

# The Implementation of School TV Channel at RA Al-Munawaroh TM Telaga Murni Cikarang in Developing Digital Literacy in the Information Technology Era

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**ABSTRACT:** The purpose of this research is to explain the implementation of the School TV channel in developing digital literacy in the era of information technology, as well as to identify the obstacles and solutions faced by RA Al-Munawaroh TM in implementing it. This research uses a qualitative descriptive method. The research subjects consisted of 11 children, a combination of TK.A and TK.B classes. Data were obtained from documentation, observation, and interviews. The analysis results show that digital literacy at RA Al-Munawaroh TM utilizes the school television channel as an interactive and educational medium, provides solutions to the challenges of the school TV channel in the technological era, and contributes positively to the development of children's digital literacy, while also helping to raise awareness of the importance of technology from an early age as part of 21st-century skills. The impact of implementing the School TV Channel successfully created an engaging learning environment, encouraging parental involvement in their child's education. The challenges include the lack of technological facilities such as limited internet access, poor signal quality, and inadequate devices, which led teachers to prepare their own equipment from home, such as providing laptops along with Wi-Fi/modems. There is also a lack of direct interaction among children with peers and adults due to excessive interaction with smartphone technology. Additionally, social development is hindered by spending too much time in front of phones/gadgets. For that reason, the TV Sekolah channel presents itself as a practical and flexible educational solution, helping with digital learning in the era of information technology.

**KEYWORDS** - School TV Channel, Digital Literacy, Early Childhood

## I. INTRODUCTION

In the current digital era, technological advancements influence all aspects of life, especially education. Utilizing information technology in school learning is an important step in preparing young children to face increasingly complex global challenges. A form of technology application that is becoming increasingly popular is the use of television media as an educational tool, such as the TV School channel. As an early childhood education institution, it is important to recognize the role of technology in the teaching and learning process and the need for RA Al-Munawaroh TM to introduce digital literacy from an early age. One way educational institutions implement digital skills is by accessing school television as a visual communication medium for teaching materials, which also serves as a necessary platform for teaching basic digital skills in the future. Digital literacy is essential in enhancing the ability of early childhood children to learn how to access, utilize, and manage virtual data. (Madjid et al., 2023)

The implementation of the School TV program at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital skills in the information technology era is expected to help children understand and effectively utilize technology. The School TV channel can reach children in various hard-to-access areas.

The function of the School TV channel also serves as an enjoyable learning medium that engages children, despite various challenges such as limited internet access, poor signal quality, and inadequate devices. This results in teachers having to prepare their own devices from home, such as laptops and wifi/modem networks. The lack of restrictions on technology access at home means that children have less direct interaction with peers and adults because they spend too much time using smartphones. The risk of online fraud, exposure to inappropriate content, or digital bullying without proper guidance. And the hindrance to social development due to too much time spent in front of phones/gadgets and the influence of digital culture, which is not yet fully positive for children.

For that reason, the School TV channel serves as a practical and flexible educational solution, supporting virtual skills in the IT era. In implementing digital skills in the IT age, RA Al-Munawaroh TM uses the school television channel as an educational medium that not only broadens children's horizons but also trains their ability to utilize digital media. With content presentation appropriate to the child's developmental stage, this program also aims to educate children about digital ethics and safety, as well as increase parental involvement in their child's education process. In the research on the School TV channel, the author focuses on the application of the School TV channel in developing digital literacy in the era of information technology. (Musarofah & Watini, 2024) explain that the School TV channel is an efficient educational medium for teaching children digital literacy skills in an easily understandable way. This allows children to absorb learning materials without being hindered by obstacles such as slow internet connections or limited devices at home. The use of this application is sufficient with just a phone, allowing for adequate access.

Various previous studies have shown the importance of introducing digital technology to children. For example, the first study conducted by (Andrian & Watini, 2022) shows that the implementation of a school television channel at TK Tunarungu Sushrusa Denpasar Barat can increase children's participation and interest in learning. Aiming for synergy between technology, education, and parental involvement to create a learning atmosphere for children's development in the digital era. The application of digital media through technology, such as school television channels, is very beneficial for hearing-impaired kindergarten children. Hearing-impaired students at Sushrusa Denpasar Barat are more active in creativity despite their hearing limitations. Furthermore, the second study by (Restianty, 2018) emphasizes that the use of digital technology can promote children's cognitive skills and literacy. The research serves as a reference for understanding the application of digital technology at RA Al-Munawaroh TM in honing skills, reading content, so that the use of content will be more critical to avoid negative impacts on its users. By involving digital devices such as the internet and applications used in daily life. Includes the ability to think critically in analyzing information obtained from digital sources and the ethics of using digital technology. The third research conducted by (Musarofah & Watini, 2024) found that the School TV channel is effective in teaching digital literacy skills to children, although there are still challenges in its implementation. Focusing on children being able to develop self-confidence in using digital technology as part of their learning process. Those who support the idea of implementing digital literacy at the early childhood education level to prepare for future technological challenges.

