



UMSURA

Universitas Muhammadiyah Surabaya

ARTIKEL

**DIGITAL MEDIA INEQUITY IN EARLY
CHILDHOOD: EXAMINING THE DIVIDE IN
LITERACY DEVELOPMENT**

**UTVA TRI AFTAVIA
NIM. 20221114119**

**DOSEN PEMBIMBING
Dr. Ratno Abidin, S.Pd., M.Pd.
Dr. Gusmaniarti, S.Pd., M.Pd.**

**PROGRAM STUDI PENDIDIKAN GURU PAUD
(PG-PAUD)
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SURABAYA
2026**

**DIGITAL MEDIA INEQUITY IN EARLY CHILDHOOD:
EXAMINING THE DIVIDE IN LITERACY
DEVELOPMENT**

ARTIKEL

**Diajukan Untuk Memenuhi Salah Satu Syarat Memperoleh
Gelara Sarjana Pendidikan**

**UTVA TRI AFTAVIA
NIM. 20221114119**

DOSEN PEMBIMBING

Dr. Ratno Abidi, S.Pd., M.Pd.

Dr. Gusmaniarti, S.Pd., M.Pd.

**PROGRAM STUDI PENDIDIKAN GURU PAUD (PG-
PAUD) FAKULTAS KEGURUAN DAN ILMU
PENDIDIKAN UNIVERSITAS MUHAMMADIYAH
SURABAYA
2026**

HALAMAN MOTTO DAN PERSEMBAHAN

MOTO :

“Teknologi bukan pengganti guru, tetapi sahabat dalam menciptakan pengalaman belajar yang lebih bermakna.”

“Setiap anak adalah bintang yang bersinar. Tugas pendidikan adalah membantu mereka menemukan cahayanya melalui pembelajaran yang menyenangkan.”

PERSEMBAHAN :

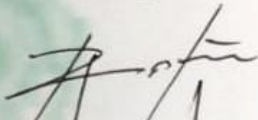

Karya sederhana ini penulis persembahkan dengan penuh rasa syukur dan cinta kepada:

1. Allah SWT atas rahmat, kesehatan, dan kekuatan yang diberikan selama proses penyusunan skripsi ini.
2. Suami dan anak tercinta, atas doa, kasih sayang, dan dukungan yang tiada henti menjadi sumber semangat dan keteguhan dalam menyelesaikan setiap langkah kehidupan.
3. Dosen pembimbing dan seluruh dosen Program Studi Pendidikan Anak Usia Dini, yang telah memberikan ilmu, bimbingan, serta motivasi selama masa perkuliahan hingga penyusunan artikel ini.
4. Kepala sekolah, guru, dan orang tua di TK Darussalam Kecamatan Kota Sumenep, TK Idaman Kecamatan Kota Sumenep dan TK Indra Kusuma Kecamatan Kota Sumenep yang telah memberikan kesempatan dan kerja sama dalam pelaksanaan penelitian ini.
5. Teman-teman seperjuangan di kampus, yang selalu menjadi tempat berbagi cerita, tawa, dan semangat.
6. Serta semua pihak yang tidak dapat disebutkan satu per satu, yang telah berperan dalam perjalanan akademik ini.

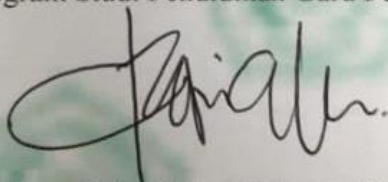
Semoga karya kecil ini menjadi langkah awal dalam berkontribusi bagi kemajuan pendidikan anak usia dini di Indonesia.

LEMBAR PERSETUJUAN PEMBIMBING

Artikel yang ditulis oleh **UTVA TRI AFTAVIA** ini telah disetujui oleh dosen Pembimbing untuk diujikan tanggal 27 Januari 2026

Dosen Pembimbing	Tanda Tangan	Tanggal
1. Dr. Ratno Abidi, S.Pd., M.Pd		27 Januari 2026
2. Dr. Gusmaniarti, S.Pd., M.Pd.		27 Januari 2026

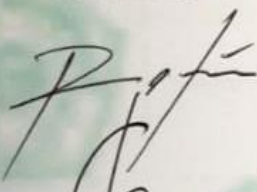

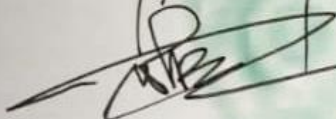
Mengetahui,
Ketua Program Studi Pendidikan Guru Pendidikan Anak Usia Dini




Aristiana Prihatining Rahayu, S.Sos., M.Med., Kom

HALAMAN PENGESAHAN PANITIA UJIAN

Artikel ini telah diuji dan dinyatakan sah oleh panitia Ujian tingkat Sarjana (S-1) Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surabaya sebagai salah satu syarat memperoleh gelar Sarjana Pendidikan, Pada Tanggal 27 Januari 2026

Dosen Penguji	Tanda Tangan	Tanggal
1. Dr. Ratno Abidi, S.Pd., M.Pd		27 Januari 2026
2. Dr. Gusmaniarti, S.Pd., M.Pd.		27 Januari 2026
3. Dr. Drs. Wahono, M.si		27 Januari 2026

Mengetahui,
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Surabaya
Dekan,


Achmad Hidayatullah, Ph.D.

PERNYATAAN TIDAK MELAKUKAN PLAGIAT

Saya yang bertanda tangan di bawah ini:

Nama : Utva Tri Aftavia
NIM : 20221114119
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Guru Pendidikan Anak Usia Dini

Menyatakan bahwa Artikel yang saya tulis ini benar-benar tulisan karya sendiri, bukan hasil plagiasi, baik sebagian maupun keseluruhan. Bila di kemudian hari terbukti hasil plagiasi, saya bersedia menerima sanksi akademik sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Surabaya.

Surabaya, 27 Januari 2026

Yang membuat pernyataan,



(UTVA TRI AFTAVIA)

NIM: 20221114119

ABSTRAK

Studi ini bertujuan untuk menyelidiki pemanfaatan media digital dalam meningkatkan kemampuan literasi dan numerasi anak usia dini (calistung) di tiga lembaga pendidikan anak usia dini yang berbeda di Kota Sumenep, yang dicirikan oleh tingkat adopsi teknologi yang berbeda: tinggi, menengah, dan rendah. Dengan menggunakan desain penelitian kualitatif deskriptif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi yang melibatkan sembilan guru, tiga kepala sekolah, dan lima belas orang tua. Temuan menunjukkan berbagai aplikasi media digital yang digunakan, termasuk aplikasi interaktif, e-book, video animasi, permainan edukatif, dan presentasi sederhana. Faktor pendukung utama yang berkontribusi pada aplikasi media digital yang efektif diidentifikasi, termasuk kepemimpinan visioner, infrastruktur teknologi yang memadai, pelatihan guru, dan dukungan orang tua. Sebaliknya, faktor penghambat utama meliputi akses terbatas, tingkat literasi digital yang rendah di kalangan guru, dan kekhawatiran mengenai potensi dampak negatif media digital. Bukti deskriptif menunjukkan bahwa kemampuan literasi dan numerasi meningkat secara signifikan, dibuktikan dengan tingkat pengenalan vokal 100% dalam konteks adopsi teknologi tinggi dibandingkan dengan 60% di lingkungan adopsi rendah. Namun, penting untuk mengklarifikasi bahwa angka-angka ini berfungsi sebagai indikator deskriptif dan bukan penilaian kausal terhadap efektivitas. Efektivitas sangat bergantung pada penerapan prinsip-prinsip pembelajaran multimedia dan perancah aktif guru, di samping integrasi dengan aktivitas non-digital. Studi ini menyoroti perlunya kebijakan pendidikan yang afirmatif dan pelatihan tekno-pedagogis bertingkat untuk mengurangi kesenjangan digital dalam lingkungan pendidikan anak usia dini.

