STRATEGY OF DIGITAL ETIQUETTE EDUCATION OF ELEMENTARY SCHOOL STUDENTS

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Abstract

The use of digital technology is an inevitable necessity in the era of the Industrial Revolution. Internet access has supported a new digital lifestyle. Digital Native easily accesses the internet and uses digital technology. Navigating the internet is a daily necessity for digital native. They seemed addicted to the internet. Unfortunately, digital natives are not aware of digital traces left behind which can deduce dangerous risks. Progressive education in the era of the industrial revolution is important to develop the concept of character education in accordance with the era. This study aims to find elementary school strategies informing digital etiquette. The method used in this research is qualitative method. Data collection is done through observation, interviews and documentation. The study involved the principal and the teacher as research subjects at the Surabaya City Elementary School. The results show that there are three frame approaches developed by schools to embed digital etiquette in elementary schools. Student learning academic performance, School environment and School behavior and Student life outside the school environment. The three frames are used to provide the norms and responsibilities for using digital devices.

Keywords: Digital Etiquette, Education, Elementary School

Abstrak

Penggunaan teknologi digital merupakan keniscayaan yang tidak terhindarkan di era Revolusi Industry. Akses internet telah mendukung gaya hidup baru yang serba digital. *Digital Native* dengan mudah mengakses internet dan menggunakan teknolgi digital. Menavigasi internet menjadi kebutuhan sehari-hari bagi *digital native*. Mereka seolah kecanduan dengan internet. Sayangya, *digital native* tidak menyadari jejak digital yang ditinggalkan dapat menimpulkan risiko yang membahayakan. Pendidikan progresif di era revolusi industry penting untuk menyusun konsep pendidikan karakter yang sesuai dengan zamannya. Penelitian ini bertujuan untuk mencari strategi sekolah dasar dalam membetuk etiket digital. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Pengumpulan data dilakukan melalui observasi, wawancara dan dokumentasi. Penelitian melibatkan kepala sekolah, dan guru sebagai subjek penelitian di Sekolah Dasar Kota Surabaya. Hasil Penelitian menunjukan bahwa ada tiga bingkai pendekatan yang dikembangkan sekolah untuk menanamkan etiket digital di sekolah dasar. *Student learning academic performance, School environment and School behavior* dan *Student life outside the school environment*. Ketiga bingkai tersebut digukan untuk membekali norma-norma dan tanggung jawab dalam menggunakan perangkat digital.

Kata Kunci: Etiket Digital, Pendidikan, Sekolah Dasar

INTRODUCTION

The digital age gives a different color. In spite of providing many conveniences, the digital age also carries negative effects and impacts. There are many problems that arise from the existence of technology in the digital age (McGillivray, et al., 2015). Moreover, internet access is very easy to get. Children can access anything using only their smartphone. It is natural that children spend a lot of time everyday with the internet. In the digital age toddlers are able to operationalize devices, they are very comfortable playing devices. Strangely, they

will cry if the device in their hand is taken by their parents. This is what was later called by Rye (2016) that children are addicted to the internet.

The phenomenon that must be realized is that not all content available on the internet is suitable to consume. Especially, consumed by elementary school-age children. There should be restrictions regarding which content, suitable and not suitable to consume by children. Until now there has been no decent differentiation of content for children, adults, parents and all ages as well as television broadcasts. The internet is still open to the public, so it can have a negative influence on children's development.

It does not matter if the devices are used by the children to access learning materials or to carry quality information. The problem is, the device which is facilitated by the internet, is used to play online games, either doing narcissistic on social media such as Instagram, Whatsapp and Facebook. In a study, which was conducted by Thorson (2014) such actions were inappropriate actions. Digital technology should be used wisely. Actually there are certain age restrictions to be able to register on social media, but these restrictions are ignored by children.

Research conducted by Young (2016) of elementary school-age children states that they are unaware that the digital footprint left behind is very risky. Children do not understand, and assume the actions taken on the internet are all safe. Habits such as posting, downloading and sharing with friends are considered normal and not harmful. Through actions like this can be dangerous. Not all things deserve to be posted publicly. Likewise information that is not necessarily correct is not properly shared with other users.

Data from the Ministry of Education and Culture (2016) shows that the process of cybercrime numbers continues to increase year to year. Cyberbullying is a scourge for students today. Not to mention other problems such as pornography addiction, online games addiction and so forth. This issue continues to develop like a snowball. Efforts are needed to close the gaps in the problems that arise in the digital age. It means to solve the problem wisely as the saying goes "if your nails are long, cut off their nails, don't cut off their hands". The above expression can be used as a foothold in developing strategies to close the gap digital problems. The act of closing digital access certainly cannot be justified, because digital access is life in the digital age.

