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Digital literacy content in the operational curriculum in early childhood education

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Abstract: The aim of this research was analyzing the digital literacy content needs in a review of the context, input, process, and product (CIPP) component stages. This research used a qualitative approach and phenomenological methodology. The subjects of this study were school principals, teachers, and kindergarten students at Tarbiyatul Athfal, Bulumanis Kidul. Indonesia. The data were collected through observation, interview guides, and document study. The data were then analyzed qualitatively. The results show that it validates the school's vision and mission in achieving digital literacy goals. It describes the specific objectives of implementing the digital literacy curriculum in kindergarten. It also outlines the needs of teachers, both generally and specifically, in the design and provisions that apply to digital literacy. The competencies to be developed through implementing digital literacy policies.

Keywords: *curriculum, digital literacy, education*

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INTRODUCTION

It promotes a national movement for digital literacy so that the target of 50 million people exposed to literacy can be achieved by 2024. For this reason, Indonesian people are supposed to understand digital literacy, especially in the modern era of 4.0. Gaining more comprehensive access to information can provide more significant, more comprehensive, efficient, and accurate opportunities and opportunities for all. Part of the impact on education is that it can help the learning process, both teachers and students (Pangat, 2023).

In response to the Digital Literacy era's challenge, every person is asked to have competence in using the internet as a digital learning medium. These competencies include knowledge of various applications on the internet and technical skills in digital media device Usage (Naufal, 2021). Digital literacy is generally defined as the personal ability to use digital media such as iPads, tablets, gadgets, laptops, and other media screens that no longer use print media (books or paper). Digital literacy does not necessarily replace the importance of traditional (print) literacy as a stage. Thus, digital literacy is the ability to read, write, and analyze digital objects usually presented on screens that are not printed (Pratama *et al*., 2019).

Hague and Payton (1983), as in Ramadhani *et al*. (2020), define digital literacy as the ability of individuals to apply functional skills to digital devices so that they can find and

select information, think critically, be creative, collaborate with others, communicate The development of digital literacy competencies at the kindergarten level provides a solid foundation for children to face future challenges in digital technology and communication. In addition, it also helps them become responsible and digitally savvy technology users (Putra *et al*., 2023). By incorporating these competencies in the digital literacy curriculum, Tarbiyatul Athfal Bulumanis Kidul Kindergarten can provide a solid foundation for children to understand and use digital technology wisely and responsibly. The amount and details can be adjusted according to the goals and policies of the school. Thus, the digital literacy curriculum implementation in TK Tarbiyatul Athfal Bulumanis Kidul helps to meet the needs of teachers in developing their digital literacy competencies and supporting effective teaching in today's digital era. It also prepares children for an increasingly connected future with technology(Firmansyah *et al*., 2022; Satriani *et al*., 2022).

Whereas the mainstream literature describes digital literacy as a set of photo-visual, real-time, information, branching, reproduction, and social-emotional thinking (Neuman *et al*., 2019) or as a set of precise specific operations, i.e., finding, consuming, creating, communicating, and sharing digital content (Marsh *et al*., 2017), this study reveals that digital literacy revolves around and is in connection with the concepts of computer literacy, media literacy, cultural literacy or disciplinary literacy. In other words, the present systematic review indicates that digital literacy is far broader than specific tasks, englobing the entire sphere of computer operation and media use in a cultural context (Hendaryan *et al*., 2022).

effectively, and still ignore electronic security and the evolving socio-cultural context. Good digital literacy plays a role in developing knowledge of a particular subject matter by encouraging students' curiosity and creativity (Rahmi *et al*., 2020). The curriculum as a guide in the implementation of learning in schools needs to be directed at how to form Indonesian people who can be in line with the conditions of the times through the loading of digital literacy applied in learning (Sherly *et al*., 2020). Digitalization can have both positive and negative impacts on Indonesia. Therefore, action is needed to strengthen cultural filters so that globalization does not harm a nation’s cultural values’ existence (Ramdani, 2018).

The content of digital literacy is not only an effort to realize children who love their culture but also a fortress solution to the problem of local cultural degradation due to the impact of a very high wave of foreign culture (Rais *et al*., 2018). One of the main functions in curriculum management is the evaluation function, in addition to planning, organizing, and implementing. The content of Digital Literacy in the curriculum also requires an evaluation function targeted to determine the effectiveness of the ongoing program. Evaluation is one of the links in the management system when viewed from its implementation that can be in the planning process, in the middle of the implementation process, and at the end of the program implementation (Ananda & Rafida, 2017).