Kata kunci: media digital; pendidikan anak usia dini; keterampilan literasi; keterampilan numerasi; adopsi teknologi.

ABSTRACT

This study aims to investigate the utilization of digital media in enhancing early childhood literacy and numeracy skills (calistung) across three different early childhood education institutions in Sumenep City, characterized by varying levels of technological adoption: high, medium, and low. Employing a descriptive qualitative research design, data were collected through observations, interviews, and documentation involving nine teachers, three principals, and fifteen parents. The findings reveal a range of digital media applications utilized, including interactive applications, e-books, animated videos, educational games, and straightforward presentations. Key supporting factors contributing to effective digital media application were identified, including visionary leadership, adequate technological infrastructure, teacher training, and parental support. Conversely, primary hindering factors encompassed limited access, low digital literacy levels among teachers, and concerns regarding the potential negative impacts of digital media. Descriptive evidence indicated that literacy and numeracy skills significantly improved, evidenced by a 100% vowel recognition rate in the high-technology adoption context compared to 60% in the low-adoption environment. However, it is essential to clarify that these figures serve as descriptive indicators rather than causal assessments of effectiveness. Effectiveness depended heavily on the application of multimedia learning principles and active teacher scaffolding, alongside integration with non-digital activities. This study highlights the necessity for affirmative educational policies and tiered techno-pedagogical training to mitigate the digital divide within early childhood education settings.

Keywords: digital media; early childhood education; literacy skills; numeracy skills; technology adoption.

KATA PENGANTAR

Puji syukur kehadiran Allah SWT atas segala rahmat, taufik, dan hidayah-Nya, sehingga penulis dapat menyelesaikan artikel yang berjudul “DIGITAL MEDIA INEQUITY IN EARLY CHILDHOOD: EXAMINING THE DIVIDE IN LITERACY DEVELOPMENT” dengan baik. Artikel ini disusun sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan pada Program Studi Pendidikan Anak Usia Dini.

Penyusunan artikel ini tidak terlepas dari bantuan, bimbingan, dan dukungan berbagai pihak. Oleh karena itu, penulis ingin menyampaikan ucapan terima kasih yang sebesar-besarnya kepada:

1. Allah Subhanahu wata'ala yang memberikan kesehatan, kelancaran dalam proses penyelesaian kepada penulis.
2. Bapak Dr. Mundakir, S.Kep., Ns., M.Kep., FISQua., Selaku Rektor Universitas Muhammadiyah Surabaya;
3. Bapak Achmad Hidayatullah, S.Pd., M.Pd. Ph.D., Selaku Dekan Fakultas Keguruan dan Ilmu Pendidikan;
4. Ibu Aristiana Prihatining Rahayu, S.Sos., M.Med., Kom., Selaku Ketua Program Studi Pendidikan Guru Anak Usia Dini;
5. Dr. Ratno Abidin, S.Pd.,M.Pd, selaku Dosen Pembimbing I yang telah memberikan arahan, bimbingan, dan motivasi selama proses penyusunan artikel ini;
6. Dr. Gusmaniarti, Sp.Pd., M.Pd, selaku Dosen Pembimbing II, yang telah sabar membekali ilmu dan pengetahuan kepada penulis serta dengan sabar membimbing dalam menyelesaikan artikel ini;
7. Seluruh Dosen PG PAUD Universitas Muhammadiyah Surabaya yang telah memberikan bekal ilmu pengetahuan kepada penulis.
8. Kepala Sekolah TK. Darussalam Sumenep, TK Idaman Sumenep serta TK Indra Kusuma Sumenep dan guru PAUD

- tempat penelitian dilaksanakan, yang telah memberikan izin, bantuan, serta kerja sama selama proses pengumpulan data;
9. Suami tercinta serta ke empat anak-anakku tersayang juga menantu dan cucuku tercinta, yang selalu memberikan doa, semangat, dan dukungan tanpa henti baik secara moral maupun material;
 10. Seluruh siswa-siswi TK. Darussalam, TK Idaman, dan TK Indra Kusuma Sumenep, yang telah banyak membantu dan memberikan semangat dalam penelitian ini;
 11. Dulur Senorowedi, Mbak indah yang selalu menemani dan menjadi tempat curhat dan keluh kesah penulis.
 12. Semua pihak yang telah banyak membantu baik langsung maupun tidak langsung dalam menyelesaikan penulisan artikel ini.

Semoga Allah Subhanahu wata'ala melimpahkan rahmat serta karunia-Nya atas jasa-jasa beliau-beliau yang telah diberikan kepada penulis.

Menyadari bahwa skripsi ini masih jauh dari sempurna maka, penulis berharap kepada rekan-rekan dan pembaca untuk memberikan saran dan kritik yang membangun untuk kesempurnaan artikel ini.

Akhirnya, penulis berharap semoga artikel ini dapat memberikan manfaat dan kontribusi positif bagi dunia pendidikan, khususnya dalam pengembangan pembelajaran calistung anak usia dini melalui pemanfaatan media digital.

Dan apabila ada kata-kata yang kurang berkenan dihati pembaca, penulis mohon maaf yang sebesar-besarnya, terim kasih.