The problems mentioned above have long been recognized. Choi (2016), Rye (2016) and Ribble & Bailey (2007) have suggested implementing digital citizenship education in schools. This program aims to form digital etiquette of students in schools. On several

occasions the Ministry of Education and Culture has also responded to this step, such as a digital literacy program. This is very reasonable considering character education in the digital age, is not a separate topic from the curriculum. Ethics and character education has mandated national education goals. This means that the program to strengthen digital ethics in schools is an important step in the context of character education in the digital age.

Schools actually have the responsibility to teach digital citizenship. Digital ethics cultivation strategies need to be applied in schools. In practice schools actually have realized the importance of this. Elementary schools in particular have organized contemporary programs to educate students according to their times. Real ethics is not only taught in the real world, but needs attention in cyberspace also. Given the current intensity of investment in cyberspace is increasing. Not to mention the new types of problems that arise in cyberspace continues to increase.

Times have changed, the strategy of educating children must also be adjusted to the era. elementary school -age children today are very different with elementary school-age children ten or twenty years ago. Elementary school children that we currently meet are familiarly called digital natives. (Sophia., Et al., 2016). They were born and grew up in the digital age, gadgets and other digital devices become everyday toys. As digital natives, navigating the internet and using social media are daily activities. They have left the traditional game. This phenomenon cannot be considered trivial. If education does not provide a portion in favor of the digital age it is not impossible that new types of problems will emerge.

Seeing the digital phenomenon that is rolling rapidly, ethics in the digital age needs to be given to students from an early age. Digital ethics education from an early age will have a positive influence as well as underpin the formation of children's digital etiquette. Digital etiquette education is a choice because if ethics is the life of one's behavior. If the child ethics is good, the behavior will be automatically good as well. Closing digital access is impossible because the times are already digital, so the right strategy is to base elementary school-age children with good digital ethics as a provision to navigate the internet.

METHOD

This research is a qualitative research. Qualitative research was chosen because the purpose of this study was to uncover the phenomenon of how the strategy of strengthening the digital etiquette of elementary school students. Facts in the field will guide researchers to find an outcome that will be assembled into a conclusion. Data collection methods were

observation, interviews and documentation. Observations were made during the study by directly observing the phenomenon at the study site.

Data were analyzed by comparing the data of observations made by the interviewer with the results of interviews from informant sources. In addition the interviewer also compared what was conveyed by one informant with other informants to strengthen the information. To check the truth of the interview results are also compared with the contents of a document. Data from the schools that are the locations of the research are collected and then reduced to be sharpened to be classified between the data needed and supporting data that are deemed unnecessary. After that the data was presented by compiling a report on the strengthening of digital etiquette in elementary schools, the appropriate strategies have been carried out. At the last stage was concluding. Data analysis was performed by qualitative analysis.

RESULTS AND DISCUSSION
Results

In the past, a child could read, write and count (*calistung*) considered sufficient to become a citizen. With this ability, people can already communicate and seek information as citizens. In contrast to current conditions, these traditional skills are no longer relevant to being able to live in the digital age. All people must have the skills and ability to use all types of technology. Elementary students in the current era need to be directed to have literacy in navigating the internet wisely and responsibly.

Digital etiquette becomes an important study in addition to digital literacy. schools are generally aware of the presence of the digital age. school is not free from responsibility but the school seeks to provide education in accordance with the demands of the times. Schools should prepare for generations to come. Children ,who are now digital natives, need to be directed to have responsibilities in interacting with their digital devices. Do not let the child develop without guidance and direction from the teacher or parents.