The fourth study conducted by (Farisia & Syafi, 2024) emphasizes the importance of teacher training in improving the ability to utilize technology in early childhood education. With that understanding, this research focuses on the application of the School TV channel at RA Al-Munawaroh TM in developing digital skills. Through the gradual introduction of technology to children, starting from computers/tablets, educational games, to applications specifically designed for their age, children are encouraged to learn, play, and create using technology positively. Becoming the main challenge in the implementation of this program. Therefore, a special strategy is needed in its implementation, and this research is expected to contribute to the development of digital skills in RA by utilizing the School TV Channel media.

The study conducted by (Livingstone & Third, 2017) examines the development of digital literacy in children, which is relevant to be applied at RA Al-Munawaroh TM, especially in considering the potential risks that may arise. In addition, another aspect of innovation can be seen in the use of technology in education, which highlights the importance of technology as an effective learning tool and emphasizes the need to understand and address digital risks such as children's privacy and data security.

Research conducted (Nurul Indah Wahyu Ningsih, 2024) emphasizes the importance of using a hybrid learning model implemented at RA Al-Munawaroh TM using the school's television channel. This model combines digital and non-digital approaches by integrating traditional media such as TV and digital content. The use of the School TV channel as a medium for delivering material allows for broader access for children, while the hybrid approach helps blend direct interaction and distance learning. This model combines face-to-face interaction with the use of digital media, ensuring that children do not only rely on technology but also continue to receive traditional education.

The research conducted by (Lisa Paleczek, 2023) focuses on the importance of community involvement in digital education, providing context for parental and community participation in supporting the use of the School TV channel. The implementation of the School TV Channel involves parents and the wider community, and provides holistic support to children in developing digital literacy. In this case, parents play an active role in accompanying their children while watching, while teachers facilitate the use of that content in class.

Research conducted (Adison Adrianus Sihombing, S.S., n.d.) examines local content integrated with digital education, which adjusts the curriculum. Aiming to examine how local content can be effectively integrated into digital education. RA Al-Munawaroh TM has one of the advantages of the School TV Channel, which is the presentation of content tailored to local cultural and social values.

Research conducted (Hidayat, 2023) examines the development of digital skills using information and communication technology (ICT) wisely and responsibly. Focusing on the presentation and analysis of data, it was concluded that Digital Literacy-Based Social Studies Learning in Understanding Information for Eighth Grade at SMP Plus Darussoloh Jember stated that School TV was chosen as an educational medium and an interesting source of information, developed using digital technology by utilizing the school television channel.

The study conducted by (Yunaini, Sri Juani Purwaningsih, Sitti Zaifan, 2023) regarding the use of television in schools as a means of conveying knowledge to children and the entire school community. This research focuses on how School TV can be optimized in the educational environment, especially at TK Mekar Jaya, to improve access to information, both in terms of disseminating academic information, educational programs, and learning activities. The aim is to understand the extent to which School TV media can be utilized as an aid in delivering educational material to students, as well as how this media can facilitate communication among teachers, schools, children, and their parents. Additionally, this research also evaluates the impact of utilizing School TV on the effectiveness of information delivery and the development of cognitive abilities and students' interest in learning at TK Mekar Jaya.

Based on the research results using qualitative methods from interviews with 11 RA children. Digital literacy can significantly contribute to their knowledge. The research findings suggest that early childhood children, especially RA children, use the "School TV channel" as an innovative and engaging educational medium that combines technology with education to support children's development in the digital era.

Table 1.1 Table of analysis of previous research (State of the Art)

No .	Journal and Research Title	Year, Research Location	Research Method	Research Object	Analysis used as a research review
1	Implementation of School TV based on digital literacy at Sushrusa Denpasar Barat School for the Deaf. Researchers: Dwi Andrian, Sri Watini	2022, TK Tunarungu Sushrusa Denpasar Barat	Qualitative	Preschoolers with Hearing Impairments	The researcher uses the results of this study as a source of information that has been validated by previous researchers.