The appropriate evaluation model used is the CIPP model because the program evaluation is reviewed from planning and implementation to the end of the program (Felayati & Yaswinda, 2020). One evaluation model with another does vary, but the

purpose is the same: carrying out data collection activities or information related to the evaluated object (Mathison, 2013). Previous researchers also used this model to find the effectiveness of applying online learning. Rahman (2022) uses the CIPP model in making choices and development. Furthermore, the collected information can be used by decision-makers to determine follow-up on the program that has been evaluated appropriately. In addition, evaluation is also needed to assess or as a benchmark for the ability, success, or failure of the method used. It also enables us to identify the variables needing improvement or assessment. Later, The evaluation program can be used to carry out follow-up activities or for further decision-making (Muttaqin, 2020).

Based on the background description above, it is important to evaluate the application of the digital literacy curriculum at the early childhood education unit level. This evaluation is expected to find the extent of the application of this digital literacy curriculum, either in terms of advantages or obstacles after this curriculum is implemented.

METHOD

This research is an evaluation research using a qualitative approach. Weiss in Sugiyono (2018) presented evaluation research used to determine the effectiveness of a program, action policy, or other object under study compared to the objectives or standards applied. Qualitative research was carried out with a phenomenological approach. Husserl (1999) stated that phenomenological research is qualitative research which looks and hears more closely and in detail an individual's explanation and understanding of his experiences (Husserl, 1999). This study used the CIPP (Context, Input, Process, and Product) evaluation model (Stufflebeam, 2003). The phenomena revealed in this study were empirical symptoms along with the observed phenomena interpreted and given meaning. This design was chosen because the CIPP model is a program evaluation model that includes all components of the learning management system, so the evaluation results can be information about the weaknesses and strengths of each system component. The object of this research is focused on digital literacy content in the operational curriculum in education units, which includes formal foundations, analysis of needs and infrastructure, implementation of learning, and achievements obtained. The subjects of the study focused on principals, vice principals, teachers, and parents of students.

The research location was adjusted to the research purpose, especially to explore information, facts, and data related to planning, implementing, and evaluating the curriculum in an educational institution. The author conducted research at TK Tarbiyatul Athfal Bulumanis Kidul, which is geographically located at Rt.03 Rw.02 Tambak, Bulumanis Kidul, Margoyoso, Pati. The data collection method is an important part of a study because it is a step or method used by researchers to collect data that will be needed in their research. Creswell's (2016) data collection steps are categorized into efforts to limit research, to collect information through observation, structured and unstructured, documentation, visual materials, and protocols to record information design effort. The data collection technique is the most strategic step in research because the research's main purpose is to obtain data.

Data analysis techniques in this study, as quoted by Miles & Huberman in their book Qualitative Data Analysis use flow analysis model procedures (Flow Analysis Models) through three flows of activities that occur sequencely, namely data reduction (data reduction), data presentation (data displays), and conclusion drawing/verification (conclusion drawing/verification) (Miles *et al*., 2020).

FINDINGS AND DISCUSSION

The outcomes of this research elucidate the content of digital literacy within the curriculum implemented in schools. Context evaluation consists of the description and specification of the program's environment, unmet needs, characteristics of the population, samples of individuals, and program objectives. Context evaluation plays a pivotal role in guiding decision-making, identifying the needs to be addressed by the program, and formulating program objectives. The primary objective of a contextual evaluation is to identify the strengths and weaknesses according to the context given. By discerning these strengths and weaknesses, the evaluator can offer the requisite guidance for enhancement. According to Arikunto and Safrudin (2010: 46), contextual evaluation is conducted to address the following questions: a) which needs have not been addressed by the program, b) which development objectives are linked to addressing these needs, c) which objectives are the most attainable.

Analysis of vision, mission, and goals. The analysis of interview outcomes has validated the school's vision and mission in pursuing digital literacy objectives (Table 1). The vision and mission of incorporating digital literacy with Tarbiyatul Athfal Bulumanis Kidul Kindergarten School are crucial in guiding the educational and developmental children's goals.