In supporting students who have ethics and skills in the era of the industrial revolution the school has strived in accordance with the objectives to be achieved. Schools begin to prepare human resources (HR) that are responsive to the development of digital technology. Responsive HR will guide students in developing their potential. The intended human resources are all school residents, especially teachers. Digital literacy is important to be mastered by
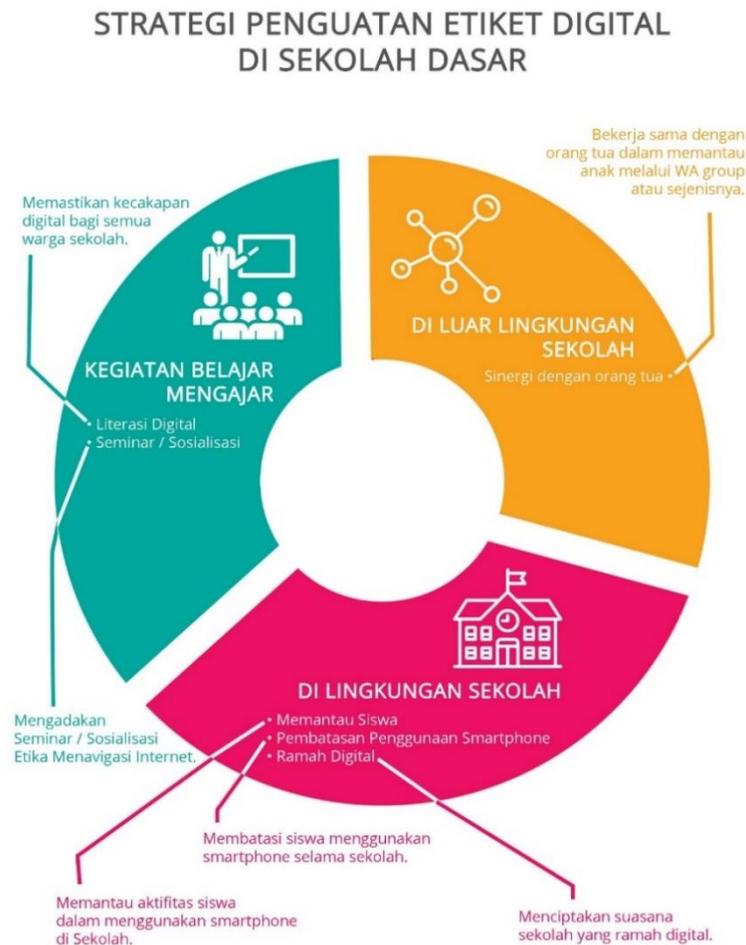
school residents. Without digital literacy, it will be difficult to instill digital etiquette to students.

The digital response taken by the school also leads to physical activities. The school seeks to prepare the infrastructure needed to grow and develop children's potential. Generally the steps given are facilitating schools with computer laboratories. This laboratory serves to support children's potential as well as to familiarize children using digital devices wisely and responsibly. In addition, the classroom has also been provided with an LCD to support the achievement of learning objectives. Basically, schools have tried to bring children closer to a digital-friendly life.

Elementary schools basically do not have special nomenclature related to the Digital Etiquette Program or digital special character education. This program is integrated with the programs implemented in schools. Schools generally implement digital etiquette programs by integrating with other programs. Nevertheless, values and ethics in navigating the internet are not abandoned. Schools can insert digital etiquette programs through school programs, computer extracurriculars, full day school programs, online learning applications.

School strategies and programs are the policies of each school. Digital etiquette strengthening programs between schools and schools are not the same. The needs and conditions of schools greatly affect the implementation of school programs. The objectives achieved are the same, but the implementation in each school is different. Schools along with student guardians continue to communicate to realize the mandate of the national education goals.

After conducting analysis and data reduction studies, schools generally carry out digital etiquette strengthening programs arranged in three frames. The frames are arranged based on the program's implementation space. The three frames are Student learning academic performance (strengthening digital etiquette through teaching and learning activities), School environment and School behavior (strengthening digital etiquette in the school environment) and Student life outside the school environment (strengthening digital etiquette outside of school).

STRATEGI PENGUATAN ETIKET DIGITAL
DI SEKOLAH DASAR

Picture 1. Digital Etiquette Strategy in Elementary School (Akhwani, 2019)

The three frames above are strategies to strengthen digital etiquette in elementary schools. In each frame the approach contains programs that are implemented in each school. First, in the frame of teaching and learning activities. This approach consists of a digital literacy program and a seminar or outreach program. In digital literacy activities, schools have a role to ensure digital skills for all school members. This means that the objectives of this program are not limited to students. While the seminar program or school socialization held socialization related to ethics navigating the internet.

In the second frame, the frame outside the classroom learning. There are three programs conducted by schools. The implementation programs are monitoring students while in the school environment; limiting the use of devices; and forming digital friendly schools. Students

are monitored while in school, what activities are carried out while in class. This supervision can be done by anyone, both teachers and other school residents. In addition, students are also limited in using devices. This means that while in the school environment, the gadgets are operated productively. In addition to learning, it is not allowed to use devices. The last program of the school environment is creating a comfortable and safe school atmosphere for digital learning.

