DEVELOPMENT OF A POCKETBOOK OF PARENTAL ASSISTANCE TO STIMULATE CHILDREN'S SOCIAL-EMOTIONAL DEVELOPMENT IN THE DIGITAL AGE

Desni Yuniarni
Tanjungpura University; Pontianak
Email: desni.yuniarni@fkip.untan.ac.id

Abstract. The rapid development of digital technology causes parents to know how to use this technology to have a positive impact on the social-emotional development of their children. The purpose of this study is to develop a pocket book for parents that contains how to provide assistance to children in optimizing aspects of their social-emotional development in the digital era. The type of research used is research and development using a 4D model (Four-D) from Hiagarajan. The subjects of the study were ECCE teachers. The source of research data is ECCE lecturers with undergraduate education in ECCE to obtain material expert validation data and ECCE teachers to obtain media expert validation data. The methods used are interview and questionnaire methods. The data analysis techniques used in this study are qualitative and quantitative descriptive analysis techniques. The results showed that this pocketbook is worth using after getting input.

Keywords: *Childhood; Pocket Book; Parental Assistance; Social Emotional Development*

A. INTRODUCTION

Early childhood is a child who is in the golden period of development. During this phase, the child grows quickly and goes through a sensitive stage to different stimuli from the surroundings (Nurmalitasari, 2015). Early stimulation may have a variety of effects on a child's development, among them are social emotional development (Iruka et al., 2018). Emotional development takes hold an important role for stability the mentality of the child in the future (Andiya et al., 2023).

The term "social-emotional development" describes a child's capacity to identify and communicate his feelings, as well as to form connections with others and acknowledge his own identity (Vorsah in Saptandari et al., 2022). A child's interactions with their surroundings help to shape their social-emotional abilities (Martani, 2012). The focus of social-emotional development stimulation is on developing skills in self-expression, emotion identification and regulation, self-awareness, and social interaction (Briones et al., 2021). Social emotional development is the process of learning to adjust self to understand circumstances as well as feelings when interacting with people in his environment are either parents, siblings, peers in daily life (Azizah & Busyra, 2021). In order to enhance early childhood development, caregivers can engage in a variety of activities, which is referred to as stimulation (Hartinger et al., 2017). Children can be stimulated by interactions, activities, and instruments that are appropriate for their developmental level (Hartinger et al., 2017).

Parents, especially a mother, have a big role in the formation children's social emotional patterns and children's future education patterns (Khusniyah, 2018). The role that parents can do specifically is to provide stimulation to their children so that their social-emotional development can

develop optimally. Parents provide stimulation to early childhood with the knowledge they have gained (Bening & Ichsan, 2022). However, the phenomenon that exists today is that parents lack knowledge about how to accompany their children in the use of digital technology to stimulate aspects of social-emotional development. There is no book that can add insight or knowledge to parents about mentoring aspects of social-emotional development for early childhood in the digital era like today, so researchers are interested in developing the pocketbook.

B. MATERIAL & METHODS

This research uses a research and development model from Hiagarajan (in Kurniawan &; Dewi, 2017) consisting of 4D, sosial emosionalely define, design, develop, and disseminate. An explanation of each of these stages can be found in the table below:

Table 1. Research Development Flow

PHASE	ACTIVITIES	DETAIL
I	**Defining**	Setting goals: inform parental guidance to optimize early childhood social-emotional development in the digital age.
		Determine the material: definition of mentoring, benefits of mentoring, characteristics of mentoring, forms of assistance, definition of early childhood social-emotional development, early childhood social-emotional characteristics, early childhood social-emotional stimulation, understanding the digital era, characteristics of the digital era, the positive impact of the digital era on early childhood social-emotional development, the negative impact of the digital era on early childhood social-emotional development, The importance of early childhood social emotional accompaniment and stimulation in the digital age.
II	**Design**	Determination of the contents of the book
		Book design
		Designing the use of pocket books
		Conducting expert validation for book material (child psychologists and Early Childhood Teacher Education lecturers)
III	**Development**	Book trials for small groups
		Revision
		Book trials for large groups
		Revision
		Final book results
		Accredited national journals (submit)
IV	**Distribution**	Upload Youtube
		Handing over books to early childhood education
		Community Service (PKM)
		Acquiring Intellectual Property Rights

The stages above, seen in the picture below:

Figure 1. 4D Model Development Stage

The respondents of this study were parents who included their children in early childhood education. This research uses qualitative analysis techniques and quantitative analysis.