Tarbiyatul Athfal Bulumanis Kidul, as well as to involve all parties involved in children's education in this process. A strong vision and mission will help provide a clear direction for digital literacy development in the school. This aligns with the statement of Calam *et al.* (2020), who state that vision is an ideal picture of a realistic future to be formed by schools within a certain period (Calam *et al*., 2020). The formulation of the vision remains within the framework of national education policy but is tailored to the needs of schools and services to the community. The vision becomes a direction for the school to formulate the school's mission. The school's vision is the ideal of the school community and all parties who provide inspiration, motivation, strength, and pride. The mission is an explanation of what must be done by the school to realize the school's vision, the mission of achieving the school's vision more directed and focused. Communication with the principal is needed to realize the vision and mission of the school. The mission is concrete actions that enable schools to publish quality products, services, and services that meet the needs and expectations of the community (Mawardi, 2021).

Analysis of digital literacy curriculum in Tarbiyatul Athfal Bulumanis Kidul Kindergarten. The digital literacy curriculum at TK Tarbiyatul Athfal Bulumanis Kidul is crafted to facilitate the cultivation of comprehension and digital literacy competencies during early childhood. The subsequent section outlines the design of the digital literacy curriculum at TK Tarbiyatul Athfal Bulumanis Kidul (Table 2).

Table 1
The analysis of interview outcomes toward the school's vision and mission in pursuing digital literacy

Analysis	Action
Identify Key Objectives	Identify the primary objective of education within the school context, which is to prepare students to meet the challenges of their era and provide them with education suited to the demands of their time.
Digital Literacy Standards	Digital literacy standards that are pertinent to the kindergarten education level may encompass various elements, such as technology comprehension, digital security, the utilization of educational software, and the like.
Engaging Stakeholders	Relevant digital literacy standards for the kindergarten education level encompass aspects such as technology comprehension, digital security, utilization of educational software, and similar domains.
Engaging Stakeholders	Tarbiyatul Athfal Kindergarten also engages teachers, parents, and school staff in planning, as they can offer valuable insights into the expectations for digital literacy education at TK Tarbiyatul Athfal BulumanisKidul.
Vision	Establishing a well-defined vision for digital literacy within the school context is essential. In this regard, the vision of TK Tarbiyatul Athfal Bulumanis Kidul has articulated the essence of digital literacy as follows: "Noble Morals, Smart and Independent with technology-based towards a Great Indonesia."
Mission	A mission was also formulated to delineate the strategies by which the school would attain the vision: "Integrating technology in the curriculum to improve children's understanding of digital literacy with play and creative approaches."
Core Values	Founded on core values that underpin the vision and mission of digital literacy, these values include collaboration, digital safety, online ethics, and creativity.
Plan Programs and Resources	Develop a digital literacy program encompassing teacher training, educational software, digital resources, and performance evaluations.
Communicate Vision and Mission	Effectively convey the vision and mission of digital literacy to all stakeholders, which includes teachers, parents, and students, to ensure a shared understanding of the school's direction.
Evaluation and Revision	Continue to assess the school's advancement towards realizing the vision and mission of digital literacy and make revisions as deemed necessary.

The digital literacy curriculum design is based on the characteristics and needs of the children of Tarbiyatul Athfal Bulumanis Kidul Kindergarten, and it ensures that this is an ongoing effort integrated into the school education curriculum (Fitriyani & Mukhlis, 2021; Pratama *et al*., 2019). This Curriculum development can be interpreted as a form of curriculum planning and preparation process carried out by curriculum developers so that

the resulting curriculum can be teaching materials and references used to achieve educational goals (Calam *et al*., 2020).

Table 2
The subsequent section outlines the design of the digital literacy curriculum at TK Tarbiyatul Athfal Bulumanis Kidul.