The final frame in shaping digital etiquette is the approach taken outside of school. The school synergizes with student guardians to make good communication for student success. The easiest collaboration is to form a whatsapp group between the homeroom teacher and the student guardian. Good communication will support the implementation of good education. The third frame is done to provide monitoring to children in addition to at school as well as at home. Thereby minimizing opportunities for children to do bad actions.

Discussion

The Urgency of Digital Etiquette for Digital Natives

Education should be adapted to the era. Education will be left behind if it still uses the old strategy. In the digital age schools need to develop children's potential to answer the challenges of the times. Schools have an important role in providing education and the proper use of digital devices for students (Ribble, 2012; Ribble, M.S., & Bailey, G.D. 2007). Schools need to realize that the use of digital devices has touched in the field of Education. Various Educational applications are now available. Learning resources on the internet have been abundant.

Elementary school students in ancient times navigating the internet would have been difficult, nowadays navigating the internet for elementary school-age children is important. Elementary students in the digital age already understand how to operate digital devices, but many of them do not understand how to use them wisely. Moreover, if it has been linked to privacy laws, the right of access and use of information (Young, 2016; Jones & Mitchell, 2015). Privacy law, access rights and use of information (Young, 2016; Jones & Mitchell, 2015). The school has a strategic position in developing students' digital etiquette.

Some figures in education in the digital era such as Choi (2016) and Rye (2016) have suggested schools to organize ethics education in the digital age. Primary school-age children are very familiar with devices in the digital age. Began to wake up until I was going to sleep

again. It is not impossible that there are inappropriate children's activities while operating the device. Device addiction seems to be prevalent in every child in the digital age.

The reason for digital etiquette education has been conveyed by Ribble (2012) in advance. Ribble has explained that digital etiquette should be given in school. The reasons that reinforce his opinion include: Many school children spend time with the internet; it is important for students to be aware of the long-term impact of internet use; in the digital age internet access is very easy to obtain; besides that the demands of the 21st century all students must have digital skills and the last is the number of new types of cases that appear after the internet.

The implementation of school programs in accordance with the era is a demand in the era of the industrial revolution. Digital etiquette programs in primary schools are not programs that contradicted with national education goals. But it actually strengthens so that the mission runs in accordance with the ideals desired because education must be in accordance with the times. One indicator of the successful development of students' digital etiquette at school is that students have responsibility for actions taken with their digital devices.

The age gap between parent and child and between teacher and student needs attention. Times have changed Education also needs to be adjusted. Sophia (2016) called the gap between the two generations with the terms of digital immigrant and digital natives. Digital immigrants are people who know digital technology, not from birth or know the internet after the digital era. These people include teachers and parents. While digital natives are children who are born, grow and develop in the digital age. This generation are children who are currently sitting as elementary school students.

Education in schools should move quickly to prepare future generations who have different challenges. Preparing a digital generation cannot be compared to preparing a digital immigrant. This means that there needs to be a redesign of the school program. Implementation of the program according to the needs of children in the future is absolutely done. Digital etiquette education is the first step that underlies children to have norms and responsibilities in navigating the internet wisely.

Implementation in Primary Schools

Be aware that teaching attitude is different from teaching knowledge. Developing ethics requires strategy and time that is not short. Success in one place may not necessarily be successful in another. Schools certainly have their own strategies or methods in developing digital etiquette for students in their schools. Schools do not want their students to be troubled

in the future because of their digital ethics. The right implementation will encourage the realization of children who are able to answer the challenges of the times.

The school's implementation is formed in three frames. The frame is the result of reduction from programs that have been held in elementary schools. Schools carry out starting from activities that are integrated into teaching and learning activities in the classroom, then developed outside the classroom or in the school environment. Also in the outer frame of the school. The program implemented is through synergy with parents. Even though the scope is outside the school, it remains the responsibility of the school program.

The first frame is Student learning academic performance activities (strengthening digital etiquette through teaching and learning activities). Strengthening strategies carried out together with learning carried out between educators and students. Its implementation is in accordance with the needs and programs of the school. Students get digital etikey material in classrooms, but there is no specific material related to digital etiquette. Digital etiquette education through teaching and learning activities is more on the hidden curriculum. Thus not taking time from other subjects, but supporting each other.

In the frame of Student learning academic performance, there are two strategies that can be implemented in schools in teaching and learning activities in schools, namely digital literacy and digital etiquette seminar / socialization. Digital literacy means that the school ensures digital skills for all school members. Schools have realized that times have changed, so the competencies of school residents must change as well. Creative and innovative teachers are needed in this frame. the goal is students have positive digital literacy that will begin their skills.