The data collection method is a major step in research, with a view to obtaining accurate and accountable data. This study used a method of collecting data with interviews. Interviews were conducted during book trials to find out the extent of the quality of the books developed so that data on the advantages and weaknesses of the book were obtained for later improvement. In addition, questionnaires are also used. This method is used by researchers to obtain data in the form of product validity or feasibility tests in terms of material and media feasibility.

C. RESULT & DISCUSSION
Research Results

The results of the study are divided into four stages. The first stage is the stage of defining what is meant by a pocket book. A pocket book is a small book that can be carried anywhere.
The stage of defining the book is continued with the stage of determining the material of the pocket book. The determination of the material was obtained based on the results of interviews with findings in the field to parents who enrolled their children in PAUD. The results of the interview showed that parents felt the need for a guidebook that could increase their insight into the negative and positive impacts of using digital media for their children's social-emotional development. In addition, the defining stage is carried out by conducting theoretical studies from various literature studies.

The next stage after defining is compiling book material. The preparation of book material is carried out by following references to the theory and definition of pocket books, so as to obtain an arrangement of material which is then compiled into pocket books. Researchers use the snowball technique in compiling the material. The snowball technique referred to in compiling material is reading literature which is then traced to other sources contained in it, so as to get new literature or support ideas that are in line with the material compiled, sosial emotionally material on parental assistance in optimizing early childhood social-emotional development in the digital era.

Book design is the second stage in this development research. Books are designed with writing and pictures appropriate for pocket books. Writing design is done with consideration of ease of reading, sosial emotionally font size and font colour. The use of images used is adjusted to the book and the need for clarity of the contents of the book. The draft list of book contents can be seen in table 2 below:

Table 2. Table of contents of the developed book

Part	Heading	Content
1	Mentoring	Understanding parental assistance, benefits of parental assistance, characteristics of parental assistance, forms of parental assistance
2	Early childhood social-emotional development	a. Definition of early childhood social-emotional development b. Characteristics of early childhood social-emotional development c. Stimulation of early childhood social-emotional development
3	Digital age	a. Understanding the digital era b. The positive impact of the digital era on children's social-emotional development c. The negative impact of the digital era on children's social-emotional development
4	Parental assistance to optimize aspects of early childhood social-emotional development in the digital era	a. The importance of parental assistance for stimulation and optimization of aspects of early childhood social-emotional development in the digital era b. A form of parental assistance for stimulation and optimization of aspects of early childhood social-emotional development in the digital era

The table above illustrates the contents of the pocket book design that will be given to parents as a guide for parental assistance to optimize aspects of early childhood social-emotional development in the digital era. The design of the pocket book to be developed is as follows:

The book that has been designed will then go through the validation test stage by material experts and media experts. Material validation is needed to find out the extent to which the material available in the pocketbook is in accordance with the expectations and needs of the reader. Material expert validators will assess and provide advice regarding the content of pocketbook materials. This is in line with the opinion of Ningrum & Dwijayanti (2021) which states that material expert validators are tasked with correcting, providing suggestions and making assessments related to the content of the material. The material expert validator for this pocketbook was carried out by 2 Masters in Early Childhood Education.

Media validation is carried out to assess whether the pocketbook that has been designed can be used as the right learning medium for parents who have early childhood, in accordance with the opinion of Yenni & Hutabri (2022) which states that media validation is carried out by media expert validators to assess the design of the media made. The media expert validators in this study are 2 ECCE teachers who have had teaching experience for approximately 10 years.

Material validation carried out by 2 material expert validators obtained values of 3.9 and 3.8. Based on the standard validation category with a maximum value of 4, it can be concluded that the material contained in the book is considered very feasible to be included in the draft pocket book that has been made. The results of media validation conducted by 2 media expert validators obtained scores of 3.5 and 3.7. Based on the standard validation category with a maximum value of 4, it can be concluded that the book-shaped media is considered worthy to be given to parents who have early childhood.

However, there were several inputs submitted by material expert validators and media experts. Input provided by material expert validators included the need for additional material regarding how parents can utilize digital technology to improve ways of stimulating aspects of social emotional development in early childhood. The material expert validator suggested providing

additional information regarding a list of websites that parents can visit to answer children's critical questions regarding the development of their social emotional aspects. Meanwhile, input from the media validator is to add pictures that can clarify the material presented so that it does not cause confusion for parents when reading it. These suggestions were accepted by the researchers and used as a guide to improve the next pocket book.