Sumenep, 07 Nopember 2025



Utva Tri Aftavia
NIM: 20221114119

DAFTAR ISI

HALAMAN JUDUL	ii
HALAMAN MOTTO DAN PERSEMBAHAN	iii
LEMBAR PERSETUJUAN PEMBIMBING	iv
HALAMAN PENGESAHAN PANITIA UJIAN.....	v
PERNYATAAN KEASLIAN TULISAN	vi
ABSTRAK	vii
ABSTRACT	viii
KATA PENGANTAR.....	ix
DAFTAR ISI.....	xi
DAFTAR TABEL	xii
DAFTAR LAMPIRAN	xiii
JUDUL	xiv
INTRODUCTION.....	3
METHODS	5
RESULTS AND DISCUSSION	6
DISCUSSION	10
CONCLUSION	12
ACKNOWLEDGEMENTS	13
DAFTAR ISI.....	14
LAMPIRAN.....	14

DAFTAR TABEL

Table 1. Forms and Characteristics of Digital Media Utilization in Three Early Childhood Education Centers	6
Table 2. Supporting and Hindering Factors Based on a Multi-Stakeholder Perspective	8
Table 3. Comparison of Literacy Achievement at the End of the Semester	9

DAFTAR LAMPIRAN

Lampiran 1. Surat Izin Observasi.....	177
Lampiran 2. Surat Izin Penelitian.....	Error! Bookmark not defined.0
Lampiran 3. Hasil Dokumentasi	233
Lampiran 4. Letter of Accepted (LOA)	311
Lampiran 5. Hasil Plagiasi	322
Lampiran 6. Surat Keterangan Bukti Bebas Plagiasi	333
Lampiran 7. Biodata Diri	344



DIGITAL MEDIA INEQUITY IN EARLY CHILDHOOD: EXAMINING THE DIVIDE IN LITERACY DEVELOPMENT

Utva Tri Aftavia^{1)*}, Ratno Abidin², Gusmaniarti³, Wahono⁴

^{1,2,3,4} Universitas Muhammadiyah Surabaya

Abstrak

Studi ini bertujuan untuk menyelidiki pemanfaatan media digital dalam meningkatkan kemampuan literasi dan numerasi anak usia dini (calistung) di tiga lembaga pendidikan anak usia dini yang berbeda di Kota Sumenep, yang dicirikan oleh tingkat adopsi teknologi yang berbeda: tinggi, menengah, dan rendah. Dengan menggunakan desain penelitian kualitatif deskriptif, data dikumpulkan melalui observasi, wawancara, dan dokumentasi yang melibatkan sembilan guru, tiga kepala sekolah, dan lima belas orang tua. Temuan menunjukkan berbagai aplikasi media digital yang digunakan, termasuk aplikasi interaktif, e-book, video animasi, permainan edukatif, dan presentasi sederhana. Faktor pendukung utama yang berkontribusi pada aplikasi media digital yang efektif diidentifikasi, termasuk kepemimpinan visioner, infrastruktur teknologi yang memadai, pelatihan guru, dan dukungan orang tua. Sebaliknya, faktor penghambat utama meliputi akses terbatas, tingkat literasi digital yang rendah di kalangan guru, dan kekhawatiran mengenai potensi dampak negatif media digital. Bukti deskriptif menunjukkan bahwa kemampuan literasi dan numerasi meningkat secara signifikan, dibuktikan dengan tingkat pengenalan vokal 100% dalam konteks adopsi teknologi tinggi dibandingkan dengan 60% di lingkungan adopsi rendah. Namun, penting untuk mengklarifikasi bahwa angka-angka ini berfungsi sebagai indikator deskriptif dan bukan penilaian kausal terhadap efektivitas. Efektivitas sangat bergantung pada penerapan prinsip-prinsip pembelajaran multimedia dan perancah aktif guru, di samping integrasi dengan aktivitas non-digital. Studi ini menyoroti perlunya kebijakan pendidikan yang afirmatif dan pelatihan tekno-pedagogis

bertingkat untuk mengurangi kesenjangan digital dalam lingkungan pendidikan anak usia dini.

Kata kunci: media digital; pendidikan anak usia dini; keterampilan literasi; keterampilan numerasi; adopsi teknologi.

Abstract

This study aims to investigate the utilization of digital media in enhancing early childhood literacy and numeracy skills (calistung) across three different early childhood education institutions in Sumenep City, characterized by varying levels of technological adoption: high, medium, and low. Employing a descriptive qualitative research design, data were collected through observations, interviews, and documentation involving nine teachers, three principals, and fifteen parents. The findings reveal a range of digital media applications utilized, including interactive applications, e-books, animated videos, educational games, and straightforward presentations. Key supporting factors contributing to effective digital media application were identified, including visionary leadership, adequate technological infrastructure, teacher training, and parental support. Conversely, primary hindering factors encompassed limited access, low digital literacy levels among teachers, and concerns regarding the potential negative impacts of digital media. Descriptive evidence indicated that literacy and numeracy skills significantly improved, evidenced by a 100% vowel recognition rate in the high-technology adoption context compared to 60% in the low-adoption environment. However, it is essential to clarify that these figures serve as descriptive indicators rather than causal assessments of effectiveness. Effectiveness depended heavily on the application of multimedia learning principles and active teacher scaffolding, alongside integration with non-digital activities. This study highlights the necessity for affirmative educational policies and tiered techno-pedagogical training to mitigate the digital divide within early childhood education settings.

Keywords: digital media; early childhood education; literacy skills; numeracy skills; technology adoption.

INTRODUCTION

Early childhood is a pivotal stage of development, firmly establishing the groundwork for future academic success. This notion is supported by Piaget, who emphasized cognitive development during the formative years; Mayer, who posited the importance of multimedia learning; and Vygotsky, who highlighted the social contexts of learning. Santrock (2021) characterizes the period from birth to age eight as a "golden age" marked by accelerated cognitive, social, and emotional growth. During this phase, foundational competencies in reading, writing, and arithmetic are essential, as they not only underpin the comprehension of other subjects but also equip children with critical skills necessary for navigating everyday life (Sufianti & Nurdyansyah, 2023).

Despite these critical insights, Indonesia continues to grapple with significant challenges in basic literacy and numeracy. According to the 2022 PISA survey, Indonesia's average scores are concerningly low: 359 points in reading literacy, 366 in mathematics, and 383 in science (OECD, 2023). This deficit is not confined to the national level but is prominently observed within various Early Childhood Education (PAUD) institutions. At RA Ash-Shifa Teluk Pucung, for instance, children's literacy capabilities demonstrate considerable variability, with some capable of recognizing letters and numbers, while others struggle with basic counting and writing (Purwati et al., 2025).

The advent of digital technology has dramatically reshaped the experiences of children in the alpha generation. Data from the Central Statistics Agency (2022) indicates that 33.44% of Indonesian preschoolers exhibit proficiency in using mobile devices, while 24.96% possess internet access. These children are immersed in a digital landscape populated by smartphones, tablets, and laptops (Mauluddia & Yulindrasari, 2024). This context necessitates that educators and parents harness technology as an innovative and effective educational medium.

Existing literature shows that the strategic application of digital media can enhance early childhood learning outcomes significantly. For instance, the development of liveworksheet-based literacy e-modules and book creators has led to impressive learning results, achieving 90% validity from media experts and 93.75% from subject matter experts

(Sufianti & Nurdyansyah, 2023). Furthermore, digital media is recognized for its capacity to foster creativity, bolster problem-solving abilities, and enhance both motor and social skills among children (Antariani et al., 2021).

