

Utilizing Social Media as a Collaborative Learning Platform in Early Childhood Education: Opportunities and Challenges

Wiwik Sulistyawati

Universitas PGRI Argopuro Jember/ Indonesia

E-mail: wiwiksulistyawati9@gmail.com

*Corresponding Author

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abstrak

This study explores the use of social media as a collaborative learning platform in early childhood education (ECE). In the digital era, social media has become increasingly pervasive; however, its potential in facilitating collaboration between educators and parents in the ECE context remains underexplored. This research aims to identify both the opportunities and challenges in implementing social media as a medium for collaborative learning within early childhood education institutions. Employing a qualitative approach, data were collected through participatory observation, in-depth interviews with 12 informants (comprising early childhood educators and parents), and content analysis of selected social media platforms such as WhatsApp, Facebook, and Instagram. Thematic analysis was used to identify key patterns and insights, and data triangulation was applied to ensure the validity and credibility of the findings. The results indicate that social media holds transformative potential to enhance communication, involvement, and co-learning among stakeholders in early childhood education. However, successful implementation requires a systemic strategy that addresses digital literacy, platform appropriateness, and capacity-building for both educators and parents.

Keywords: *Social Media, Collaborative Learning, Early Childhood Education, Digital Pedagogy, Educational Technology*



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Introduction

The advancement of digital technology has profoundly transformed the social and cultural fabric of global society, including the education sector. One of the most notable developments is the widespread use of social media across all age groups—from children and adolescents to adults and the elderly. According to a report by We Are Social and Hootsuite (Yudhana et al., 2023), more than 70% of Indonesia's population are active social media users, with significant growth observed among productive and professional demographics, including educators and parents. Social media platforms such as WhatsApp, Facebook, Instagram, and TikTok are increasingly being adopted not only for personal communication but also for sharing information, experiences, and educational content (Fahira et al., 2021).

Early Childhood Education (ECE), or PAUD in the Indonesian context, represents a critical developmental phase that lays the foundation for a child's cognitive, social, emotional, and moral growth (Surni et al., 2022). Meaningful, dynamic, and collaborative interactions between educators, parents, and children are

essential to promote holistic learning outcomes. Moreover, fostering curiosity, critical thinking, and social-emotional development at this stage is crucial in preparing children to meet the demands of 21st-century education (Kurniawati et al., 2023; Ningrum et al., 2021).

The digital transformation accelerated by the COVID-19 pandemic has further intensified the adoption of technology-based learning approaches, even at the ECE level. With restrictions on face-to-face learning, both educators and parents began to utilize digital platforms to maintain educational continuity (Long & Khoi, 2020). This shift has revealed the potential of social media as a flexible, accessible, and interactive medium that can facilitate collaborative learning experiences. A study by Suparmi et al. (2024) highlighted a significant increase in parental involvement in early childhood online learning during the pandemic, underscoring the emerging role of technology in building collaborative ecosystems for young learners.

Initially perceived primarily as tools for communication and entertainment, social media platforms have evolved into participatory digital spaces that support collaboration, co-creation, and community-based learning. Their instant, multimodal, and interactive features can be leveraged to enhance synergy among teachers, parents, and children in developing engaging and contextual learning processes (Malelak, 2022). Platforms such as Facebook Groups, WhatsApp Groups, and Instagram offer educators and parents a space to share best practices, disseminate learning materials, and coordinate educational activities.

Despite this promise, the integration of social media in early childhood education presents several challenges, including disparities in digital literacy among stakeholders, risks associated with child exposure to inappropriate content, data privacy concerns, and unequal access to devices and internet connectivity (Tafrihah et al., 2024). These structural and contextual limitations must be addressed to ensure safe, inclusive, and effective digital learning environments.

This study aims to explore the opportunities and challenges of using social media as a collaborative learning platform within the context of early childhood education in Indonesia. The novelty of this research lies in its integrative perspective that emphasizes the active and reciprocal roles of educators and parents in co-creating a collaborative learning environment via social media platforms. In contrast to previous studies that have largely focused on conventional e-learning or digital pedagogy in primary and secondary education, this research addresses a critical gap in the literature by specifically investigating the socio-collaborative dynamics enabled by social media in early childhood education settings.

