

Utilization of Information Technology Media at Pertiwi Ajibarang Wetan Kindergarten

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ARTICLE INFO

Article history:

DOI:

[10.30595/pssh.v25i.1722](https://doi.org/10.30595/pssh.v25i.1722)

Submitted:

July 22, 2025

Accepted:

August 11, 2025

Published:

August 24, 2025

Keywords:

Technology Information;
Learning Media; PAUD;
Kindergarten Teachers; Digital
Learning

ABSTRACT

Study This aiming For describe utilization of technology media information in learning child age early in Pertiwi Ajibarang Kindergarten Wetan. The method used is study qualitative descriptive with technique data collection through observation, interviews, and documentation. Subjects study consists of from three teachers and four tens participant educate. Research results show that the teacher has utilizing technology media information like projectors, educational videos, and applications digital learning in activity learning. Use of this media capable increase interest and participation active child during activity ongoing. However Thus, the challenges faced covering limitations device technology and still low digital literacy of teachers. Therefore that, is needed support training and facilities supporters for utilization technology can more optimal and precise target in the learning process at the PAUD level.

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1. INTRODUCTION

Development technology information (IT) provides impact big in the world of education , including in educational units education child age Early Childhood Education (PAUD). Education at an early age early is stage important in to form foundation development cognitive , social , emotional , and moral aspects of children (Ministry of National Education , 2003). In the context of this , technology information can utilized as an innovative , interactive and interesting learning medium interest child For Study in a way active and fun (Munir, 2017).

At Pertiwi Kindergarten Ajibarang Wetan , utilization of technology media start introduced as part from the learning process , especially For introduce draft base like letters , numbers , colors , and shapes visually . Use of media such as learning videos , applications educative Android based , and playback song interactive proven can increase participation and power catch children (Suyanto, 2005). This is in line with approach child -centered learning , where media plays a role in build experience meaningful learning.

However Thus , the utilization technology information No off from challenges . Some teachers have not fully own adequate digital literacy , limited means infrastructure such as a laptop and internet connection , as well as lack of training use of learning media digital based to become obstacle (Puspitasari & Rohana, 2020). In addition , attention to appropriate use of media with development age child need become attention to technology support , not replace interaction direct.

Based on background behind said , the question research that wants to answered in study:

1. How utilization of technology media information by kindergarten teachers at Pertiwi Ajibarang Kindergarten East?

2. Anything types of technology media information used?
3. Anything challenges faced by teachers in integrate technology , as well as effort what solution is implemented?

2. RESEARCH METHODS

Study This use approach qualitative with type descriptive , which aims to For to obtain understanding deep about utilization of technology media information in the learning process child age early in Pertiwi Ajibarang Kindergarten East . Approach qualitative chosen Because allow researcher dig in a way comprehensive reality social events that occur in the field through participants ' perspectives (Moleong , 2017).

Study This held at Pertiwi Ajibarang Kindergarten Wetan , Regency Banyumas , Central Java, during October to November 2024. Subject study consists of from three class teachers and four tens participant educate Group B. Data collection techniques carried out through interview deep with teacher, observation direct to activity learning that involves technological media , as well documentation in the form of photos , videos, and media devices used in the learning process (Sugiyono , 2019).

Data obtained analyzed in a way descriptive qualitative through stages data reduction , data presentation , and extraction Conclusion . The validity of the data is tested through triangulation resources and techniques to ensure validity information obtained from various perspective (Miles, Huberman, & Saldaña, 2014).

3. RESULTS AND DISCUSSIONS

Based on results observations , interviews , and documentation conducted at Pertiwi Ajibarang Kindergarten Wetan , found that utilization of technology media information in learning child age early Already start applied , although Still in stage simple and limited . Teachers use media such as laptops, projectors , and active speakers. For play educational videos from sources from YouTube and Home Learning Ministry of Education and Culture . Video used related with themes learning like environment , numbers , and letters . This is show that technology used as an auxiliary media For support delivery material in a way more interesting and contextual .

Interview results with three teachers show that use of technology media can increase attention and participation children in the learning process . Children become more enthusiastic moment learning using animated videos or songs educational presented visually and audibly. The teacher states that technology media is very helpful in to condition class and deliver material in a way more Variative . Findings This in line with Munir's (2017) opinion states that technology information can functioning as tool effective help in the learning process child age early .

However, teachers also face challenges , including limitations device technology , lack of training special in use of ICT media, as well as Still low digital literacy among educators . Teachers admit often experience constraint technical like internet connection is not stable or devices that are not functioning optimally. This is in accordance with findings Puspitasari and Rohana (2020) revealed that that challenge main in the application of ICT in PAUD is factor infrastructure and teacher capabilities in operate technology .

Documentation obtained show that utilization of ICT in schools This nature situational , depending availability facilities and teacher readiness . However , in general general , there are effort active from teacher to present fun and relevant learning with current development . The children also showed interest more tall to learning multimedia based compared learning conventional .

With Thus , the question research “ How utilization of technology media information in learning at Pertiwi Ajibarang Kindergarten East ?” can answered that utilization technology information at school This has applied although in a way limited , and proven capable increase involvement as well as interest Study child , even though Still need improved from side teacher facilities and competencies .

4. CONCLUSIONS

Based on results research that has been done , can concluded that utilization of technology media information at Pertiwi Ajibarang Kindergarten East Already applied although Still in simple stage . Use of media such as projector , laptop and applications learning video based capable increase interest and attention participant educate . The teachers in this kindergarten show response positive to use technology in learning , especially in convey more material interesting and varied . However , the challenges faced , such as limitations device , lack of training , and problems digital literacy of teachers, inhibiting optimization use technology in learning .

Important For noted that although technology used as tool help learning , limitations source existing power and infrastructure become barrier main in its implementation . This is also in accordance with the opinion expressed by Puspitasari and Rohana (2020), which states that The use of ICT in PAUD is very dependent on the availability infrastructure and teacher capabilities in operate it .

SUGGESTION

Based on findings research , some suggestions that can be given between other :

1. Improvement Training Teacher: In order to utilize technology information can more optimal, recommended For stage training special for teachers in operate device technology and applications learning . This is important For increase digital literacy of PAUD teachers.
2. Improvement Infrastructure : As solution on constraint limited device technology , it is recommended that schools look for source Power or budget addition For repair facilities , such as provide more devices complete and ensure stable internet connection .
3. Improvement Support from Government : Government , both at the level area and also center , need give support more in matter provision facilities and infrastructure technology For education child age early . This is can done through help devices and funding For training technology for PAUD teachers.
4. Activity Collaborative with Parents : Remember importance role of parents in support development children , activities involving parents in utilization technology at home can also done . This is will strengthen teachings received children at school .

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