Despite the apparent potential of digital media, its application in literacy instruction within early childhood education remains limited. A substantial number of educators lack comprehensive understanding and skills in employing technology as an effective learning resource (Pitriyana & Hevitria, 2023). Additionally, insufficient parental guidance and disparities in access to digital devices hinder the optimization of digital learning (Pawitri et al., 2025) emphasize the necessity of utilizing developmentally appropriate and safe digital media to avert potential adverse effects, such as device dependence and diminished social interactions.

While previous studies have primarily focused on specific digital media products, such as Android applications or digital storybooks, this research distinguishes itself by analyzing the broader landscape of technology utilization at three varying levels of institutional readiness in both rural and urban contexts within Sumenep. This comprehensive approach allows for the identification of inhibiting factors that encompass not only technical challenges but also cultural and pedagogical dimensions within the early childhood education ecosystem. (Pitriyana & Hevitria, 2023).

Despite the recognized benefits of digital media, there persists a notable gap between its potential and actual utilization within PAUD. Therefore, this study aims to (1) identify the forms of digital media utilized in early childhood literacy education, (2) analyze the supporting and inhibiting factors concerning digital media application, and (3) assess the extent of digital media's impact on enhancing literacy skills among early childhood learners. This final objective will focus on qualitative indicators of efficacy rather than conventional quantitative measures, thus aligning with the qualitative nature of the research. (Kumalasari & Marhamah, 2022).

METHODS

The present study employs a qualitative descriptive approach to gain an in-depth understanding of how teachers utilize digital media for literacy learning in early childhood education within a natural and contextual framework. This methodological choice is guided by the desire to capture the complexity of practices surrounding digital media as perceived by educators (Alamin et al., 2023)

Research was conducted across three early childhood education (PAUD) institutions in Sumenep City, selected purposively based on their varying characteristics regarding digital media adoption: (1) “TK Darussalam Pangarangan,” an institution that actively utilizes digital media; (2) “TK Idaman Sumenep,” which has recently begun implementing digital media; and (3) “TK Indra Kusuma Paberasan,” where digital media utilization remains notably limited. This selection aimed to generate a broad spectrum of data capturing diverse experiences and practices related to digital media use.

The data collection phase spanned five months, from August 2025 to January 2026, and involved primary data sources, including in-depth interview transcripts, field notes from observations, and relevant documents such as lesson plans. Secondary data comprised photographs, videos of learning activities, and samples of children's work. The participants were selected via purposive sampling, including classroom teachers (9), principals (3), and parents (15), culminating in a total of 27 subjects.

Data collection methods consisted of: (1) Passive Participatory Observation: This technique utilized structured instruments to systematically document the preparation, implementation, types of media, and outcomes related to literacy skills. Observations aimed to understand how these elements interact in practice; (2) Semi-Structured Interviews: Conducted using standardized guidelines, these interviews were directed toward teachers, parents, and principals, facilitating a deep exploration of experiences and perceptions regarding digital media use in literacy instruction; and (3) Documentation Analysis: Gathering and reviewing materials produced during learning activities, such as lesson

plans and children's work, provided contextual insights and additional evidence of the practices being studied.

To ensure data validity, the study applied Guba and Lincoln's criteria through various triangulation methods involving sources, methods, and time; extended engagement in the field; sustained observation; peer discussions; member checks with participants; and maintaining an audit trail for transparency in the research process.

Data analysis was carried out employing Miles and Huberman's interactive model, which encompasses three essential processes: data reduction, data presentation, and conclusion drawing with ongoing verification. However, it should be noted that while percentages and comparative achievements between institutions were initially referenced, the analysis will focus on qualitative indicators rather than quantitative comparisons of learning outcomes, ensuring alignment with the descriptive qualitative nature of this research. Clarity will be provided regarding how literacy observations were coded and analyzed thematically, alongside relevant examples to illustrate the thematic analysis process.

RESULTS AND DISCUSSION

Forms of Digital Media Utilization, based on observations and interviews at three research locations, significant variations were found in the forms of digital media utilization. These variations can be classified into three main categories based on the level of integration and interactivity (Table 1).

Table 1. Forms and Characteristics of Digital Media Utilization in Three Early Childhood Education Centers

Media Formats	Darussalam Kindergarten (Advanced)	TK Idaman (Moderate)	Indra Kusuma Kindergarten (Lower Level)
Interactive Applications	Regular, integrated RPPH (2-3 times/week, 15-20 minutes).	Occasionally, as an introduction (5 minutes) via the teacher's	Not used.

		Examples: Fun Calistung Learning, Marbel.	cell phone. Example: ABC Kids.	
Educational Animated Videos		Regular, projected, followed by structured discussion. Source: Teacher-curated YouTube.	Frequently, via the teacher's cell phone, limited interaction.	Rarely used, only for entertainment without clear learning objectives.
Digital books	E-	Regular for early literacy. Platform: Let's Read.	Tried it once, but had internet connection problems.	Not used.
Educational Games		Regular in small groups (max. 15 minutes). Examples: Math Maze, Letter Puzzle.	Not used.	Not used.
Digital Presentations (PowerPoint)		As additional reinforcement of material.	Occasionally for theme introduction.	Main media, static, minimal interaction.

At Darussalam Kindergarten, the use of technology is interactive and integrated. Digital media is not just a distraction, but part of the learning process designed to achieve specific literacy goals. One teacher said, “This drag-and-drop letter application helps children who are still reluctant to write in books. They are more confident ‘sticking’ virtual letters first” (Teacher D1).

In contrast, at Indra Kusuma Kindergarten, the use of digital media is minimal and conventional. Static PowerPoint presentations are the only digital media used regularly. The principal explained this limitation: “We make simple slides using a laptop. Although they are not interactive, the colorful display attracts the children's attention” (Principal KS1).

Supporting and Hindering Factors, analysis of the factors influencing implementation reveals a pattern consistent with the level of technology adoption (Table 2).

Table 2. Supporting and Hindering Factors Based on a Multi-Stakeholder Perspective

Category Factors	Darussalam Kindergarten (Supportive)	TK Idaman & Indra Kusuma (Barriers)
Policy & Leadership	Clear digital vision, written guidelines, special budget allocation.	No formal policy, priority given to meeting basic needs.
Infrastructure & Funding	Adequate (2 tablets/class, projector, stable WiFi).	Very limited (1 device to share, minimal/no internet).
Teacher Competence & Training	High, regular training, predominantly young teachers.	Low to moderate, minimal training, fear/hesitation towards technology (especially senior teachers).
Parental Support & Mindset	Collaborative, active in WhatsApp groups, contribute devices.	Skeptical, concerned about negative impacts (addiction, unsafe content).
Child Readiness & Motivation	High enthusiasm, active engagement.	Enthusiasm varies, easily distracted.