2	Digital literacy, a new challenge in media literacy. Researchers: Ajani Restianty	2018, Jakarta	Qualitative	The general public	
3	Development of Digital Literacy in the Information Technology Era through School TV Channel Researchers: Musarofah, Sri Watini.	2024, RA Al-Munawaroh TM	Qualitative	Child of RA Al-Munawaroh TM	The research results obtained serve as a reference for the researcher in observing at the research site, and the researcher uses these research results as a source of information that has been validated by previous researchers.
4	Professional Development on Digital Literacy for Teachers in Early Childhood Education in the Digital Era Researchers: Hernik Farisia, Imam Syafi'i.	2024, UIN Sunan Ampel Surabaya Jawa Timur.	Qualitative	Teacher	The researcher uses these research results as a reference for how teachers apply technology to children.
5	Children and young people's rights in the digital age: an emerging agenda Article (Accepted version) (Refereed) Researchers: Sonia Livingstone and Amanda Third.	2017, University of Western Sydney Abstract		Early childhood	The researcher uses these research results as a reference for children's rights and the digital environment.
6	Blended Learning and Hybrid Learning Researchers: Nurul Indah Wahyu Ningsih, Fitri Yuliana.	2024, Maulana Malik Ibrahim State Islamic University, Malang.	Qualitative	Student	The researcher uses these research results as a reference for combining traditional and modern methods. Learning directly using computer devices and internet networks.

7	Special Issue: Rethinking educational practices and responsibilities in the light of digitalisation Special Issue: Rethinking educational practices and responsibilities in the light of digitalisation Researchers: Lisa Paleczek, Eva Pozl-Stefanec.	2023		Teacher and student	Researchers use the results of this study as a reference for how teachers and students apply digital literacy learning in the classroom.
8	Educational Cultural Transformation: Preconditions For Digital Learning Researcher: Adison Adrianus Sihombing, S.S., M.Pd	Jakarta	Qualitative	Elementary and Middle School Teacher	Researchers use the results of this study as a reference for how to implement digital education and digital literacy.
9	Digital Literacy-Based Social Studies Learning in Understanding Information in Class VIII at SMP Plus Darussholah Jember Researcher: Hamdan Hidayat.	2023, SMP Plus Darussholah Jember	Qualitative	Eighth-grade middle school student	Using the results of this study as a reference for developing digital skills, optimizing the use of information and communication technology (ICT), and responsibility.
10	Utilization of School TV as an Information Media at TK. Mekar Jaya Pekon Penyandingan, Bangkunan District, West Coast Regency, Lampung City Researchers: Yunaini, Sri Juani Purwaningsih, Sitti Zaifan, Sri Watini.	2023, Kota Lampung TK. Mekar Jaya Pekon Penyandingan	Qualitative	Kindergarten children. Mekar Jaya, Pekon Penyandingan	The research shows the high potential of the School TV channel to provide engaging educational material that can capture children's interest.

According to the background of the problem, the focus of this research is on the implementation of the School TV channel at RA Al-Munawaroh TM in developing digital literacy in the era of information technology. This research will focus on the following issues: a) The implementation of the School TV channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital literacy in the era of information technology. b) The obstacles faced by RA Al-Munawaroh TM and solutions in implementing the School TV channel. c) The impact of the implementation of the School TV channel at RA Al-Munawaroh TM in developing digital literacy in the era of information technology on children's learning interest.

Based on the findings of this study, there is a theoretical usefulness of the research, namely: to enhance knowledge about the application of digital literacy in the early childhood education (ECE) world, particularly

for the utilization of school television channels as a learning medium. The results of this study can serve as a reference for future research. And the direct benefits: a) For students, it facilitates learning activities in understanding digital skills and children's ability to use information technology appropriately and effectively, makes access to information distribution via the internet easier through the School TV channel, ensuring it is safe for all layers of society to watch, and supports the development of children's digital skills from an early age using technology-based interactive learning methods. b) For parents to provide information about the role of parents in supporting their child's digital education and increasing parental involvement in their child's learning process, to provide an understanding of the importance of digital literacy for children, and how to support their child's learning process at home. c) For teachers to use various events, digital platforms, and the internet effectively, accurately, politely, and wisely, and to comply with the law.

Various activity facilities available on the School TV Channel, such as daily communication learning, are used as an innovative digital learning medium to select and choose learning materials to facilitate teachers' delivery, serve as motivation and an attractive teaching resource design for teachers, and provide teachers with insights and a deep understanding of effective ways to implement digital literacy in the classroom. d) For schools/early childhood education institutions, utilizing the School TV Channel as a safe and beneficial learning medium, designed to enhance the quality of education and maximize learning outcomes at school. Through the educational content presented, the School TV Channel positively contributes to improving the quality of learning and supports achieving optimal learning outcomes for children. It aims to inform about the School TV Channel and how to create it, provide insights to school authorities and educators on effective strategies for implementing digital literacy, offer insights into the effectiveness of the School TV Channel as a medium for enhancing digital literacy and developing better programs in the future, contribute positively to the implementation of digital literacy in early childhood education institutions, and provide evaluations and recommendations related to the implementation of the School TV Channel, thereby improving technology-based learning quality. e) For researchers, it can broaden their horizons through the application of knowledge gained in the field and hone their skills, making it beneficial in the future. This research can serve as a reference for other researchers in the development or preparation of similar studies.