Analysis	Action
Learning Objectives	Establishing well-defined learning objectives tailored to the developmental stage of kindergarten children is crucial to encompass various facets of digital literacy. These objectives should encompass a fundamental grasp of technology, digital safety, online ethics, and proficiency in the utilization of educational software.
Activity-Based Curriculum	Designing a curriculum that emphasizes age-appropriate activities, including games, storytelling, exploration, and simple projects, can facilitate children's learning through play. This approach encourages active engagement and enhances their educational experiences.
Development of Basic Technical Skills	Instruct children on the utilization of fundamental technological devices, such as computers, tablets, and age-appropriate educational software. Provide guidance on the safe operation of these devices and applications.
Digital Security	Provides instruction on fundamental principles of digital security, which includes the importance of not divulging personal information to online strangers, safeguarding passwords, and comprehending potential risks associated with internet usage.
Online Ethics	Instruct children on proper online conduct and etiquette, including the importance of courteous online communication and respecting the privacy of others.
Use of Technology in Learning	Incorporate technology into daily instructional methodologies within kindergarten. This integration may encompass the utilization of age-appropriate educational software to reinforce the comprehension of various concepts.
Performance Evaluation and Measurement	Identify methodologies to assess children's proficiency in digital literacy, such as observing their proficiency in device usage or assigning straightforward tasks designed to evaluate their comprehension of digital literacy concepts.
Collaboration with Parents	Engage parents in this digital literacy initiative and guide them on facilitating their children's safe and responsible use of technology at home.
Flexibility and Continuous Evaluation	The kindergarten's digital literacy curriculum should be flexible to adapt to swift technological advancements. It is imperative to conduct ongoing evaluations and make necessary updates to the curriculum.
Safe Learning Environment	Ensure that both the physical and digital environments in schools are conducive to fostering secure and constructive digital literacy learning.

This is done through curriculum development, which refers to national standards of education to realize the goals of national education and curricula at all levels. Different types of education are developed with the principle of diversification by educational units,

regional potentials, and students. Curriculum development cannot be separated from various things that influence it, such as the way of thinking, value systems be it moral, religious, political, cultural, or social values, the development process, the needs of students, the needs of society and the direction of educational programs. Curriculum development objectives must also pay attention to institutional goals (educational institutions (units) goals, curricular goals (objectives of the field of study), and instructional objectives (learning objectives). Everything needs to be considered in developing the curriculum (Arini & Roesminingsih, 2021).

This will be an ingredient that needs to be considered in curriculum development. It happened because curriculum is the process of planning part to produce a broad and specific curriculum plan. This process is related to selecting and organizing various components of teaching and learning situations, including establishing curriculum organizing schedules and specifications of suggested objectives, subjects, activities, sources, and measuring tools for curriculum developers (Safaruddin, 2020). So, in the curriculum, there is a need for a curriculum development model.

The purpose of implementing the digital literacy content curriculum at Tarbiyatul Athfal Bulumanis Kidul Kindergarten School. The primary objective behind the implementation of the digital literacy content curriculum at TK Tarbiyatul Athfal Bulumanis Kidul is to instill foundational digital literacy skills in early childhood, encompassing comprehension of technology, digital safety, online ethics, and the utilization of educational software. The subsequent list delineates specific objectives associated with the implementation of the digital literacy curriculum at the kindergarten level (Table 3).

These goals help children develop a strong understanding of digital literacy and respond wisely to digital technologies that are increasingly permeating everyday life. Digital literacy at the kindergarten level is an essential first step to preparing future generations to be able to interact with technology positively and safely.

Many efforts to improve literacy have been made by teachers, for example, by facilitating literacy activities through reading corners, whose results are quite significant in improving children's literacy (Silvhiany *et al*., 2022). Other efforts, such as stimulating literacy with play activities, have a positive impact (Musiin & Dan Indrajit, 2020). However, literacy activities do not only go one way. That is, if literacy is only celebrated in formal education spaces in kindergarten while at home children do not get their rights in literacy, then children may find it difficult to improve their literacy skills (Marsh *et al*., 2017). Therefore, it is necessary to facilitate facilities between literacy activities at school and home. However, until now, there is no appropriate means to contribute to children's literacy achievement at school and home.

Analysis of teachers' need for digital literacy in Tarbiyatul Athfal Bulumanis Kidul Kindergarten. The needs of teachers in designing and implementing digital literacy content curriculum at Tarbiyatul Athfal Bulumanis Kidul Kindergarten in the past year may vary, both in general and specifically. Below are some needs that prompted this school to develop and implement a digital literacy content curriculum. Students being able to adapt to the

environment in the information technology age requires the teacher's role. The role of the teacher as a facilitator in the classroom is the most important because every day, the teacher interacts with students. Good teachers continue to strive so that classroom learning can run well and produce good learning outcomes (Fauziyah & Triyono, 2018).