Supporting factors at Darussalam Kindergarten are systemic and collaborative. Support is not only in the form of facilities, but also policies that guide good practices. One parent stated, “It is better to use gadgets for learning than just playing games” (Parent OD2). In contrast, the inhibiting factors at other kindergartens are structural and cultural. Infrastructure limitations are exacerbated by traditional mindsets and competency deficits. A senior teacher admitted, “I am technologically illiterate and afraid of technology. I am more comfortable with the old methods because I have been using them for decades” (Teacher K1).

Effectiveness of Digital Media in Improving Literacy Skills, effectiveness was measured through data triangulation: observation

of learning outcomes, engagement levels, and teacher/parent perceptions.

Improvement in Literacy Learning Outcomes, there is a strong correlation between the quality of digital media utilization and literacy achievement (Table 3). The most striking difference is seen in the mastery of abstract concepts such as numbers.

Table 3. Comparison of Literacy Achievement at the End of the Semester

Literacy Aspects	Darussalam Kindergarten (n=27)	Idaman Kindergarten (n=30)	Indra Kusuma Kindergarten (n=30)
Recognizing vowels	27 children (100%)	25 children (83%)	18 children (60%)
Recognizing 10 consonants	23 children (85%)	18 children (60%)	12 children (40%)
Counting 1-10 in order	26 children (96%)	23 children (77%)	16 children (53%)
Understanding the concept of 'more/less'	24 children (89%)	20 children (67%)	14 children (47%)
Writing simple letters (fine motor skills)	22 children (81%)	22 children (73%)	20 children (67%)

Increased Engagement and Motivation, observations showed significant differences in engagement. At Darussalam Kindergarten, 89% of children showed active participation during digital sessions with an attention span of 15-20 minutes. At Indra Kusuma Kindergarten, engagement was passive (only watching) with an attention span of 5-7 minutes. Children's expressions such as, "Let's do it again, Miss! I want to match the letters!" (Observation Notes, Darussalam Kindergarten), illustrate intrinsic motivation triggered by interactive media.

Perceptions of Effectiveness, all teachers at Darussalam Kindergarten reported an increase in children's learning speed and confidence, especially in symbol recognition. However, they also

emphasized the importance of balance. “Digital is superior for motivation and abstract concepts. Conventional is for fine motor skills in writing” (Teacher D3). Concerns about excessive screen time and dependence were also voiced by parents in all three settings.

Discussion

The role of early childhood education (PAUD) is critical in establishing a strong foundation for children's cognitive, social, emotional, and physical development. Recent findings reinforce the applicability of Piaget's Cognitive Development Theory, which emphasizes the significance of the pre-operational stage for young learners, and Mayer's Multimedia Learning Principles, which advocate for effective integration of digital media in educational contexts (Aprianti & Sugito, 2022). Effective digital media can transform abstract symbols, such as letters and numbers, into concrete representations through animations and sound. This aligns with Piaget's premise that children learn best when they can visualize and manipulate content. Principles of coherence and modality are particularly impactful; they assert that video presentations combining simple animations with teacher narration enhance comprehension compared to videos saturated with text.

In examining Vygotsky's perspective on scaffolding, the findings from Darussalam Kindergarten illustrate that successful technology integration is not merely dependent on resource availability but is significantly supported by quality instructional scaffolding provided by educators. These teachers effectively connect digital content to tangible classroom objects, promote engagement through guiding questions, and offer phased support tailored to the children's developmental stage, thereby aligning with the ideas central to Vygotsky's Zone of Proximal Development (ZPD). Conversely, other institutions that employ digital media without adequate pedagogical guidance risk relegating technology to passive entertainment, devoid of meaningful learning opportunities (Lestari & Utomo, 2025).

This study exposes the intricacies of the digital divide in early childhood education, revealing that the divide extends beyond

mere access to technology (availability of tablets or internet). It encompasses meaningful usage, which is further complicated by two critical gaps: (1) **Competency Gap:** There is a notable lack of digital literacy and techno-pedagogical skills among teachers, impacting their ability to utilize digital media effectively in literacy instruction; (2) **Motivation and Mindset Gap:** Educators often harbor fears regarding the adverse effects of technology and tend to favor traditional pedagogical interventions. This entrenched belief system can inhibit the integration of innovative digital practices.

These layers of disparity can interact negatively and potentially exacerbate the inequalities in learning outcomes, particularly in literacy as illustrated by the varied performances observed among the three kindergartens (Hanun & Hafidah, 2023).. For example, feedback from Idaman and Indra Kusuma Kindergarten regarding the barriers to effective technology implementation underscores that the primary challenge is not simply access to devices. Rather, it relates to teachers' lack of Techno-Pedagogical Content Knowledge (TPACK), which is crucial for effectively marrying technology with pedagogical aims in literacy education. The resistance to exploring interactive and engaging teaching methods—due to fears of "damaging the device"—further illustrates the need for comprehensive professional development (Yang et al., 2023).

Based on the findings, several strategic implications and recommendations can be proposed for early childhood educators and policymakers: (1) **Hybrid/Blended Learning Model:** The integration of digital media with traditional non-digital activities yields the highest learning effectiveness. Engaging children in activities, such as counting objects following digital games, exemplifies multisensory and concrete learning principles; (2) **Targeted Teacher Training on TPACK:** Training initiatives should emphasize not only technical skills but also instruction on how to integrate technology into literacy learning effectively. Educators must be equipped to realize the pedagogical potential of digital tools; (3) **Affirmative Policies and National Guidelines:** To support early childhood programs, especially in underserved areas, policies should facilitate access to essential equipment and establish

guidelines for the safe and developmentally appropriate use of digital curricula; (4) School-Family Partnerships: Programs promoting “Family Digital Literacy” should be developed to synchronize teacher and parent perceptions and strategies, thereby transforming screen time into quality engagements that bolster learning outcomes.

Ultimately, advancing digital transformation in early childhood education extends beyond equipping institutions with technology; it necessitates the cultivation of an inclusive learning ecosystem. This ecosystem requires visionary leadership, robust teacher competencies, active parental engagement, and supportive policies to fully realize the potential of digital media as a powerful tool for literacy (Kumalasari & Marhamah, 2022).

This study presents limitations that warrant consideration: First, the geographical focus on three PAUD institutions in Sumenep City may restrict the generalizability of findings to other socio-cultural contexts. Second, the five-month duration of the research may not adequately capture the long-term impacts of digital media use on PAUD efficacy, particularly concerning transitions to elementary education. Furthermore, the reliance on teacher observations and documentation for measuring literacy skills, rather than employing standardized clinical assessments, introduces potential biases (Mardliyah et al., 2020).