According to the Ministry of Education and Culture (2017) in (Muhammad Hasbi, Wulan Adiarti, Rahmita P. Soendjojo, Utin Ritayani, Murtiningsih, 2020), it is explained that digital literacy in early childhood is the ability of children in the form of attitudes, knowledge, and skills to utilize digital tools. Includes the ability to search for and use information, learn, play, and enjoy entertainment healthily under adult supervision. Digital literacy is an individual's skill to utilize information and communication technology effectively and efficiently. Referring to the ability to access, understand, and wisely utilize digital information. In the form of computers, laptops, netbooks/notebooks, tablets, and smartphones. For that reason, RA. Al-Munawaroh TM has started introducing digital literacy through the digital learning media of TV Sekolah.

According to (Nuriansyah, 2020), teachers/lecturers use media (platforms) as a means of online learning/replacement for face-to-face interactions in the classroom. For that reason, the School TV channel is here. However, in implementing digital literacy, there are various obstacles due to the limited knowledge about the School TV channel, inadequate technological facilities at schools, and teachers who provide laptops/computers along with internet data. According to Haque's theory in Feri Sulianta 2020, p. 6 in the journal (Mariani, 2022), digital literacy is the use of information and communication technology in a wise and responsible manner. Not only does it involve technical skills in using software/hardware, but also the ability to manage information, evaluate the reliability of online resources, as well as collaborate and share information with others.

Based on (Rohmah & Watini, 2023), digital literacy refers to a person's ability to use the internet with various programs and complete digital platforms that are high-quality, polite, and intelligent, based on regulations that support various daily learning activities. So literacy includes critical thinking skills, collaboration, and socialization, making digital literacy very important for children, including early childhood children in the RA category, who need to be introduced to the right technology to prepare for future challenges. Teachers can develop children's digital literacy skills through various stimuli, such as general knowledge,

diverse information, oral and written language literacy, as well as children's creativity and imagination. (Heryani et al., 2022) explain that mastery of information technology can also be achieved using mobile phones, laptops, or computers. At RA Al-Munawaroh TM, mastery of information technology is applied in various learning activities, and the dissemination of information is not limited by age, time, and place. The use of literacy through the School TV channel using laptops makes digital skills crucial for early childhood education in the era of information technology.

Based on (Syarifah & Watini, 2022), digital literacy is a person's skill in understanding digital information. For that reason, teachers' skills in understanding, mastering, and communicating digital information are very much needed in teaching their students. This is where the important role of teachers comes in, shaping children's character and providing lessons on digital literacy through the School TV channel. Teachers can schedule airtime for delivering online learning information to their students. According to (Novitasari & Fauziddin, 2022) digitalization makes it easier for early childhood education teachers to provide and present children's needs with engaging and enjoyable learning. This helps teachers in delivering teaching materials at school. The activity of mastering information technology in the educational process at RA Al-Munawaroh TM can be implemented by utilizing various surrounding media, such as smartphones, laptops, computers, and others. According to (Heryani et al., 2022), mastery of information technology serves as a medium for communication, conveying various information, and learning. As access to loading/using technology to enhance children's learning abilities and improve the quality of education. Thus, cooperation between schools, teachers, children, and the community is very important in implementing digital literacy in schools.

Based on research (Adhani & Watini, 2022) digital literacy helps teachers obtain in-depth information related to teaching and learning activities and facilitates the delivery of teaching materials. The benefits of digital skills include more practical learning, time savings, cost savings, easier creation of more enjoyable learning media, and access to the latest information. Meanwhile, according to (Kurniasih & Watini, 2022) learning innovation is a method used by teachers to enhance children's literacy skills. This approach can help children develop their creativity, imagination, and motor skills. With the aim of improving the effectiveness and efficiency of education in facing the changes of the times.

The application of digital skills using the School TV channel at RA Al-Munawaroh TM Telaga Murni Cikarang during the information technology era refers to relevant theories. Here are some theoretical foundations of the research according to (Salsabila et al., 2024), including: a) The transformative digital learning theory focuses on the skills children need in digital learning. The research at RA Al-Munawaroh TM considers how school television content can stimulate digital skills. b) The Communication Theory refers to the role of teachers and educators in enhancing digital literacy technology and striving to improve digital skills.