Table 3
The subsequent list delineates specific objectives associated with the implementation of the digital literacy curriculum at the kindergarten level

Goal Analysis	Implementation
Develop an understanding of basic technology	Children need to have a fundamental comprehension of technological devices, including computers, tablets, and mobile devices, and the knowledge of how to utilize them.
Digital Security	Instruct children about the significance of digital safety, encompassing the preservation of privacy, refraining from engaging with unfamiliar individuals online, and safeguarding personal information
Online Ethics	Promote positive online conduct, which includes courteous communication, respect for the privacy rights of others, and comprehension of the concept of cyberbullying.
Use of Technology in Learning	Incorporate technology as an educational tool within the curriculum, enabling children to acquire proficiency in the use of age-appropriate educational software to enhance their comprehension of various concepts.
Encouraging Creativity	Enables children to explore and engage in creative activities with technology, including play, drawing, or other imaginative endeavors.
Develop critical thinking skills.	By employing technology, children will be encouraged to engage in critical thinking, problem-solving, and making informed decisions within a digital context.
Helping with Future Preparation	Offer children a robust foundation in digital literacy, preparing them for an increasingly interconnected and technology-driven world.
Developing Collaboration Capabilities	Foster collaboration and communication in the utilization of technology among peers and teachers.
Performance Evaluation and Monitoring	Aid children in comprehending how to assess online information and discern the distinction between accurate and erroneous information
Readiness for Families	Incorporate parents into children's digital literacy processes to enable their support for the safe and responsible utilization of technology within the home environment.
Integrating into the General Curriculum	Ensure the effective integration of digital literacy into the overall curriculum at TK Tarbiyatul Athfal Bulumanis Kidul.
Safe Learning Environment	Establishing a secure physical and digital environment while fostering positive digital literacy education.

Teacher needs, in general, are defined as training and self-development in digital literacy so they can teach and support children effectively in terms of technology. Teachers need to understand the latest technological developments to integrate them into children's learning. The COVID-19 pandemic has forced schools to adopt remote learning. Teachers

may need training to teach online and apply technology in hybrid teaching. Teachers need evaluation tools to measure children's progress in digital literacy and technology use. Teachers need access to devices and educational software.

Special teacher Needs, namely in developing the guru curriculum, may take time and special training to design a digital literacy curriculum appropriate for the age of children in the classroom. There is a need to work closely with other teachers to integrate digital literacy in all subjects, build cross-subject programs, and develop activities that support understanding of digital literacy. Develop a curriculum that is by digital literacy standards applicable in the region or country. It takes time and evaluation tools to track children's progress in digital literacy development over a year. Teachers need to get support from parents when teaching digital literacy. It may be necessary to develop effective communication methods with parents to discuss children's development in digital literacy.

The successful implementation of the digital literacy content curriculum at TK Tarbiyatul Athfal Bulumanis Kidul depends largely on teachers' understanding of digital literacy, available resources, school support, and commitment to continuously update and improve the curriculum through technological developments and children's needs. Teachers with high professionalism will try to develop all their competencies to meet students' needs through fun learning (Syamsuriyanti & Sukirno, 2018).

Establishing a set of competencies or proficiencies for teacher preparation faculty will enable faculty and college leaders to coalesce around an explicit target for faculty development. Endorsement of the same set of competencies by multiple professional associations will also increase recognition of the importance and value of adopting competencies for teacher preparation faculty. However, college leaders and faculty will need collaborative and thoughtful plans, professional development, and organizational support to enable faculty progress toward achieving the desired level of faculty competency and related preservice candidate preparation (Herring *et al*., 2014).

Competencies to be developed through the implementation of a curriculum containing digital literacy in Tarbiyatul Athfal Bulumanis Kidul Kindergarten schools. By introducing a digital literacy curriculum at Tarbiyatul Athfal Bulumanis Kidul Kindergarten School, the researcher can collect information about several competencies during early childhood. The pivotal competencies that will be cultivated through this curriculum are shown in Table 4.