The third stage is to test the use of pocket books in small groups and large groups. This book development test is an activity carried out in small group testing stages and stops at the field testing stage (Muji, 2014). The small group trial involved 10 parents who had children in PAUD. Parents were asked to provide an assessment of the suitability of the material and pocket book media through the interview method. The results of the interview can be seen in table 5 below:

Table 5. Results of Small Group Trials

No.	Percentage	Test Results
1.	90	Parents say pocket books have advantages in terms of the attractive appearance of the book layout
2.	95	Parents say the advantage of the pocket book is that it provides additional information that parents really need about how to accompany their children to optimize aspects of children's social emotional development in the digital era.
3.	95	Parents say that the advantage of pocket books lies in the language used, which is easy to understand
4.	5	Parents say this pocket book has a weakness, sosial emosionalely that it does not contain information regarding stimulation to optimize children's social and emotional development
5.	5	Parents said the weakness of the pocket book lies in the lack of information regarding other reference sources that parents can use to increase their knowledge about social emotional stimulation in children.

The table above illustrates that most parents said that the advantages of pocket books lie in their attractive appearance, use of language that is easy to understand and coverage of material that is as expected. However, there are a small number of parents who say that additional information is needed on how to stimulate social-emotional aspects in children so that they can develop optimally. Apart from that, parents suggest adding references regarding social emotional stimulation in children.

Researchers made improvements to the pocket book based on input from small group trials. The next stage is a trial for a large group. This group consists of 20 PAUD teachers. They were interviewed regarding the material and media contained in the pocket book. With these interviews, researchers hope to obtain input regarding the advantages and disadvantages of pocket books which have been improved after small group trials. The results of interviews with 20 PAUD teachers can be seen in table 6 below:

Table 6. Results of Large Group Trials

No.	Percentage	Test Results
1.	100	The teacher said that the advantage of the pocket book lies in the colorful and attractive cover design
2.	95	Teachers say this pocket book provides parents with additional information that they need
3.	5	The teacher said that this pocket book did not display appropriate images to explain the material presented
4.	5	The teacher said the pocket book did not provide enough information about what games can stimulate social emotions in children that parents can practice at home

Based on the table data above, it can be concluded that the majority of teachers say that pocket books have the advantage of a colourful and attractive cover design and contain information that parents need. A small number of teachers said it was necessary to add appropriate pictures to clarify the material being presented as well as adding a number of game ideas that could stimulate social emotional development in children which parents could practice with their children at home.

The results of this large group trial were used by researchers as a guide in revising the next pocket book. The pocket book which has been revised based on various inputs will be printed and disseminated by submitting it in the form of a research article to be submitted and published in a nationally reputable research journal.

The findings in this research are that parents and teachers are enthusiastic and enthusiastic about the existence of a pocket book regarding parental assistance to optimize aspects of the social emotional development of early childhood in the digital era. This is because so far there has not been a pocket book that can provide additional knowledge and direction to them regarding parental assistance to optimize aspects of the social emotional development of early childhood in the digital era. They stated that this pocket book is very important and much needed for parents and teachers to guide and provide assistance to young children regarding optimizing social emotional development in the digital era.

This research contributes to providing additional knowledge and guidance for parents to optimize social and emotional development aspects of early childhood in the digital era in the form of a pocket book that is attractive in appearance, flexible because it can be taken anywhere with its relatively small size and informative in terms of content. what parents need.

Discussion

This research aims to develop a pocket book for parental assistance to optimize aspects of the social emotional development of early childhood in the digital era.

A pocket book is a book that is small, light, and can be stored in a pocket so it is practical to carry and can be read at any time (Emilia in Awaludin & Rostikawati, 2020). This book contains a mentoring guide for parents in order to optimize the social-emotional development of early childhood in the digital age. This is in line with the opinion of Setyono et al (2013), social emotionally pocket books are defined as books with a small size, lightweight, and can be stored in pockets, so they are practical to carry everywhere, and anytime can be read. When it comes to providing information in a single direction to assist learning activities, pocket books serve as teaching resources (Setiyaningrum & Suratman, 2020).

A pocket book is a compact book with information about a certain topic that may fit in your pocket. The ideal way to arrange a pocket book is to make it easy for parents or instructors to grasp (Farikhah & Saroinsong, 2020). Moreover, the advantages of pocket books are the size is small so it is easy to carry everywhere, the message conveyed is more focus, and can be read at any time (Khoiriyah et al., 2018). So it can be concluded that a pocket book is defined as a book that is small in size, light in weight, so that it is easy to carry anywhere and can be read at any time. The book contains information that makes it easier for parents to understand.