The negative impact of digital literacy using online media according to (Yunita & Sri Watini, 2022) includes bullying, crime modus operandi, pornography, provocation, and emotional changes. Digital literacy also has a positive impact on improving access to education from an early age, encouraging children's interest in learning, helping to stimulate their sensory development, and enhancing children's technological skills in accessing school television channels. Meanwhile, the impact of applying technological skills at RA Al-Munawaroh TM includes the influence of using school television channels on the technological skills of RA Al-Munawaroh TM children, as well as the evaluation of the program's effectiveness in improving information technology skills for preschool children. Aspects that influence digital literacy according to the theory of Hague and Payton in the journal (Naufal, 2021) digital literacy is very easy to understand in applying functional skills, critical thinking, communication, and creative interaction when using digital technology and enhancing electronic security awareness and its changes. Therefore, the importance of digital literacy makes someone digitally literate able to digest various information, capture various messages, and interact with others using communication media.

The benefits of implementing the School TV channel at RA Al-Munawaroh TM in developing digital literacy can enhance children's learning skills using technology, improve the quality of learning and children's learning outcomes, and increase children's skills in accessing accurate and precise information. According to (Peday & Watini, 2022), another benefit of implementing School TV is its ability to enhance children's general

knowledge by providing diverse information, improve children's imagination, creativity, and skills, and enhance children's critical thinking and empathy. The importance of digital literacy in RA is necessary to face future challenges, such as the ability to search for information, solve problems, and communicate digitally. According to Munir (2009) in the journal (Tekege, 2017) the effective application of information and communication technology in the world of education is crucial for improving the quality of education and human resources. The RA Al-Munawaroh educational institution applies technology to help early childhood children recognize the digital world in a fun and educational way.

According to (Latifah & Watini, 2022), the TV School channel platform can provide diverse and enjoyable learning access for children. The use of digital learning platforms by utilizing the TV School channel or interactive educational applications to facilitate learning outside the classroom. This theoretical study provides a conceptual foundation at RA Al-Munawaroh TM to understand and analyze the application of digital skills using the School TV channel in the era of information technology.

Based on (Mariasi & Sri Watini, 2022), the school television channel is the only platform that has features comparable to private television worth billions. Its main features include virtual classes, extracurricular activities, school stage performances, and a digital library. However, the school television channel differs from contemporary television channels, as the school television is specifically designed for children's learning activities in digital form, where videos uploaded on the YouTube channel can be watched on mobile phones or laptops. This makes it easily accessible and portable, so it can be watched by anyone, anywhere.

According to (Levrin & Watini, 2022) Channel TV Sekolah is an online learning medium that provides a different experience. Usually, children meet and learn directly with their teachers, but on the School TV channel, they only meet on the screen, where the teacher can only be seen during explanations, storytelling, or teaching through the School TV media. Children, accompanied by their parents, learn to listen, reason, and explore what they watch through the School TV channel programs. According to (Anshorayah & Watini, 2022) the advantage of TV Sekolah is its ability to reduce negative broadcasts or content that can adversely affect the development of early childhood. Thus, the implementation of digital skills using school television channels offers a strategy for developing age-appropriate educational content and stages of RA children's development through audiovisual methods of delivering learning materials.

Based on the journal (Ernawati et al., 2023), the learning media used in educational activities include audio, video recordings, illustrations, diagrams, and TV channels. These include Indosiar, TVRI, MNCTV, Trans TV, RCTI, TV7, ANTV, Global TV, Metro TV, Mentari, SCTV, and others. Thus, the conclusion is that school television channels serve as a safe and enjoyable digital educational medium for all ages, free from advertisements and negative content influences, so it is hoped that children can utilize digital literacy in the form of school TV channels.

Children from an early age, from being fetuses in the womb until the age of 6 years, are still undergoing physical and mental development, personality, and intellectual growth, whether they receive services or not from early childhood education (PAUD) institutions. As stated by (Andrian & Watini, 2022), child development is only conducted in PAUD. This is a manifestation of love and attention to stimulate the child's physical and mental growth. Thus, early introduction to digital literacy is very important for children in understanding and using technology wisely and responsibly. Of course, it is not without the contribution of parents and teachers.

According to (Watini, 2019) early childhood is when the nerve cells in the brain develop very rapidly. Easily absorbs all the information it hears and sees in its surroundings. The physical development of a child can also be seen in their language skills and socio-emotional abilities, which begin to form from birth to adulthood. Because every child is born with potential that needs to be developed.

Based on (Husnawati & Watini, 2022) Early Childhood Education (ECE) is part of fundamental education and plays an important role in shaping children's knowledge according to their developmental stages, marked by the improvement of abilities and skills. According to Indonesian Law No. 20 of 2003, in articles 28, paragraphs 1 and 2, it is stated that early childhood education is provided to children starting from early education through various educational pathways such as formal, informal, and non-formal.



According to (Udjir & Watini, 2022), RA is categorized as early childhood education (PAUD) within the formal education system. RA is a formal education program based on Islam for children aged four to six years, with characteristics different from adults (Muawanah, 2022) and under the Ministry of Religious Affairs of the Republic of Indonesia. RA (Raudhatul Athfal) teaches a love for religion and establishes religious norms for early childhood, with the hope that they can avoid juvenile delinquency and promiscuity when they grow up.