CONCLUSION

Based on research conducted in three early childhood education centers in Sumenep City with varying levels of technology adoption, it can be concluded that the use of digital media in literacy learning shows significant variation, ranging from interactive-integrated forms to those with minimal interaction. The success of utilization is largely determined by supporting factors such as visionary leadership, adequate infrastructure, teacher competence, and parental support, while the main obstacles are infrastructure gaps, low digital literacy among teachers, and concerns about the negative impacts of technology. Digital media has been proven effective in improving the literacy skills of early childhood, especially when designed according to multimedia principles, accompanied by active scaffolding from teachers, and integrated with

non-digital activities in a hybrid approach. These findings also reveal that the digital divide at the early childhood education level is not only in terms of access but also in terms of competence and motivation, which has the potential to widen the gap in learning quality from an early age. Therefore, this study recommends the importance of building an inclusive learning ecosystem through tiered technopedagogical training, affirmative policies, strengthening school-family collaboration, and implementing a digital mentoring model between early childhood education institutions, so that digital transformation can truly support meaningful and child-centered learning (Nurani et al., 2023).

ACKNOWLEDGEMENTS

We would like to express our deepest gratitude to all parties who contributed to this research on the Use of Digital Media in Reading, Writing, and Arithmetic Learning for Early Childhood. This research would not have been possible without the extraordinary support and cooperation of various parties. First and foremost, we would like to thank the research team for their hard work and dedication in designing, implementing, and analyzing this study. Each team member made significant contributions, both in developing the theoretical framework and in collecting and analyzing the data.

We would also like to thank all the teachers and educators who volunteered to participate in this research. Without their cooperation and willingness to share their experiences and best practices in using digital media, the results of this study would not be as comprehensive as they are. We also extend our deepest gratitude to the parents who gave their permission and support to allow their children to participate in this research. Their participation was invaluable in understanding how digital media can improve children's reading, writing, and arithmetic skills. We would also like to express our gratitude to the institutions and educational institutions that facilitated and supported this research. Their support was crucial in providing the resources and access necessary to successfully conduct this research.

Finally, we extend our appreciation to the reviewers and editors of this journal who provided valuable feedback to improve the quality of our manuscript. Their suggestions and comments greatly assisted us in refining this research. We hope the results of this research can make a significant contribution to the world of education, particularly by providing new insights into the use of digital media to support early childhood learning. We hope this research can serve as a reference and inspiration for future research.

DAFTAR PUSTAKA

- Alamin, Z., Lukman, L., Missouri, R., Annafi, N., Mutmainah, S., Khairunnas, K., & Fathir, F. (2023). Pelatihan Guru Paud Dalam Penggunaan Aplikasi Edukasi Interaktif Untuk Peningkatan Kualitas Pembelajaran. *Taroa: Jurnal Pengabdian Masyarakat*, 2(1), 45–56. <https://doi.org/10.52266/Taroa.V2i1.2616>
- Antariani, K. M., Gading, I. K., & Antara, P. A. (2021). Big Book Untuk Meningkatkan Kemampuan Membaca Permulaan Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9(3), 467. <https://doi.org/10.23887/Paud.V9i3.40594>
- Aprianti, N., & Sugito, S. (2022). Pembelajaran Dalam Pendidikan Anak Usia Dini Selama Masa Pandemi Covid-19: Sebuah Literature Review. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 2785–2794. <https://doi.org/10.31004/Obsesi.V6i4.1663>
- Hanun, H. K. K., & Hafidah, R. (2023). Upaya Peningkatan Kemampuan Membaca Permulaan Pada Anak Usia Dini Di Masa Pandemi Covid-19. *Preschool: Jurnal Pendidikan Anak Usia Dini*, 4(1), 21–32. <https://doi.org/10.35719/Preschool.V4i1.14>
- Kumalasari, C., & Marhamah. (2022). Pemanfaatan Aplikasi Powtoon Sebagai Media Pembelajaran Bagi Guru Pendidikan Anak Usia Dini. *Kreatif: Jurnal Pengabdian Masyarakat Nusantara*, 2(4), 178–184. <https://doi.org/10.55606/Kreatif.V2i4.900>
- Lestari, R. H., & Utomo, P. (2025). Lev Vygotsky: Analisis Penggunaan Youtube Terhadap Kemampuan Kognitif Dan Bahasa Anak Usia Dini. *Jurnal Warna*, 9(1), 1–15. <https://doi.org/10.52802/Warna.V9i1.1389>
- Mardiyah, S., Siahaan, H., & Budirahayu, T. (2020). Pengembangan Literasi Dini Melalui Kerjasama Keluarga Dan Sekolah Di Taman Anak Sanggar Anak Alam Yogyakarta. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 4(2), 892. <https://doi.org/10.31004/Obsesi.V4i2.476>
- Mauluddia, Y., & Yulindrasari, H. (2024). Peran Literasi Digital Dalam Mendukung Perkembangan Anak Usia Dini Melalui Pemanfaatan Teknologi. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 8(5), 1209–1220. <https://doi.org/10.31004/Obsesi.V8i5.6166>

- Nurani, Y., Pratiwi, N., & Yaswinda, Y. (2023). “Tas Pintar Aimma” Untuk Stimulasi Karakter Dan Keterampilan Hidup Dalam Menyiapkan Generasi Emas Indonesia. *Jurnal Usia Dini*, 9(2), 311. <https://doi.org/10.24114/Jud.V9i2.52536>
- Pawitri, A., Mansoer, Z., Musda Mappapoleonro, A., Kusuma Negara, S., & Penelitian, A. (2025). Pemanfaatan Penggunaan Media Digital Yang Aman Dalam Pendidikan Anak Usia Dini Safe Use Of Digital Media In Early Childhood Education. *Jurnal Kolaboratif Sains*, 8(1), 889–898. <https://doi.org/10.56338/Jks.V8i1.6975>
- Pitriyana, S., & Hevitria, H. (2023). Pemanfaatan Media Pembelajaran Calistung Sebagai Upaya Menumbuhkembangkan Kemampuan Anak Usia Dini. *Community Development Journal : Jurnal Pengabdian Masyarakat*, 4(3), 6255–6259. <https://doi.org/10.31004/Cdj.V4i3.17405>
- Purwati, D. D., Cahyaningtias, A., Fajar, K. P. N., Yudhistira, A., Pradito, W., & Syafrina, A. E. (2025). Peningkatan Kemampuan Calistung Anak Usia Dini Melalui Kegiatan Pembelajaran Di Ra Ash-Shifa Rt. 001 Rw. 001 Kelurahan Teluk Pucung. *Jurnal Pengabdian Sosial*, 2(9), 4334–4340. <https://doi.org/10.59837/Kq312n28>
- Sufianti, M., & Nurdyansyah. (2023). Calistung E-Module Innovation For Strengthening Basic Literacy And Numeracy Student. *Jurnal Ilmiah Sekolah Dasar*, 7(2), 236–248. <https://doi.org/10.23887/Jisd.V7i2.55833>
- Yang, A., Suhendah, R., & Sriwati. (2023). Implementasi Kurikulum Merdeka Sebagai Pedoman Pendidikan Anak Usia Dini Sanggar Kreativitas Bombi. *Jurnal Serina Abdimas*, 1(1), 64–71. <https://doi.org/10.24912/Jsa.V1i1.24866>

LAMPIRAN

Lampiran 1. Surat Izin Observasi



Deskripsi dan Pernyataan

Rancangan Pengumpulan Data Penelitian

A. Identitas

1. Nama : Utva Tri Aftavia
2. NIM : 20221114119
3. Prodi : S1 PGPAUD
4. Tujuan/ Instansi : TK Darussalam
5. Judul Penelitian : "Pemanfaatan Media Digital dalam Pembelajaran Calistung Anak Usia Dini"

B. Deskripsi

Pemohonan surat izin penelitian digunakan untuk mendapatkan data sebagai penyelesaian penelitian tugas akhir dengan judul " Pemanfaatan Media Digital dalam Pembelajaran Calistung Anak Usia Dini "


C. Pernyataan

Dengan ini kami menyatakan bahwa akan mematuhi tata tertib yang ada selama proses observasi/ pra-survei/ pengumpulan data dan apabila saya melanggar, saya bersedia menerima sanksi sesuai ketentuan yang berlaku.