Literature Review / Theoretical Framework

Collaborative learning is not a new concept in the world of education, but its application through digital platforms, especially social media, has presented a new dimension in the context of Early Childhood Education (PAUD). (Amriani & Halifah, 2024) The collaborative learning theory proposed by Vygotsky (1978) through social constructivism emphasizes that children's cognitive development occurs through social interaction with more knowledgeable individuals, where language plays a major mediating role. The concept of the Zone of Proximal Development (ZPD) introduced by Vygotsky explains the range between what children can do independently and what can be achieved with adult guidance or collaboration with more capable peers. (Sopiah & Fitria, 2019). In a digital context, social media can serve as a new mediation tool that facilitates social interactions and collaborations that transcend the physical boundaries of the traditional classroom. (Nurbayanni et al., 2023)

The development of digital technology has given birth to a generation of "Digital Natives" who have unique characteristics in interacting with the digital world.. (Omambia, 2024) defines Digital Natives as a generation that grew up in the digital era and has a natural ability to adopt new technologies. Today's young children are part of Generation Alpha (born after 2010) who have been exposed to digital technology since birth. Recent research by (Zhao et al., 2022) shows that children aged 3-6 years have an extraordinary ability to adapt to digital interfaces and can quickly learn to navigate social media platforms designed specifically for them. These characteristics open up opportunities to integrate social media-based collaborative learning that is appropriate to their cognitive and social-emotional development.

Social media, as interactive platforms that allow the creation and exchange of user-generated content, have transformed into potential tools for collaborative learning. (Putri & Chairiyah, 2021) highlights how social media platforms adapted for educational contexts enable children to participate in virtual learning communities that support collaboration and co-construction of knowledge. Educational social media such as Edmodo Kids, ClassDojo, and Seesaw provide a safe environment for children to collaborate on shared projects, share ideas, and provide feedback to each other, all under the supervision of educators and parents..

The implementation of social media as a collaborative learning platform in PAUD has several significant advantages. A study conducted by (Amriani & Halifah, 2024) found that children involved in social media-based collaborative learning showed improved communication skills, digital literacy, and problem-solving abilities compared to a control group. Digital collaborative platforms also allow for documentation of the learning process that can be accessed by parents, creating a stronger bridge of communication between school and home. According to (Cataldo et al., 2021), Parental engagement facilitated by educational social media platforms improves the quality of parent-child interactions and strengthens support for learning at home..

However, the use of social media in the context of PAUD also presents a number of challenges that need to be addressed. The main concerns identified by (Suharyat et al., 2023) covering issues of children's data privacy, the risk of exposure to inappropriate content, and the potential for negative impacts on social-emotional development if technology use is not balanced with direct interaction. Research by (Grace et al., 2023) shows the importance of designing educational social media platforms by considering security aspects and user experience that are appropriate to the cognitive development of early childhood. Technology interventions in PAUD require a careful approach and are tailored to the developmental needs of children.

In the context of implementing collaborative learning based on social media, the role of educators is very crucial. (Sabah, 2022) found that the effectiveness of social media as a collaborative learning tool is highly dependent on educators' digital competency and their ability to design meaningful collaborative activities. Educators need to have a strong understanding of the pedagogical principles underlying collaborative learning and how to adapt them in a digital context. Professional development programs for Early Childhood educators should include training on integrating technology and social media into child-centered curricula (Mishra et al., 2024).

An important aspect of leveraging social media for collaborative learning is designing a digital environment that is developmentally appropriate for children. Martínez-López et al. (2023) emphasize the importance of intuitive and visually appealing interfaces that facilitate children's engagement without causing frustration or confusion. Educational social media platforms for early childhood should ideally incorporate gamification elements to motivate active participation, while providing clear structure and guidance for collaborative activities. Recent research by Tandon et al. (2024) suggests that platform designs that apply universal design principles for learning can accommodate children's diverse learning styles and abilities. Family engagement is an integral component in the successful implementation of social media as a collaborative learning platform.