The skill to operate the device for Digital Natives is the main thing that must be mastered. The way to live in the digital age is digital prowess. students need to get guidance from teachers and school residents to become a generation that has norms and ethics. At elementary school age instilling digital literacy tends to be easier than when it is grown. Providing positive literacy will guide children to behave positively as adults later.

The second academic learning student performance frame is through socialization or seminars. The seminar was held in order to provide direction for students to be aware of the digital era. Students are guided to ensure the digital footprints that are elevated while navigating the internet are safe. Generally they only use it without realizing that not all content on the internet is safe for children to consume (Nordin, et al., 2016). By giving direction earlier students are expected to be aware of the role of their responsibilities.

Socialization can be given according to the needs of the school. Generally, socialization is given generally not only to certain materials, but together with other activities. For example at the beginning of the admission of new students, digital etiquette material can be inserted. Socialization can be given at the time of receipt of report cards or learning outcomes. At that time, guardians of students and class teachers can provide socialization and evaluation of student activities for one semester. Thus the digital etiquette strengthening program does not feel heavy and disrupts the activities that have been running.

The second frame is the School environment and School behavior. There are three programs that can be run. Namely monitoring student activity, restrictions on the use of devices and digital friendly schools. the first program of the School environment and School behavior is to ask students. Students during their activities at school are monitored by the teacher and the school community. What activities are carried out. If it is found that students carry devices while at school and are in conflict with school policies, they need to be guided and directed. In addition, if a child's activity is found that is not in accordance with the norm, it will be easy for the teacher to respond.

The second program, namely, restrictions on the use of devices. Restrictions are not the same as prohibitions. The policy of bringing devices or forbid bringing devices while at school is entirely a school policy. If the policy is to allow devices to be carried out, the school needs to be responsible for the devices that are carried while at school. Schools can limit their use when searching for material or activities that do require devices. Problems will arise when learning takes place but the child is more focused on the device so that it interferes with the learning process.

It is different if the school provides a policy of allowing students to carry their devices while at school. Schools must facilitate children to communicate with their parents. All activities that support the implementation of digital-based education must be able to cover with school facilities. Especially related to the needs of learning resources. Restrictions on the use of devices are more likely to use devices effectively and efficiently to support learning goals rather than interfere with learning objectives.

In addition, the next school has the responsibility to support a digital friendly school atmosphere. This means that internet access and all the needs that support the development of digital etiquette in schools need attention. Students are cultured by using digital technology wisely and responsibly. The teacher provides tangible experiences in the school environment related to digital etiquette. Digital friendly atmosphere will shape the character of children

because of daily habits. A small example is the manners of digital communication. Courtesy and respect for others on the internet is the key to safety on the internet (Jones & Mitchell, 2015).

Student life outside the school environment is the third frame. This strategy is a program that exists outside of school. The school works closely with parents in monitoring children through WA groups or the like. The school interacts with student guardians regarding the condition of their children. In the scope of children's school, it is the responsibility of the parents, but at home the child becomes the responsibility of the parents. These two things need to be integrated because the gap will occur if the school and parents are not compact.

This synergy has generally been carried out by schools, between homeroom teachers and teachers. Digital communication becomes important because in the view of Ribble (2004) digital communication is an integral part of the formation of digital citizenship. Communication becomes a means of exchanging information between the school and the student's guardian, besides that the activities and activities that are personally related to the child can be communicated directly without having to meet with the child.

Preparing for the digital generation is the right step to prepare the future generation. There are definitely new types of problems caused by digital technology. Therefore compiling a program for students in elementary schools to be right before students get into trouble due to the use of digital technology. Internet users are important to have the ability to use the internet safely and responsibly (McGillivray, et al, 2015). This means that school strategies to develop children's potential in the digital age become a necessary. There is no reason to delay kindness.

CONCLUSION

Education must be adapted to the era. Educating children's ethics at an early age will be more appropriate than when adults. Strategies for strengthening digital etiquette are efforts to educate children's ethics in the digital age. The strategies that have been prepared are experience programs that have been carried out by schools. This means that there are still many other programs that could be more appropriately implemented in schools. Schools can take the programs that have been described in accordance with the needs and conditions of the school. The success of the implementation of school digital etiquette cannot be separated from the school's commitment in shaping the character of children in the digital age. Programs that are run with the commitment of various parties will have a significant influence on students

compared to good programs but are not accompanied by commitments. Good intentions for the future need to be planned before future problems come.

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