According to (Elliza & Watini, 2022) School TV encourages teachers to be more creative in designing lessons and improving skills in using digital media, as well as motivating them to broadcast it using the school television channel. So the implementation of the school television channel at RA Al-Munawaroh TM in developing digital literacy shows that (1) Children are very enthusiastic about the School TV because television is a popular medium across all age groups. (2) In the era of digitalization, educators are required to be proficient in utilizing and managing digital resources to create enjoyable learning activities for students and the surrounding environment. (3) The School TV channel also makes access easier for everyone.

## II. RESEARCH METHOD

The qualitative descriptive approach was applied in this study through data collection techniques such as observation, interviews, and document review. Referring to the study (Emelda et al., 2023) the descriptive method is a research method that studies an object, condition, current event, with the status of a group of people, and a system of thought. The purpose of descriptive research is to provide an exposition and depiction of factual conditions for the implementation of education or the field of education. (Syahza, 2021) states that the correct conduct of scientific research is a research method. Those who believe that a scientific attitude is a body of knowledge with the application of scientific methods, on the other hand, see science as a collection of knowledge systematically arranged in detail. In scientific research, there are strict rules aimed at building knowledge, resulting in the emergence of a science.

According to Nazir, 2013 in the journal (Rohana & Watini, 2022) a factual, systematic, and accurate depiction of the investigated phenomenon, facts, and characteristics constitutes the definition of the descriptive method. Meanwhile, (Yusanto, 2020) states that various qualitative approaches are chosen from different types of research objects, qualitative data analysis is conducted meticulously with the obtained data well-narrated, until the research results are worthy of publication. The research method includes a design diagram that outlines the procedures, steps achieved by the researcher within the research timeline, data sources, and the steps taken to process and analyze the obtained data. Data collection through observation (CL), interviews (CW), documentation (CD) with analysis stages, data collection in the form of documentation results, observation, and interviews using qualitative descriptive analysis. According to (Sugiyono, 2024) the use of qualitative methods for understanding aspects of life. This method relies on the researcher as the main tool, thus collecting descriptive and contextual data.

The advantage of qualitative methods in exploring the perceptions, meanings, and experiences of research subjects. Based on (Makhayah & Watini, 2021) data collection through observation is done either directly or through other means. Qualitative research strategies include observation, where researchers observe and obtain direct information about the learning activities of children before and after the use of School TV, as well as the utilization of the information presented. The research at RA Al-Munawaroh TM was conducted for 6 months during the first semester from October 2022 to March 2023 and has been implemented until now. And the author conducted another research observation from July 22, 2024, to September 26, 2024, with a research subject consisting of 11 children, which is a combination of TK.A and TK.B classes at RA Al-Munawaroh TM Kp. Bojongkoneng, implementing the use of virtual skills in the information technology era using the school's television channel. The information in this study is the teachers at the school.

This study uses qualitative data. Data analysis was conducted using thematic analysis techniques based on the method described by Arikunto. (2013). Qualitative data is a depiction of a natural event/incident that



2	The challenges faced by RA Al-Munawaroh TM and solutions in the implementation of the School TV channel in developing digital literacy in the era of information technology.	[1] The advantages of implementing the School TV channel in developing digital literacy in the era of information technology. [2] The obstacles or challenges faced in implementing the School TV channel in developing digital literacy in the era of information technology. [3] RA. Al-Munawaroh TM's solutions in overcoming or resolving these obstacles.	6 7 8	3
3	The impact of the School TV channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital literacy in the era of information technology.	[1] The impact of implementing the School TV channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital literacy in the era of information technology.	9	1
Total			9 items	

As for the interview guidelines for children at RA Al-Munawaroh TM, they are as follows:

Table 2.2

Child Interview Guidelines

No.	Research sub-scope	Question framework	Item	Number of items in the question grid
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2	Challenges faced by RA Al-Munawaroh TM and solutions in implementing digital literacy for children using the television channel.	<p>[1] Advantages of implementing the School TV channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing children's digital literacy skills in the era of information technology.</p> <p>[2] Obstacles or challenges faced in implementing the School TV channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing children's digital literacy skills in the era of information technology.</p> <p>[3] Solutions for RA Al-Munawaroh TM children in overcoming or resolving those obstacles.</p>	6 7 8	3
3	The impact of the School TV channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital literacy in the information technology era on children's learning interest.	The impact of the implementation of the School TV channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital literacy in the information technology era on children's learning interest.	9	1
Total			9 items	