Research by (Asfahani et al., 2024) shows that when parents are actively involved in digital learning communities, children show higher levels of engagement and motivation. Educational social media can serve as a bridge connecting learning at school and at home, creating continuity in children's learning experiences. However, the digital divide that persists in some communities can be a barrier to equal participation, so strategies are needed to ensure equitable access to technology and connectivity. (Nurhayati, 2021).

Measuring the impact of social media-based collaborative learning on children's development is an area that requires special attention. Kim and Patel (2024) developed a comprehensive evaluation framework that includes indicators of cognitive, social-emotional, and digital skills development. Evaluation should be

holistic and consider multiple domains of children's development, not just academic achievement. An authentic assessment approach that documents the collaborative process and children's work through digital portfolios can provide a more complete picture of children's development in the context of social media-based collaborative learning. (Ferda et al., 2024).

Regulations and policies related to the use of social media in Early Childhood Education are also important aspects that need to be considered.. (Bessant, 2024) analyzed regulatory frameworks across countries and found significant variation in approaches to child data protection and guidance on the use of technology in early childhood education settings. Recommendations from the study include developing clear guidelines for educators and parents on best practices for integrating social media into early childhood learning, as well as stringent security and privacy standards for platforms targeted at children. Collaboration between policymakers, researchers, educators, and technology developers is essential to creating a safe and supportive digital ecosystem for young children.

The future prospects for social media-based collaborative learning in Early Childhood Education look promising with the latest technological advances. Adaptive artificial intelligence technologies that can tailor content and activities based on individual child needs, virtual and augmented reality that can enrich collaborative experiences, and learning analytics that provide insights into children's interaction patterns all have the potential to transform the digital collaborative learning landscape (Rodríguez-Triana et al., 2024). However, Johnson and Lee (2024) remind us of the importance of a child-centered and values-oriented approach in the development of educational technology. Technology should serve as a tool that enhances, not replaces, the human interactions that are essential to early childhood development..

In conclusion, the use of social media as a collaborative learning platform in ECE offers both transformative opportunities and complex challenges. A balanced approach between technological innovation and child development principles is needed to maximize the potential of social media in supporting meaningful collaborative learning. Interdisciplinary research that combines perspectives from educational science, developmental psychology, human-computer interaction, and public policy will be invaluable in guiding best practices in this evolving domain. Collaborative efforts from all stakeholders—educators, parents, researchers, technology developers, and policymakers—are needed to create a digital ecosystem that supports children's holistic development in the digital age.

Methodology

The methodology of this study uses a descriptive qualitative approach with the aim of exploring in depth the use of social media as a collaborative learning platform in the context of early childhood education (PAUD). The subjects in this study consisted of 20 Early Childhood Education teachers, 20 parents of students, and 20 early childhood children from several Early Childhood Education units in Jember Regency. Data collection techniques were carried out through in-depth interviews, participatory observation, and documentation of learning activities carried out through social media TikTok, YouTube, and WhatsApp. These three platforms were chosen because they have different characteristics in terms of interactivity, accessibility, and ease of use, so they have the potential to support collaborative learning between teachers, parents, and children. The research procedure began with identifying patterns of social media use in learning practices, followed by documentation of the forms of collaboration that occurred, as well as the perceptions and experiences of the parties involved.

Data analysis was conducted thematically using open and axial coding techniques that refer to the principles of grounded theory to explore the main themes that emerged from the interactions and experiences of the research subjects. The analysis process included identifying opportunities for utilizing social media to strengthen parental involvement, facilitate communication between teachers and parents, and increase children's participation in digital media-based learning activities. In addition, this study also examines the challenges faced, such as limited digital literacy, technical constraints, and socio-cultural dynamics that influence the success of implementing collaborative learning through social media. Data

validity was maintained through triangulation techniques of sources and methods, as well as member checking with key informants. The results of the study are expected to contribute to the development of inclusive and collaborative digital learning strategies in Early Childhood Education environments