The development of digital literacy competencies at the kindergarten level provides a solid foundation for children to face future challenges in digital technology and communication. In addition, it also helps them become responsible and digitally savvy technology users (Putra *et al*., 2023). By incorporating these competencies in the digital literacy curriculum, Tarbiyatul Athfal Bulumanis Kidul Kindergarten can provide a solid foundation for children to understand and use digital technology wisely and responsibly. The amount and details can be adjusted according to the goals and policies of the school. Thus, the digital literacy curriculum implementation in TK Tarbiyatul Athfal Bulumanis Kidul helps to meet the needs of teachers in developing their digital literacy competencies and supporting effective teaching in today's digital era. It also prepares children for an

increasingly connected future with technology(Firmansyah *et al*., 2022; Satriani *et al*., 2022).

Table 4
The pivotal competencies to be cultivated through a digital literacy curriculum

Competence	What is developed
Basic Technology Understanding	The competence of children to comprehend and operate fundamental technological devices, including computers, tablets, and mobile devices
Digital Security	The awareness and capacity of children to ensure their safety while utilizing technology encompassing the preservation of privacy, avoidance of communication with unfamiliar individuals online, and safeguarding of personal information.;
Online Ethics	The cultivation of appropriate online conduct encompasses polite online communication, the recognition of others' privacy rights, and comprehending cyberbullying.
Critical Thinking Skills	Children are educated in the practice of critical thinking when engaging with technology, enabling them to comprehend the information they encounter online and distinguish between accurate and erroneous content;
Creativity and Innovation	Children are instructed in the utilization of technology as a means for fostering creativity and imagination while also cultivating their capacity for creative thinking;
Use of Technology in Learning	The competence of children to employ age-appropriate educational software for the purpose of reinforcing their comprehension of concepts within specific academic subjects;
Collaboration Capabilities	Children acquire the ability to collaborate with both peers and educators in the utilization of technology, thereby fostering the development of social and collaborative competencies;
Readiness for the Future	Facilitating the readiness of children for an increasingly interconnected and technology-driven world, equipping them to become individuals prepared to engage in a digital society.;
Performance Evaluation and Monitoring	The aptitude of children to assess online information and discern the distinction between veracious and erroneous content is a focal point;
Problem-Solving Ability	The capacity of children to discern issues and devise solutions through the use of technology, which encompasses the skill of searching for pertinent information online, is highlighted.;
Communication Skills	The development of communication skills, including using digital communication tools such as email, text messaging, or social media platforms, is emphasized within a secure and considerate framework.
Decision-Making Skills	Children are instructed to cultivate sound decision-making skills within a digital context, encompassing an understanding of the ramifications of their online actions.

Whereas the mainstream literature describes digital literacy as a set of photo-visual, real-time, information, branching, reproduction, and social-emotional thinking (Neuman *et al*., 2019) or as a set of precise specific operations, i.e., finding, consuming, creating,

communicating, and sharing digital content (Marsh *et al*., 2017), this study reveals that digital literacy revolves around and is in connection with the concepts of computer literacy, media literacy, cultural literacy or disciplinary literacy. In other words, the present systematic review indicates that digital literacy is far broader than specific tasks, englobing the entire sphere of computer operation and media use in a cultural context (Hendaryan *et al*., 2022).

Digital competence (Vuorikari *et al*., 2017) suggests that the main digital competencies cover information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving. Similarly, the findings of this research place digital competencies concerning problem-solving, safety, information processing, content creation, and communication. Therefore, the systematic literature review findings largely align with the existing framework used in the European Union (Puspito, 2017). Personal and interactional teaching styles are the dominant teaching styles used in research. Also, these teaching styles positively impact students by increasing their learning motivation (Budiman *et al*., 2023.)

CONCLUSION

The successful implementation of the digital literacy content curriculum at TK Tarbiyatul Athfal Bulumanis Kidul depends largely on the teacher's understanding of digital literacy, available resources, school support, and commitment to continuously update and improve the curriculum by technological developments and children's needs. The competencies development conducted through digital literacy at the kindergarten provides a solid foundation for the children. Thus, they can face digital technology and communication challenges. In addition, it also helps them become responsible and digitally savvy users of technology.

By incorporating these competencies in the digital literacy curriculum, Tarbiyatul Athfal Bulumanis Kidul Kindergarten can provide a solid foundation for children to understand and use digital technology wisely and responsibly. Thus, the digital literacy curriculum implementation at TK Tarbiyatul Athfal Bulumanis Kidul helps meet teachers' needs in developing their digital literacy competencies and supports effective teaching in today's digital era. It also prepares children for an increasingly connected future with technology.

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