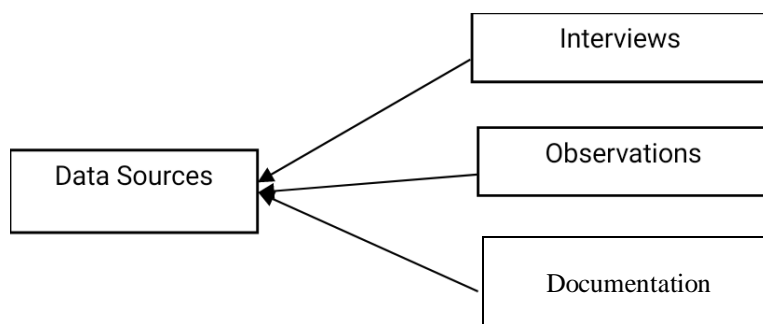
Table 2.3  
Observation Framework

No.	Perspective	Observation Guidelines
1	Application of Digital Literacy	<p>[1] Children are able to use digital technology for learning.</p> <p>[2] Children are able to master vocabulary in various features available on the School TV channel.</p> <p>[3] Children can apply digital technology in daily life.</p>
2	School TV Channel Media	<p>[1] Children can understand and follow the material broadcasted on the School TV channel.</p> <p>[2] Children can utilize the digital media of the School TV channel.</p> <p>[3] Children can be trained to use digital devices to support the learning process through the School TV channel.</p>

3	Level of children's engagement	[1] Children are actively engaged while watching programs on the TV Sekolah channel. [2] Children actively participate in the process of creating educational videos. [3] Children show high interest and focus while learning digital technology through the TV Sekolah channel.
4	Children's response and motivation towards digital media	[1] Children have a pleasant reaction to the use of the School TV channel media. [2] Children's response is very enthusiastic, sparking curiosity towards digital media and the presented content, making children interested in exploring various videos, applications, and educational games in a fun way. [3] Children are able to absorb the information presented in a fun way.

According to (Sugiyono, 2016) documentation becomes an additional data source in a study. The data collection from these related documents includes the application of children's digital literacy, before and after the use of digital literacy through the School TV channel, and digital skills learning materials using the School TV channel. The analysis of these documents provides additional information about the implementation of the School TV channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital literacy in the information technology era and its impact on children's learning interest. The documentation data was obtained from learning activities aimed at the application of digital skills. The stages of qualitative data examination include data collection, data coding, data categorization, and data interpretation. According to Miles and Huberman (1992:16) in the journal (Muliaan et al., 2024), the examination of qualitative data includes three simultaneous processes, namely data reduction, data display, and conclusion drawing/verification.

The validity of the data is examined through data triangulation, which is the comparison of data from different sources, namely the process of testing the validity of data obtained from various sources, methods, and times. According to (Moleong, 2019), the technique for verifying data validity uses information from other sources. The results of data collection are used by researchers to compare findings and conclusions.



**Figure 2.1 Triangulation technique**

Examination of informants to verify data validity such as: a. Credibility indicates the extent to which the information collected reflects the actual conditions in the field, so that the findings are considered valid and

trustworthy. Credibility testing according to (Mekarisce, 2020) includes the expansion of observations, increased discipline, diverse approaches, review of conflicting cases, utilization of reference sources, and member checking. b. Transferability to determine the extent to which research results can be applied in other contexts. So that the research results can be understood by others, a clear, systematic, detailed, and reliable description is provided. c. (Dependability) Test the data's consistency to ensure that the research results are reliable. d. Confirmability is the way researchers confirm their findings by ensuring that the research results can be confirmed by other studies.

### III. RESULTS AND DISCUSSION

This research results in the implementation of the School TV channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital literacy in the information technology era, effectively improving children's literacy skills. The school TV channel can enhance students' abilities to access, process, and communicate digital information. Additionally, the school TV channel can also improve children's abilities to think critically, creatively, and innovatively. This research shows that the implementation of the school television channel at RA Al-Munawaroh TM has a positive impact on digital literacy. Children become more accustomed to technology, such as using digital devices to watch educational content provided by the School TV Channel. This program is designed to engage children's interest with interactive shows that align with the early childhood education curriculum.

In addition, the role of teachers is very important in guiding children in selecting and understanding relevant content. Parents also support this program because it can strengthen their children's learning at home. The results of the research reflect the success of the school television channel program implementation at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital literacy in the information technology era, which has successfully increased children's readiness to face future information technology challenges. According to (Debora Rannu & Sri Watini, 2022) the function of the School TV is not only as a learning medium but also as a means for creativity. TV Sekolah began operating on July 1, 2020, and was registered with its copyright and patent number EC00202040424 on October 15, 2020, as well as registered in the PSE with number 002009.01/DJAI.PSE/01/2022 on January 25, 2022. The development team of TV Sekolah Fordorum consists of Dr. Sri Watini, M.Pd. (CEO), Drs. Karnadi, MRDM (CIO), and Sigit W. Triwibowo, S.Sn (CTO), assisted by the technical team Radit, Anto, and Nita. TV Sekolah has various features, including School Stage, Virtual Class, Digital Library, MD Extracurricular, and Mikromart (<https://tvsekolah.id>).