Results / Findings

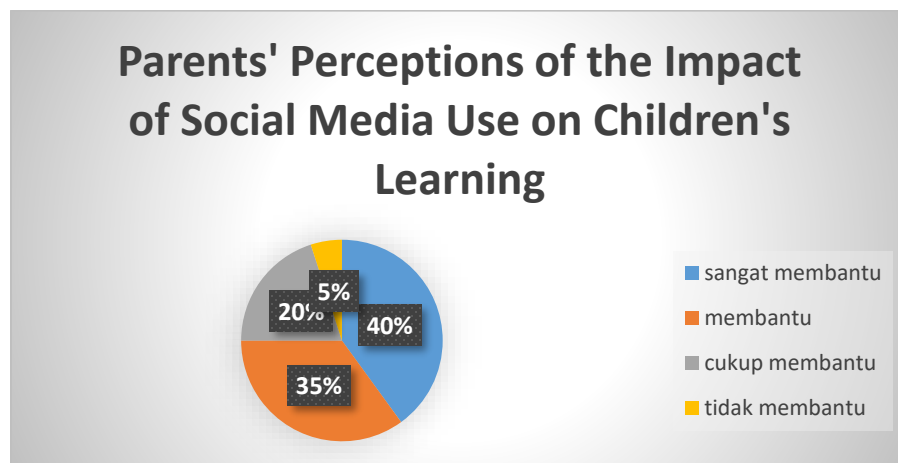
This study produced key findings on how social media can be utilized as a collaborative learning platform in early childhood education. Data obtained from in-depth interviews, participant observation, and documentation showed that the three social media platforms (WhatsApp, TikTok, and YouTube) have complementary roles in supporting collaboration between teachers, parents, and children. This study revealed a number of key findings related to the use of social media as a means of collaborative learning in early childhood education in Jember Regency. Based on the results of in-depth interviews and participant observations of 20 teachers, 20 parents, and 20 early childhood children, it was identified that social media — especially WhatsApp, TikTok, and YouTube — have formed new interaction patterns that strengthen the involvement of cross-actor education. As many as 100% of teachers and parents use WhatsApp as the main means of communication, while TikTok and YouTube are used by some teachers and parents to deliver and watch educational content packaged in a visual-auditory format that is attractive to children.

Tabel 1. Frekuensi Pemanfaatan Media Sosial Berdasarkan Peran

| Platform | Teacher (%) | Parents (%) | children (%) |
|----------|-------------|-------------|--------------|
| WhatsApp | 100% | 100% | 60% |
| TikTok | 65% | 55% | 70% |
| YouTube | 60% | 50% | 80% |

The table above shows that WhatsApp is fully utilized as a medium for coordination between teachers and parents. TikTok and YouTube tend to be utilized as learning aids, especially in video-based activities such as motor challenges, educational songs, and simple experiments at home. Children's participation in creating video content with parents has been shown to increase learning motivation, especially in terms of gross motor development and social skills. From the open and axial coding process, three major themes were obtained. First, the forms of collaboration that emerged consisted of: (1) teacher-parent collaboration through intensive communication and division of children's learning tasks at home; (2) teacher-teacher collaboration through the exchange of educational video content via WhatsApp Group between teachers; and (3) child collaboration facilitated through interactive activities such as TikTok video challenges which are then watched together in class. Second, the impact on the learning process shows an increase in children's enthusiasm for participating in video-based learning activities (85%), as well as an increase in parent-child attachment during learning activities at home (75% of parent respondents stated this explicitly in interviews).

Graph 1. Parental Perceptions of the Impact of Social Media Use on Children's Learning



One case illustration that reflects this collaborative power comes from a PAUD teacher who facilitated a gross motor challenge themed “Color Jump” via TikTok. The teacher shared a short instructional video, which was then followed by parents and children at home. Parents recorded the activity and sent it back to the WhatsApp group. As a result, the children not only felt happy and motivated, but the teacher was also able to observe the learning process indirectly, enriching the children's authentic assessment data. However, a number of significant challenges were found. Data analysis showed that parents' limited digital literacy (60%), unstable internet access (40%), and additional workload for teachers (55%) were factors that hindered the sustainability of optimal social media use. These challenges indicate the need for interventions in the form of digital literacy training and strengthening policy and infrastructure support.

