

## Early Childhood Teacher's Perspectives on Children Digital Literacy Skills through Home Safety Heroes Media

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### ABSTRACT

This research is motivated by the suboptimal use of digital media in early childhood education (PAUD), which causes children's digital literacy skills to not develop properly. The objectives of this study are to understand teachers' perspectives, implementation and role of teachers, challenges faced by teachers in realizing children's digital literacy abilities, as well as suggestions provided by teachers for realizing digital literacy through the digital media "Home Safety Heroes." This research employs a qualitative case study method with in-depth interviews conducted three times with one teacher. The research findings indicate that the teacher understands digital literacy indicators, particularly children's ability to use technological tools as intermediaries in using digital media safely and responsibly. The teacher has implemented various digital learning media in the learning process but faces the main challenge of limited internet access that hinders the realization of digital literacy in schools. Furthermore, this research provides new experience to contribute to exploring the use of "Home Safety Heroes" digital media as a means for developing early childhood digital literacy and identifying specific challenges faced by early childhood education teachers in implementing digital learning technology.

## INTRODUCTION

Current technological developments have witnessed significant growth. According to the Ministry of Communication and Digital Affairs of the Republic of Indonesia 2024, internet users in Indonesia in 2024 will reach 221.56 million users, proving that technology is being utilized effectively by almost the entire population of Indonesia. The use of technology today means that everyone must get accustomed to using technology-based media in their daily activities (Amada & Hakim, 2022). Technology can also be utilized for educational purposes or simply as a means of introducing children to technological advancements (Arikarani & Amirudin, 2021).

Technology-based learning is one of the efforts to improve the quality of learning in schools, enabling educators to innovate by utilizing technology as a new breakthrough in the learning process (Hanifah et al., 2023). In addition, learning also requires continuous and consistent implementation in order to achieve good results (Anggraini & Nasriah, 2023).

The use of technology can be applied in schools, one of which is in early childhood education. This can be done by teachers in introducing digital learning media as a tool to create interactive and innovative learning quality by utilizing technology (Resti et al., 2024). According to (Zaman et al., 2007) educational media are tools to assist teachers in the teaching and learning process in the classroom. Additionally, educational media are divided into three categories: visual media, audio media, and audio-visual media.

Therefore, technology must play a role in providing meaningful education from an early age, including stimulating children's digital literacy skills (Cahyani et al., 2024).

Digital literacy skills in early childhood can be introduced by incorporating technology into learning (Bintang et al., 2024). Digital literacy is an individual's ability and proficiency in using communication tools and digital media to search for, find, and utilize information wisely and responsibly (Gilster, 1997). Teachers' views regarding digital literacy must also be taken into account to ensure the development of appropriate learning processes. Teachers' perspectives represent opinions or viewpoints concerning educational issues (Octavia, 2020). Efforts to enhance digital literacy skills in early childhood education are expected to provide children with knowledge about the benefits of technology in learning, give them experience in using technology-based learning media, develop their critical thinking and problem-solving skills, provide opportunities for them to express creative ideas when seeking information, and enhance their sense of responsibility when using digital media (Ministry of Education and Culture, 2024).

However, in reality, digital literacy skills among young children remain low. This is evident in young children who use technology irresponsibly, meaning that their use of technology is limited to entertainment without being aligned with education. This occurs because they do not yet fully understand the concept of digital literacy (Munawar et al., 2023). The lack of digital literacy skills in children means they are unaware of the benefits of using digital media (Maulana et al., 2024). The inappropriate use of digital media can also have negative effects on children, such as addiction to digital media and causing children to become reluctant to learn (Nisaa, 2024).

In addition, educators' competence in using technology as a learning tool is still limited, due to a lack of knowledge about digital literacy indicators in early childhood education, which educators have not yet optimally acquired (Kurnianingsih et al., 2017). Teachers play an important role in implementing digital media in children's learning because they interact and communicate directly with students (Handiyani, 2023). Teachers' views on digital literacy also greatly influence the learning strategies they will implement, the selection of technology-based learning media, and the pedagogical approaches they will apply (Pohan & Suparman, 2020). Additionally, the intensity of digital learning media use serves as a measure of teachers' competence in imparting digital literacy to young children. If teachers consistently use digital media in the classroom, their capacity and skills in utilizing technological tools will develop progressively and continuously (Zahara & Nursafira, 2024).

In addition to educational factors, the implementation of digital learning media in early childhood education faces various challenges, particularly in terms of technological infrastructure limitations and digital device accessibility (Habibah et al., 2021). In this situation, some schools are forced to rely on conventional media, which tend to be static and uninnovative, for early childhood education (Yuniarti et al., 2023). The uneven distribution of technological facilities also creates a gap in the quality of technology-based learning in some schools, resulting in children's digital literacy skills not being optimized to their full potential (Fakhli et al., 2025).

