

Digital Literation and Development Emotional Social Skills at Elementary School Students in The Social Era 5.0

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Abstract. The change in the educational paradigm in facing the social era 5.0 in academic units is to prepare superior human resources (teachers). The teacher acts as a learning material provider and an inspiration for the development of student creativity. Teachers must face two things in the social era: technology adaptation and competence, namely 21st-century life skills, namely having leadership skills, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship, teamwork, and problem-solving. Creativity, critical thinking, communication, and collaboration). Meanwhile, the competencies that students must-have in the 21st century consist of 6 basic literacy skills (numeracy literacy, scientific literacy, information literacy, financial literacy, cultural literacy and citizenship). In addition, students must also be able to think critically, reason, be creative, communicate, collaborate and have problem-solving skills. The six abilities are part of digital literacy that must be understood and understood to not deviate from existing cultural norms. Therefore, students' social-emotional abilities in facing the challenges of the 5.0 social -era need to be honed and developed so that they do not fall into negative things. At the social-emotional development stage, education is an essential dimension in children's development because elementary school-age brings many changes in children's social and emotional lives.

Keywords: digital literacy, social-emotional skills, elementary school student, social era 5.0

1 Introduction

Digital literacy is the knowledge and ability to use digital technology, communication tools, or networks in the process of finding, evaluating, using, and creating information, as well as utilizing it in a healthy, wise, intelligent, thorough, precise, and law-abiding manner [1]. The development of increasingly sophisticated digital technology makes anyone get various information quickly and easily through the internet network.

The development of digital literacy is high-speed, one of which impacts education, especially education in Indonesia. Education is not only done in traditional discussions between teachers and students in the classroom. However, at this time, the teaching and learning process was not focused on the teacher but instead used technology to find information as a learning resource. Students are given the freedom to practically increase their knowledge of search engines [2].

21st-century education or better known as the digital era, teachers face challenges in dealing with diverse students, very complex and challenging material, and demands for high-

level critical thinking skills. Therefore, teachers must be more creative and innovative in carrying out the learning process by adding insight through reading books and looking for more renewable reading sources. The role of teachers has also shifted from teacher-centred to student-centred. They should teach more about values, ethics and culture to shape and develop student personality with character.

Childhood is a crucial period in the development of human life because childhood is the earliest period in the life span that will determine development at later stages. At each stage of child development, it can be prepared for the next stage, one of which is through educational planning. In social, emotional development, education is a crucial dimension in child development.

The elementary school period brings many changes in the social and emotional lives of children. Changes in their relationships with themselves, relationships with peers, relationships with parents also occurred, and relationships with schools in a more academic sense [3].

2 Digital Literacy

Digital literacy is an interest in individual attitudes and abilities in using digital technology and communication tools to access, manage, analyze, and evaluate information, build new knowledge, communicate with others in order to participate effectively in society [4].

Eight essential elements for developing digital literacy, according to [5] are: (1) Cultural, namely understanding the various contexts of digital users; (2) Cognitive, namely the power of thought in assessing content; (3) Constructive, namely the creation of something expert and actual; (4) Communicative, namely understanding the performance of networks and communications in the digital world; (5) Responsible confidence; (6) Creative, doing new things in new ways; (7) Critical in addressing the content; and digital literacy as a life skill; and (8) Be socially responsible.

Digital Literacy or 21st-century skills, covered in learning and innovation skills, critical thinking in problem-solving, communication and collaboration skills. The five types of skills covered by the general term digital literacy include: 1). Photo - visual literacy is the ability to read and infer information from visuals; 2). Reproductive literacy is the ability to use digital technology to create new works of work; 3). Branching literacy is the ability to navigate the non-linear media of digital space successfully; 4). Information literacy is the ability to search, find, assess and critically evaluate information found on the web; 5). Socio-emotional literacy refers to the social and emotional aspects present online, whether it is possible through socializing, and collaborating or simply consuming content [6].

3 Emotional Social Skills

Development is an eternal and permanent process that leads to an organization at a higher level of integration, based on growth and compulsion in learning, and there is an organization or structure of higher behaviour. In the process of development, individual and environmental characteristics determine behaviour to become actual and manifest. [7].

According to [8], development is a behaviour change based on a person's psychological or spiritual condition. Everyone obtains this change through habituation and practice or study. *Learning* is the development that comes from practice and effort. Through learning, children gain the ability to use inherited resources in a way that children must get learning opportunities to develop.