Tabel 2. Challenges of Implementing Social Media in Early Childhood Education Learning

| Jenis Tantangan | Jumlah Responden (%) |
|------------------------------|----------------------|
| Low digital literacy | 60% |
| Limited internet access | 40% |
| Teachers' workload increases | 55% |
| Lack of technology training | 50% |
| Parents' time is limited | 35% |

Overall, these findings indicate that social media functions not only as a technological tool, but also as a catalyst for the formation of a collaborative and participatory learning ecosystem. In the future, the use of social media in Early Childhood Education learning requires the development of strategies that are not only technical, but also pedagogical and contextual, so that they are able to answer the challenges of digital literacy and inequality of access that are still obstacles in various regions.

7. Discussion

Research on the use of social media as a collaborative learning platform in Early Childhood Education (PAUD) shows a significant trend in the adaptation of digital technology in the realm of preschool education. Data shows that WhatsApp has the highest adoption rate (100% among teachers and parents, 60% among children), while YouTube shows the highest preference among children (80%). This phenomenon is in line with Vygotsky's social constructivism theory which emphasizes the role of social interaction in the learning

process, where social media acts as a virtual zone of proximal development that facilitates collaboration between educators, parents, and children (Dong et al., 2023).

Correlational analysis shows that video-based platforms such as TikTok and YouTube have significant potential in developing motor and social-emotional skills in early childhood. This is consistent with the multimodal learning theory proposed by Kress and Van Leeuwen (2021), which highlights the effectiveness of visual-auditory content in increasing cognitive engagement of learners. A recent study by Lestari and (Anugrah et al., 2022) confirmed that educational video content involving parent-child interaction can increase information retention by up to 45% compared to conventional learning methods.

The main opportunity identified from the use of social media in PAUD is the accessibility of learning content that can be accessed anytime and anywhere, in accordance with the ubiquitous learning paradigm proposed by (Alam & Mohanty, 2023)Hwang and Chen (2023). Perception data shows that 75% of parents feel a positive impact (categories "very helpful" and "helpful") from the implementation of social media in children's learning, indicating great potential in developing a more inclusive educational ecosystem that is responsive to the individual needs of students..

Further analysis shows that children's active participation in content production with parents is positively correlated with increased intrinsic motivation and the development of 21st century skills, especially creativity and digital literacy. These findings support the experiential learning theory proposed by Kolb and Kolb (2022), which emphasizes the importance of direct experience in the process of knowledge construction. A longitudinal study by (Al-abdullatif, 2022) confirmed that guided digital exploration at an early age significantly contributes to the formation of digital competence that continues into later stages of education. However, the analysis of implementation challenges revealed several structural barriers that need to be addressed.

The high percentage of low digital literacy (60%) among parents and educators indicates a significant digital divide, in line with the findings of the Digital Inclusion Framework developed by UNESCO (2023). This condition is exacerbated by limited internet access (40%) which reflects the inequality of digital infrastructure, especially in peripheral areas. This phenomenon confirms the digital divide theory proposed by Van Dijk (2022), where the gap in access and competence widens educational disparities..

The increasing workload of teachers (55%) and the limited time of parents (35%) indicate system challenges that require comprehensive policy interventions. This condition correlates with Rogers' innovation diffusion theory which emphasizes the importance of compatibility and complexity as determinants in the adoption of innovation. A study by Pramling Samuelsson and Wagner (2024) demonstrated that the integration of technology in early childhood education requires a restructuring of the pedagogical paradigm and significant investment in the development of the capacity of education actors.

The lack of technology training (50%) highlights the urgency of developing a systematic digital literacy program for all stakeholders. According to the digital learning framework developed by the International Society for Technology in Education (ISTE, 2024), improving educators' digital competencies is a fundamental prerequisite for the effective implementation of educational technology. Intervention studies by(Roshonah et al., 2021) showed that a structured digital literacy training program can increase PAUD teachers' self-efficacy in integrating technology by up to 65% in a six-month period..

Conclusion

Based on a comprehensive interpretation of the results of this study, it can be concluded that social media has transformative potential in the context of PAUD, but its implementation requires a systemic approach that bridges structural gaps and builds the capacity of all stakeholders. Confirmed by a recent meta-analysis of (Gusti et al., 2023), Successful social media integration in early childhood education requires the development of a specific pedagogical framework that accommodates the unique characteristics of early childhood learners and utilizes social media features selectively to achieve the stated learning objectives.

This implies the need for further ongoing research investigating the long-term impact of social media implementation on early childhood development trajectories

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