved 80 respondents consisting of children aged 3 years. -5 years. The data presents $P = 0.021$ which the significance value is less than 0.05.

From the literature discussed above, we can see that there are similarities or relationships between research variables concerning digital literacy and social behavior. However, this research relationship has a focus on digital literacy on early childhood social behavior. Respondents in this study focused on children aged 4-6 years who were in the scope of the Camden Hamlet, Jetis, Bantul. The limitation of this study is the condition of children who are sometimes not at home or when their parents are invited to go out. Overall, recent studies

confirm that digital literacy plays a vital role in helping children develop better social skills. In this case, digital literacy is not just about the technical ability to use digital devices or applications, but also includes an understanding of how to interact in a positive way in the virtual world. This understanding ultimately contributes to children's social behavior in their daily lives.

Conclusion

Based on the results of the research and discussion that have been described in the previous chapter, it can be concluded that there is a positive relationship between digital literacy and the social behavior of early childhood. Children who have a good understanding of how to use digital technology tend to show better social behavior, such as being better able to interact with peers, share, and cooperate. This study also revealed that digital literacy can contribute to the development of children's social skills that are important for interacting in everyday life. Thus, digital literacy applied with the right approach can improve children's social behavior, especially in today's digital era. Furthermore, the researcher suggests that more variables that can influence the development of children's social behavior be taken into account, such as family environmental factors, peer influence, or the role of educators in facilitating digital literacy. Research with larger and more diverse samples is also needed to obtain more representative findings and broader generalizations. In addition, it is recommended that further research include the long-term effects of digital literacy on children's social development, by following a sample of children who have experienced digital literacy interventions for several years. Such research can also examine more deeply the types of digital media used by children, and how these media positively or negatively influence their social behavior.

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