According to [9] social-emotional development is a process that includes changes in individual relationships with other people, emotional changes and personality changes. In the development of the world of socio-emotional education, it occupies a critical position and the cognitive development of students. Because the socio-emotional development of students at elementary school is very influential in the school environment and the community environment. The socio-emotional development of elementary-age students is very influential on behaviour, control, adjustment and rules. When students can condition themselves with their environment, their social-emotional functions will be better. Social and family environmental factors influence the socio-emotional development of students.

Emotional development is closely related to children's social development. If the child can relate and have positive emotions with other people, they will find it easier to interact socially with other people. Therefore, emotional and social development is often referred to as socio-emotional development.

Social development is a process of attaining maturity in social relations and learning to conform to the norms that apply to traditional and moral groups. Social development in children of age is characterized by expanding relationships or interactions in learning activities in class and when playing outside of the classroom. Apart from family, children can also form new bonds with peers [10].

Socio-emotional development is the child's sensitivity to understand the feelings of others when interacting in daily life [11]. In this sense, the child is strived to provide sensitive attitudes to the environment. How to interact with children is given the understanding that everyone is different and has something in common. Therefore, equality is treated as a gift, and differences are treated as a blessing for diversity from the Creator. Thus, socio-emotional maturity will significantly affect the way children interact in responding to any problems they face

4 Emotional Social Characteristics of Elementary School Children

Elementary age students (6-12 years) have developmental tasks related to social, emotional skills. When a child enters elementary school, he will spend more time at school, namely with his teacher and friends. The following is a table of differences in emotional characteristics of children and adults.

Table 1. Emotional Characteristics of Children and Adults

Child's Emotions	Adult Emotions
1. was brief and ended suddenly	1 lasts longer and ends slower
2 looks more powerful or stronger	2 doesn't look great or strong
3 temporary or superficial	3 deeper and longer
4 happens more often	4 rarely happening
5 can be seen clearly from his behavior	5 difficult to know because he was better at hiding it

(Source: [12])

Important factors that affect the social and emotional learning of elementary school-age children, which are very useful in helping students learn to manage emotions better and increase empathy, include the following:

4.1 Pleasure

The characteristics of elementary school children are related to physical activity, namely that children like to play, move, work in groups, and enjoy direct practice [13]. In connection

with this concept, it can be described: Elementary school children like to play. Educators are required to understand children's development, provide physical activities with a play model. The learning material is made in games, especially for lower grade elementary school students (grades 1 to 3) who are still quite thick with the play zone. So that the design of the learning model has a fun play concept but still pays attention to the achievement of the teaching material.

4.2 Appreciation

Elementary school children are different from adults who like to sit for hours, but different children may sit quietly for a maximum of 30 minutes. Educators play a role in making learning that is constantly moving dynamically, and exciting games provide a stimulus to children's interest in moving high.

4.3 Motivation

Elementary school children like to practice directly. Elementary school children have the characteristics of being happy to do things in a practical, not theoretical, model. Based on the three previous concepts of pleasure (like playing, moving, in groups), elementary school children, of course, it is very effective in combination with direct practice. Educators provide direct learning experiences for children so that classical theoretical model learning is not needed or given during evaluation.

4.4 Perspective

Perspective is the basic assumptions that have contributed the most to the social psychology approach. The behavioural perspective states that our social behaviour is best explained by directly observable behaviour and the environment that causes our behaviour to change. The cognitive perspective explains our social behaviour by focusing on how we mentally organize (thoughts, feelings) and process information from the environment [14]. The teacher's role is as a role model in acting and speaking so that students can imitate examples of the teacher's behavior.

4.5 A sense of friend's loyalty

Elementary school children enjoy group activities. Elementary school children generally group with peers or their age. The concept of classroom learning can be made a group assignment model. Educators provide material through simple assignments to be completed together. The task is in the form of a combination of psychomotor elements (movement activities) that involve cognitive elements. For example, elementary school children are given the task of role-playing material through drama/dialogue games, so to express their characters, they will practice first and then practice according to their abilities.

4.6 Empathy

Empathy is the ability to understand emotionally what other people feel, see things from their perspective, and imagine yourself in their shoes. Empathy puts students in the shoes of others and feels what they should feel. The role of the teacher provides direct experience through social service activities in schools, social institutions and so on.

4.7 Share

Fostering concern for fellow friends regardless of social status, economy, race, religion and culture. This activity can be started with activities that can foster a positive attitude in students through giving, sharing, and loving each other.

5 Social Era 5.0

Society 5.0 It is a super-intelligent society where technologies such as Big data, the Internet of Things (IoT), artificial intelligence (AI), and robots are integrated into every industry and in all social segments.