Figure 4.4. HKI Copyright School TV (Sri Watini, 2020)

Based on research (Yunita & Sri Watini, 2022), school television is the only effective digital medium in supporting digital literacy at the early childhood education level. The use of school TV as a beneficial learning tool for children supports the existing school education programs in Indonesia, from early childhood education to other higher education institutions. The findings on digital skills in the era of information technology applied by RA Al-Munawaroh TM using the school television channel show an increase in children's interest in learning through that media. With a high learning spirit at school, children become more focused on learning and reduce the habit of playing online games. According to data obtained from interviews at RA Al-Munawaroh TM school, the school's television channel is recognized as the best innovative learning resource of 2023, already utilized by the school and teachers.

This channel is very beneficial for children, especially at RA Al-Munawaroh TM, to enhance their knowledge in the field of education. With the creativity of teachers in managing the learning program, this channel presents educational video content designed in a safe and engaging manner for children, with the aim of keeping them away from harmful materials, aggressive actions, and bullying that can affect the benefits of education and broadcasting ethics, as it has undergone a verification process.

#### IV. CONCLUSION

This research has explained the implementation of the School TV Channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital literacy in the era of information technology within the context of early childhood education. According to the study results, it can be concluded conclusion that:

- [1] The implementation of the School TV channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital literacy in the era of information technology can enhance children's digital literacy skills and provide feedback for children, teachers, and parents in introducing technology positively. Digital skills through the School TV program also encourage creativity and innovation in enhancing learning motivation to improve children's technology skills. RA Al-Munawaroh TM Kp.Bojongkoneng Telaga Murni Cikarang develops digital literacy in early childhood using the TV School channel, which is easy to adjust and designed according to the child's age and developmental stage, thereby supporting the learning process at school.
- [2] The challenges faced by RA Al-Munawaroh TM in implementing the School TV channel to develop digital literacy in the information technology era include inadequate school facilities, limited number of laptops/computers, unstable internet network, dependence on digital media, negative impact of excessive technology use on children, and children's difficulty in accessing devices or stable internet connectivity at home, making it difficult for children to optimally follow the School TV channel content. The approach taken by RA Al-Munawaroh TM to face these challenges is through the readiness of teachers who facilitate/provide devices from home to ensure that learning continues. The important role of teachers at RA Al-Munawaroh TM in accompanying digital learning to integrate the School TV program into teaching and learning activities. Collaboration between educational institutions and parents is more significant in digital literacy. Understanding the importance of digital literacy needs to be provided to parents and how they can support their children in following the School TV channel programs at home.
- [3] The School TV Channel has become a practical and flexible educational solution, especially at RA Al-Munawaroh TM Telaga Murni Cikarang, in supporting virtual skills in the present era. Based on research, it is known that at RA Al-Munawaroh TM, the implementation of the School TV channel in developing digital skills in the information technology era has a positive impact on improving children's digital literacy skills, increasing interest in learning through more engaging media, and introducing various information presented visually and interactively. Additionally, the School TV channel serves as an educational medium that enriches classroom learning, allowing children to delve into the material with more enjoyable and accessible methods. Meanwhile, the School TV channel has a positive impact on children's interest in learning, as it can enhance digital literacy from an early age in developing essential digital skills in the



information era. The implementation of the school television channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital skills in the IT era not only has a positive impact on children's learning interest, such as increasing interest in engaging and interactive school TV programs, and active participation in school activities, but also equips them with the skills needed for their future.

## RECOMMENDATIONS

Recommendations for the implementation of the School TV channel at RA Al-Munawaroh TM Telaga Murni Cikarang in developing digital skills in the IT era include expanding the content of the School TV channel, increasing programs that focus on various aspects of literacy, including reading, writing, counting, and speaking exercises to train children's language styles or content that supports their cognitive development. To maintain children's interest in learning, the School TV channel must continuously update its content with engaging themes that align with children's needs and interests, such as exploratory content that sparks children's curiosity.

RA Al-Munawaroh TM should collaborate with government agencies, private sectors, or communities that can provide support related to digital literacy to obtain assistance in improving technological infrastructure, such as providing better internet access and adequate laptops/computers, so that it can reach all children. The goal is to improve and strengthen the implementation of digital literacy and maximize its benefits for children's literacy development.

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