Surabaya, 05 Januari 2026

Mengetahui,

Pembimbing 1


(Dr. Ratno Abidin, S.Pd., M.Pd.)
NIDN. ()

Pembimbing 2


(Dr. Gusmaniarti, S.Pd., M.Pd.)
NIDN. ()

Mahasiswa


(Utva Tri Aftavia)
NIM 20221114119



Deskripsi dan Pernyataan

Rancangan Pengumpulan Data Penelitian

A. Identitas

- | | |
|---------------------|--|
| 1. Nama | : Utva Tri Afavia |
| 2. NIM | : 20221114119 |
| 3. Prodi | : S1 PGPAUD |
| 4. Tujuan/ Instansi | : TK INDRA KUSUMA |
| 5. Judul Penelitian | : "Pemanfaatan Media Digital dalam Pembelajaran
Calistung Anak Usia Dini" |

B. Deskripsi

Permohonan surat izin penelitian digunakan untuk mendapatkan data sebagai penyelesaian penelitian tugas akhir dengan judul " Pemanfaatan Media Digital dalam Pembelajaran Calistung Anak Usia Dini "

C. Pernyataan

Dengan ini kami menyatakan bahwa akan mematuhi tata tertib yang ada selama proses observasi/ prasarvei/ pengumpulan data dan apabila saya melanggar, saya bersedia menerima sanksi sesuai ketentuan yang berlaku.

Surabaya, 05 Januari 2026

Mengetahui,

Pembimbing 1



(Dr. Ratno Abidin, S.Pd., M.Pd.)
NIDN. 0727018802

Pembimbing 2



(Dr. Gusmaniarti, SPd., M.Pd)
NIDN.

Mahasiswa



(Utva Tri Afavia)
NIM. 20221114119

Lampiran 2. Surat Izin Penelitian



Surabaya, 05 Januari 2026

Nomor : 012.1.II.3.A/FPKS/F/PAUD/2026

Hal : Permohonan Surat Ijin Penelitian

Yang Terhormat:

Dekan Fakultas Keguruan dan Ilmu Pendidikan

Universitas Muhammadiyah Surabaya

Assalamualaikum. Wr. Wb.

Dengan ini kami bermaksud mengajukan permohonan surat izin penelitian mahasiswa kami:

Nama : Utva Tri Afavia

NIM : 20221114119

Prodi : S1 PGPAUD

Tujuan : TK Darussalam

Alamat Tujuan : Jl. Urip Sumoharjo Pangasangan, Kecamatan Kota Sumenep, Kabupaten Sumenep,
Jawa Timur

Demikian permohonan kami. Atas perhatiannya, kami sampaikan terima kasih.

Wassalamualaikum. Wr. Wb.

Kaprosdi

Ariyanti Prihatining R. S. Sos. M.Med.Kom.

NIDN. 0731107502



Surabaya, 05 Januari 2026

Nomor :

Hal : Permohonan Surat Ijin Penelitian

Yang Terhormat :

Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Surabaya

Assalamualaikum. Wr. Wb.

Dengan ini kami bermaksud mengajukan permohonan surat izin penelitian mahasiswa kami :

Nama : Urwa Tri Aftavia

NIM : 20221114119

Prodi : S1 PGPAUD

Tujuan : TK IDAMAN AL MUNAWARAH

Alamat Tujuan : Jl. KH. Agus Salim Gg. I No. 7 APangaragan, Kecamatan Kota Sumenep, Kabupaten Sumenep, Jawa Timur

Demikian permohonan kami. Atas perhatiannya, kami sampaikan terima kasih.

Wassalamualaikum. Wr. Wb.

Kaprodi



Arisiana Prihatining R, S.Sos., M.Med.Kom.
NIDN. 0731107502

Surabaya, 05 Januari 2026

Nomor :

Hal : Permohonan Surat Ijin Penelitian

Yang Terhormat :

Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Surabaya

Assalamualaikum. Wr. Wb.

Dengan ini kami bermaksud mengajukan permohonan surat izin penelitian mahasiswa kami :

Nama : Utva Tri Afiavia

NIM : 20221114119

Prodi : S1 PGPAUD

Tujuan : TK. INDRA KUSUMA

Alamat Tujuan : Jl. Raya Peberasan, Kecamatan Kota Sumenep, Kabupaten Sumenep, Jawa Timur

Demikian permohonan kami. Atas perhatiannya, kami sampaikan terima kasih.

Wassalamualaikum. Wr. Wb.

Kaprodi



Aristiana Prihatining R. S. Sos. M.Med.Kom.

NIDN. 0731107502

Lampiran 3. Hasil Dokumentasi
TK DARUSSALAM PANGARANGAN KAB. SUMENEP



Gambar 1. Sekolah TK DARUSSALAM Pangarangan Kab. Sumenep



Gambar 2. Proses Wawancara Bersama Kepala Sekolah TK Darussalam Pangarangan Kab. Sumenep



Gambar 3. Proses Wawancara Bersama Guru TK Darussalam Pangarangan Kab. Sumenep



Gambar 4. Proses Wawancara Bersama Wali Murid TK Darussalam Pangarangan Kab. Sumenep



Gambar 5. Situasi Belajar mengajar Sekolah TK Darussalam Pangarangan Kab. Sumenep

TK IDAMAN AL MUNAWARAH KAB. SUMENEP



Gambar 1. Sekolah TK idaman al munawarah Kab. Sumenep



Gambar 2. Proses Wawancara Bersama Kepala Sekolah TK Idaman Al Munawarah Kab. Sumenep



Gambar 3. Proses Wawancara Bersama Guru TK Idaman Al Munawarah Kab. Sumenep



Gambar 4. Proses Wawancara Bersama Wali Murid TK Idaman Al Munawarah Kab. Sumenep