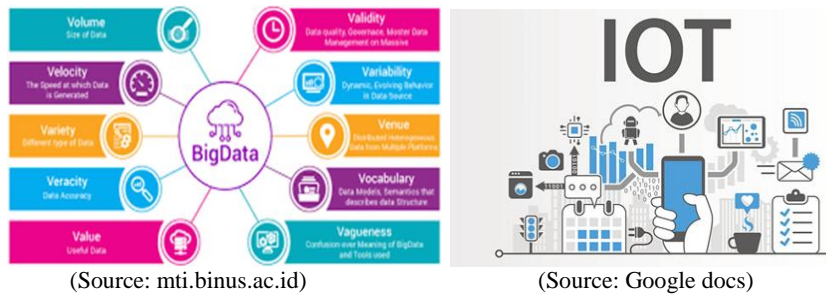


Figure 1. Social Era 5.0 Skills

Society 5.0 is A New Humanism that offers a new model for solving social problems to achieve Sustainable Development Goals (SDGs) (Aris, 2021). Therefore, the role of education in this era must be revolutionized and oriented towards renewable learning. According to Edy (2021), Society 5.0 was made as a solution to Revolution 4.0, which was feared to degrade humankind and character. In this era of Society 5.0, character values must be developed, empathy and tolerance must be fostered in line with the development of competencies that think critically, innovatively, and creatively. Society 5.0 aims to integrate virtual space and physical space into one so that everything becomes easy with artificial intelligence.

Artificial intelligence (AI) is based on the principle that human intelligence can be defined so that machines can easily mimic it and carry out tasks, from the simplest to the more complex. The goals of artificial intelligence include learning, reasoning, and perception. Therefore, learning in the 21st century or social-era 5.0 must equip students with specific skills consisting of 3 skills: basic literacy, competence, and character.

The development of competence and character of students through AI prioritizes how students need to understand: who they are as humans; why society, culture and tradition matter; how to get better in areas that machines cannot do; while learning how machines can increase our capacity as humans [15]. An illustration of the AI learning approach for students is attached in the following picture.

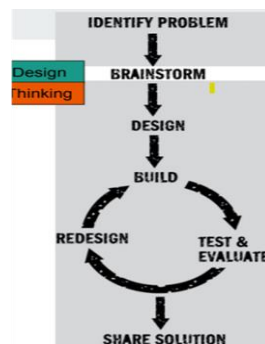


Figure 2. Illustration of AI Learning Approach (source: [15])

AI Learning Approach to Students

- a. High-Touch and High-Tech Learning
 - High Touch: project-based learning through teacher guidance
 - High-Tech: adaptive learning through technology
- b. Design Thinking
 - Divergen thinking
 - Visual thinking
- c. Context STEM/STEAM
 - Storytelling
- d. Student Activity
 - Nullius in verba: don't trust other people
 - Questions in the form of facts and theories
 - Different perspectives
 - Stories that can affect other people

6 The Role of Educators in The Social Era 5.0

Education 5.0 is a general term used by education theorists to describe the various ways to physically and indirectly integrate cyber technology into learning. To face the industrial revolution era 5.0, education is needed that can form a creative, innovative, and competitive generation. One of these can be achieved by optimizing the use of technology as an educational aid that is expected to produce output that can keep up with or change the times for the better. Education 5.0 responds to the needs of the 5.0 industrial revolution, where people and technology are aligned to create new opportunities creatively and innovatively. [16] explains “that the new vision of learning promotes learners to learn not only skills and knowledge that are needed but also to identify the source to learn these skills and knowledge.”

Industrial Revolution 5.0, which is full of super-fast technology, will bring significant changes, one of which is the education system in Indonesia. Changes in the education system will undoubtedly impact curriculum reconstruction, the role of teachers as educators and the development of ICT-based educational technology. This is a new challenge to revitalize education to produce intelligent, creative and innovative people who can compete globally.

Fisk (2017), as quoted by Aziz Hussin, there are nine trends or trends related to education 5.0, namely as follows: First, learning at a different time and place. Students will have more opportunities to study at different time and place. E-learning facilitates opportunities for distance and independent learning. Second, individual learning. Students will learn with learning tools that are adaptive to their abilities. This suggests that students at higher levels are challenged with more challenging assignments and questions after passing certain competency degrees. Students who have difficulty with the subject will have the opportunity to practice more until they reach the required level; Third, students have choices in determining how they learn; Four, project-based learning. Current students must be able to adapt to project-based learning, as well as in terms of work; Five, field experience. Technological advances enable learning of specific domains to be effective, thus providing more room for acquiring skills that engage student knowledge and face-to-face interactions; Six, data interpretation. The development of computer technology eventually took over the tasks of manual analysis (mathematics), and immediately handled every statistical analysis, described and analyzed data and predicted future trends; Seven, multiple assessments. Assessments must change, students' factual knowledge can be assessed during the learning process, and application of knowledge can be tested while students work on their projects in the field; Eight, student involvement. Student involvement in

determining learning material or curriculum is essential; Finally, mentoring or guiding students is crucial to building student learning independence.