Therefore, the aim of developing this pocket book is that parents who have young children can use this book easily because it is small, light and can be stored in a pocket so it is practical to carry and can benefit from reading it anywhere because it contains the necessary material, so parents can optimize the social emotional development of early childhood. This is in line with the opinion Marlisa (2019) which states that social development is a child's emotional initial growth and because

they grow up in a family setting, parents play a critical influence in their social and emotional development.

Based on research conducted at the initial stage, namely the definition stage, this research has succeeded in identifying a pocket book that is suitable as a companion book for parents to optimize aspects of early childhood social emotional development in the digital era, namely a pocket book that contains the meaning of parental assistance, benefits of parental assistance, characteristics of parental assistance, forms of parental assistance, definition of social emotional development for early childhood, characteristics of social emotional development of early childhood, stimulation of social emotional development of early childhood, definition of the digital era, characteristics of the digital era, positive impact of the digital era on children's social emotional development, negative impact of the digital era on children's social emotional development, the importance of parental assistance to stimulate and optimize aspects of early childhood social emotional development in the digital era, forms of parental assistance for stimulation and optimizing aspects of social emotional development of early childhood in the digital era.

This pocket book contains various information about how to stimulate the social emotional development of early childhood. The information is very importance because early childhood socio-emotional development is the process by which young children learn how to connect with others, control their own emotions, and have a positive, healthy effect on those around them (Hurlock in Mahatmaharti & Dinarti, 2023). Children's social emotionality is the ability to build relationships with other people, accustomed to good manners, obeying and implementing rules and internal discipline daily life and can show normal emotional reactions. Social emotional development abilities include development in terms of emotions, personality, and interpersonal relationships (Yustina & Setyowati, 2021).

In line with that, Mulyeni et al (2023) state that early childhood social and emotional development is the process by which young children learn how to behave in social situations and are better equipped to regulate their emotions based on their capacity to recognize and communicate these emotions. Early social and emotional development is essential, especially for children in kindergarten. This is due to the fact that the youngster started forming relationships with others (Nurmalitasari, 2015). Therefore, it can be concluded that children's social emotional development is the process by which young children learn how to connect with others, accustomed to good manners, learn how to behave in social situations and started forming relationships with others.

Parents are the closest environment to children who can stimulate children's social emotional development. Research from Tresna Dewi (2018) states the high level of parental involvement in stimulating aspects of children's social emotional development. The persons closest to a child are their parents. As a result, emotional intelligence originated and was initially developed in families (Sahara et al., 2023). Furthermore, parents have a crucial part in their children's growth, which may eventually affect how emotionally intelligent those youngsters become (Mujiyatun, 2019). That is why parents need assistance in the form of pocket books to stimulate aspects of early childhood social emotional development.

The next stage in this development research is the book design stage. This stage is the planning stage for making the guidebook product that will be developed. The design stage is carried out by determining the material content of the book, creating the layout of the book, preparing the material, designing the writing and images contained in the pocket book, validating the material by the preschool master and validating the media by the preschool teacher.

Making the initial design of the pocket book with the size of the pocket book, namely 9x12 cm, designed using Corel Draw At the pocket book development stage, trials were carried out using the pocket book for small groups and large groups. This stage is the stage for implementing the

product design that has been developed and has been declared suitable for testing on pocket book users. This was done with the aim of finding out whether or not the pocket book that the researchers had developed was appropriate (Viranti & Hastuti, 2022). The subjects involved in small groups are the target readers of this guidebook, namely parents who send their children to PAUD.

There were 10 parents involved in this small group trial. The purpose of testing this guidebook product is to find out the advantages and disadvantages of aspects of the material provided and the appearance of the guidebook. This small group trial was carried out using the interview method. The next stage is to carry out revisions based on input from parents from small group trials. Next, another trial was carried out on a larger group. This trial was carried out through interviews with 20 PAUD teachers. The purpose of testing this guidebook is to find out the advantages and disadvantages of aspects of the material provided and the appearance of the guidebook. After obtaining input from the large group, the pocket book was revised. Based on a number of inputs, the researcher made improvements to the guidebook so that the guidebook produced would be as expected.

D. CONCLUSION

Based on the results of research that has been carried out using the 4D (Four-D) research and development model, it can be concluded that the pocket book accompanying parents to optimize aspects of social emotional development of early childhood in the digital era is suitable for use because it contains material that is useful for people. old and has an attractive, concise appearance accompanied by clear images so that it is easy for parents to understand.

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