Gambar 5. Situasi Belajar Mengajar Sekolah TK Idaman Al Munawarah Kab. Sumenep

TK INDRA KUSUMA PABERASAN KAB. SUMENEP



Gambar 1. Sekolah TK Indra Kusuma Paberasan Kab. Sumenep



Gambar 2. Proses Wawancara Bersama Kepala Sekolah TK Indra Kusuma Paberasan Kab. Sumenep



Gambar 3. Proses Wawancara Bersama Guru di Dampingi Kepala Sekolah TK Indra Kusuma Paberasan Kab. Sumenep



Gambar 4. Proses Wawancara Bersama Wali Murid TK Indra Kusuma Paberasan Kab. Sumenep



Gambar 5. Situasi Belajar Mengajar TK Indra Kusuma
Paberasan Kab. Sumenep

Lampiran 4. Letter of Accepted (LOA)



Jurnal Amal Pendidikan

e-ISSN 2721-3668 | p-ISSN 2746-4725

Penerbit: FKIP Universitas Halu Oboe, Jl. HEA Mukadamat Kampas Hpu Tridhorena Andanohu Kota
Kendari, website: <http://japend.uha.ac.id/>, email: japend@uha.ac.id



SURAT KETERANGAN PENERIMAAN ARTIKEL

Kepada Yth. Bapak/Ibu. **Utva Tri Aftavia, Ratno Abidin, Gusmaniarti, Wahono**

Bersama ini, Pimpinan Redaksi **Jurnal Amal Pendidikan** menyampaikan bahwa Artikel Bapak/Ibu kiriman dinyatakan **DITERIMA** untuk dipublikasikan pada **Jurnal Amal Pendidikan**.

ID : 226
Judul : **Digital Media Use and the Early Childhood Literacy Divide: A Multi-Site Qualitative Study**
Edisi Terbitan : **Volume 7 Nomor 1 : Edisi April 2026**

Kami sampaikan pula bahwa artikel ini telah melalui proses submit, review, revisi daring penuh dan proses review menggunakan sistem *double blind review*. Jurnal Amal Pendidikan telah terakreditasi secara nasional dengan peringkat 4 (**Sinta 4**) sesuai SK Dirjen Dikti Kemdikbudristek Nomor 79/E/ KPT/2023. Informasi lainnya terkait editing dan publish artikel jurnal dapat dipantau pada website *Open Journal System* Jurnal Amal Pendidikan.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya. Terima kasih telah memilih Jurnal Amal Pendidikan untuk publikasi artikel anda.

Kendari, 09 Februari 2026



Pimpinan Redaksi

Dr. Mustamin Anggo, M.Si
Chief Editor Jurnal Amal Pendidikan

Lampiran 5. Hasil Plagiasi

hasil plagiasi UTVA TRI AFTAVIA

ORIGINALITY REPORT

8%	%	6%	3%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to UM Surabaya Student Paper	3%
2	Nashwa Sausan Najibah, Tiara Salma Rahayu, Nailatul Tazkiyah. "Pemanfaatan Media Digital sebagai Alat Pembelajaran Interaktif bagi Anak Usia Dini", Jurnal Anak Usia Dini Holistik Integratif (AUDHI), 2026 Publication	1%
3	Hanisah Hanisah, Moh Sutomo, Saihan Saihan. "Needs Analysis in Developing Digital Flashcards for Indonesian Language Learning in Elementary School", Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah, 2024 Publication	1%
4	Muhammad Kamarul Kabilan, Mohd Iqbal Ahamat, Utami Widiati, Jasper Kun-Ting Hsieh. "Current Trends and Issues in ELT Materials in Selected Asian Contexts - Implications for the Global Community", Routledge, 2026 Publication	1%
5	Junadelvia Tandungan. "Students' Metacognitive Strategies in Facing Learning Difficulties in Serenity & Kurtosis Materials", RIGGS: Journal of Artificial Intelligence and Digital Business, 2025 Publication	<1%

Lampiran 6. Surat Keterangan Bukti Bebas Plagiasi



umsurabaya
UNIVERSITAS MUHAMMADIYAH SURABAYA

Perpustakaan
NPR: 3578262D2014753

 <https://library.um-surabaya.ac.id>
 081336590188
 perpustakaan@um-surabaya.ac.id


SURAT KETERANGAN BUKTI BEBAS PLAGIASI

Naskah tugas akhir / skripsi / karya tulis / tesis*) yang diserahkan atas :

N a m a : Utva Tri Aftavia
N I M : 20221114119
Fakultas/Prodi : Fakultas Keguruan dan Ilmu Pendidikan/(S1) Pendidikan Guru PAUD (PG-PAUD)
Alamat : Jl. Kartini Gg.VI No.19 Pangarangan Kec. Kota Sumenep Kab. Sumenep Jawa Timur
Judul : Digital Media Inequity In Early Childhood: Examining The Divide In Literacy Development


telah **diserahkan dan memenuhi kriteria** batas maksimal yang sudah ditentukan.

Petugas perpustakaan


Ardi Surya H. K.

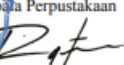
Surabaya, 16 Maret 2026

Mahasiswa


Utva Tri Aftavia



Mengetahui,
Kepala Perpustakaan


Dr. Ratno Abidin, S.Pd., M.Pd.

Lampiran 7. Biodata Diri

BIODATA



Utva Tri Aftavia, lahir di Malang pada 10 April 1978, adalah anak ketiga dari pasangan Bapak Dayat dan Ibu Siti Aminah. Sebagai adik dari Mila widayati dan Mawan Dwi Susanto juga kakak dari Widya Astutik, Utva tumbuh dalam keluarga yang mengutamakan nilai-nilai sosial.

Sebelumnya, Utva menempuh pendidikan dasarnya di SD Negeri Bandungrejosari 7 Malang pada tahun 1990, kemudian melanjutkan ke SMP Swasta Shalahuddin Malang pada tahun 1993, dan lulus dari SMA Swasta Shalahuddin Malang pada tahun 1996. Setelah itu, Utva melanjutkan pendidikan ke jenjang perguruan tinggi di Universitas Muhammadiyah Surabaya, pada program studi Pendidikan Guru Pendidikan Anak Usia Dini (PG PAUD).

Saat ini Utva telah menikah dengan Ahmad Hudaifah S.Sos., M.H dan dikaruniai 4 orang anak yaitu anak pertama Ghulam A Hamlan Rizka, anak kedua Ghalang Itihadul Muslimin, anak ketiga Ghalin Kania Maylaffaiza dan anak keempat Gheafa Sofia Farafisa serta telah memiliki 1 orang menantu Indah Purnama Sari dan 1 orang cucu yang bernama Arshan Bathara Bahir. Dalam menjalani kehidupan sebagai mahasiswa sekaligus ibu dan anggota keluarga, Utva berusaha membagi waktu antara tanggung jawab keluarga dan kewajiban akademik dengan sebaik-baiknya.

Utva berharap karya tugas akhir ini dapat memberikan manfaat, baik bagi pengembangan ilmu pengetahuan maupun bagi pembaca pada umumnya.