At the primary and secondary education levels, the Ministry of Education and Culture of the Republic of Indonesia has developed learning facilities through ICT through the Rumah Belajar portal, which teachers and students can easily access. Rumah Belajar makes it easier for students and teachers to get learning resources other than through books with various existing features. The existence of the Learning House is expected to be able to meet the need for learning that can be accessed anywhere, anytime, and with anyone.

The 21st century is the century of openness or globalization. Therefore, the learning content is expected to fulfil century skills, namely: 1) learning and innovation skills including mastery of diverse knowledge and skills, learning and innovation, critical thinking and problem-solving, communication and collaboration, and creativity and innovation, 2) literacy skills. Digital includes information literacy, media literacy, and ICT literacy, 3) career and life skills including flexibility and adaptability, initiative, social and cultural interactions, productivity and accountability, and leadership and responsibility.

As educators in society 5.0, teachers must have skills in the digital field and think creatively. According to Zulfikar Alimuddin, Director of Hafecs (Highly Functioning Education Consulting Services) assessed that in the era of society 5.0 (society 5.0), teachers are required to be more innovative and dynamic in teaching in class [17]. Educators in this 5.0 society century must become driving teachers who prioritize students over themselves, take the initiative to make changes to their students, take action without prompting them, continue to innovate and sided with students.

The concept of learning in schools in facing Society 5.0 needs to be developed by the teacher, including several components: first, HOTS ability in the learning process. HOTS (Higher, Order, Thinking, Skills) is the ability to solve complex problems, critical thinking and creativity; Second, the renewal of the futuristic learning orientation of learning, introducing learning that is not only about mastery of the material but also needs to connect related to the use for the betterment of society 5.0; Third, by selecting the suitable learning model. To provide space for students to find concepts of knowledge and creativity; Fourth, developing teacher competence. Competence in the cognitive, affective and psychomotor domains of teachers also needs to be improved in order to be able to adapt to industry 4.0 and society 5.0. equipped with scientific insights, attitude, and skills are characteristics in preparing society 5.0; Fifth, providing futuristic learning resources and infrastructure as needed in the form of IT-based intelligent buildings in the form of classrooms, libraries and laboratories supported by IoT and AI facilities that support learning resources and learning media for students [18].

The five competencies that teachers must prepare to enter the Industrial Revolution 5.0 era, namely, first, educational competence. Second, competence for technological commercialization. Third, competence in globalization. Fourth, competence in future strategies, and fifth, counsellor competence [19].

Meanwhile, [20] argues that a teacher must face four changes that will shape the classroom of the future: making education entirely technological

- a. The layout of the classroom will change immensely;
- b. Virtual and augmented reality will change the educational landscape;
- c. Flexible assignments will accommodate multiple learning styles; and
- d. MOOCs and other online learning options will impact secondary education.

Other skills that teachers need to have in the face of the Industrial 5.0 era include:

- a. Friendly with Technology The world is constantly changing and developing to a higher level, one of the changes is marked by advances in technology

- b. Cooperation (Collaboration) Maximum results will be difficult to achieve if done individually without collaboration or collaborating with other people
- c. Creative and Taking Risks Creativity is one of the skills needed in the Top 10 Skills 2020; creativity will produce a structure, approach or method to solve problems and answer needs.
- d. Have a Good Taste of Humor. A humorous teacher is usually the teacher most often remembered by students. Laughter and humour can be essential skills to help build relationships and relax in life.
- e. Teaching Whole (Holistically) In various learning and learning theories, we recognize individual and group learning (Arjunaita, 2020).

7 Conclusion

The industrial revolution era 5.0 has changed the way of thinking about education. The changes that were made were not only the way of teaching but also the change in the perspective of the concept of education itself. Therefore, the development of current and future curricula must complement students' abilities in pedagogic dimensions, life skills, the ability to live together (collaboration) and think critically and creatively. Develop soft skills and transversal skills, and invisible skills that are not related to specific occupations and academics. However, it is helpful in many work situations such as interpersonal skills, cohabitation, the ability to be global-minded citizens, and media and information literacy.

To ensure that the adjusted curriculum is implemented optimally, teachers' competencies are educational competence, competence for technological commercialization, competence in globalization, competence in future strategies, and counsellor competence. Teachers also need to have a technology-friendly attitude, be collaborative, be creative, take risks, have a good sense of humour, and teach holistically.

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