Research on teachers' views regarding digital literacy in early childhood education has been conducted by (Ulfah & Yusriyyah, 2025). In this study, teachers at TK Plus An-Naafi believed that the use of technology-based learning media is very important in early childhood education because it can hone children's digital literacy skills. In addition, teachers' understanding of digital literacy skills was also indicated to be good. teachers

can identify and understand indicators of digital literacy, one of which is the wise and responsible use of technology-based media. Based on previous research regarding teachers' perspectives on children's digital literacy skills, this study introduces an innovation as a distinguishing factor from previous research by using interactive digital media as a benchmark for assessing teachers' understanding of children's digital literacy skills in early childhood education.

Based on the above description, this study was conducted to determine and analyze teachers' views on children's digital literacy skills through the digital learning media "Home Safety Heroes," the challenges faced by teachers, and relevant suggestions for optimizing the use of digital media in early childhood education to develop children's digital literacy skills. Additionally, teachers' perspectives can also have a positive impact on the learning process in early childhood education by leveraging technology to achieve learning objectives in line with the times.

## RESEARCH METHOD

The research method used in this study is a qualitative case study method with data collection techniques through in-depth interviews conducted three times. As stated by (Creswell & Creswell, 2023), in case study research, in-depth interviews are conducted to obtain objective results. The research subject involved in this study is a kindergarten teacher who has 19 years of teaching experience. This research was conducted at one of the kindergartens in Purwakarta. The selection of subjects is based on the urgency of the teacher's role as an intermediary in the use of digital learning media with early childhood students in schools. The research was conducted from Thursday, June 5, 2025 to Monday, June 16, 2025. The data analysis used by researchers in this study is to use Thematic Analysis coding, according to (Saldana, 2015) this analysis is in the form of labeling or coding to briefly explain the data.

## RESULTS AND DISCUSSION

### a. Teachers' views on digital literacy in early childhood education through the digital media "Home Safety Heroes"

Technology plays an important role in early childhood education, as rapid developments in society require teachers to incorporate technology into early childhood learning. The purpose of incorporating technology into early childhood education is to provide children with experiences in using technology through digital learning media. As stated by teachers in interviews

*"...its role is as a tool, an effective technological tool to improve the quality of early childhood education through educational applications or games..."* (Interview, June 16, 2025).

Teachers' perspectives on the function of technological tools are as alternatives for realizing more innovative and varied learning. The utilization of technological tools can also be achieved through the introduction of technology-based learning media so that children can use technological tools in a more enjoyable way.

Technology plays an important role at every level of education, but in early childhood education, the role of technology is vital because children need learning innovations, which refer to new developments and advancements in technology. These innovations can motivate children to learn and gain new experiences, knowledge, and skills in using digital learning media (Widyawati, 2021)

The use of digital learning media certainly has its own purpose, one of which is to introduce digital literacy to children. Digital literacy in early childhood education refers to a child's ability to use digital media accessed through technological devices appropriately and effectively, such as when a child can apply these technological tools after receiving instructions from a teacher, follow the guidance provided by the digital media, and take responsibility for using the digital media, for example, when a child can take turns with a friend when using the digital media and can complete the activities on the digital media in their entirety. As stated by the teacher in an interview

*"...digital literacy is a skill, a skill that children use digitally, such as using applications or digital tools like cell phones, laptops, or others..."* (Interview, June 16, 2025).

The findings of this research align with (Bawden, 2001), who states that digital literacy is an individual's ability to seek information, understand information, and use information responsibly, particularly information related to technological sources. In other words, digital literacy also means the ability to use technological tools safely and responsibly.

In applying technology to early childhood education, interactive and engaging learning media are essential to enable children to gain experience using technology tools from relevant sources. The role of digital media is also crucial, as the impact of technology on children's learning can be measured by how effectively the learning media influence their digital literacy skills. Additionally, digital media greatly assists teachers in providing enjoyable learning experiences and fostering children's enthusiasm for learning. In using the digital media "Home Safety Heroes," teachers can assess the opportunities and effectiveness of the media in stimulating children's digital literacy skills by encouraging them to independently apply technological tools following the instructions provided on the media and taking responsibility for their use. As stated by the teacher in an interview

*"...because this can also help teachers, with engaging media, since digital media can capture children's interest in learning, thereby increasing their interest in learning and helping them develop their skills in using technology..."* (Interview, June 16, 2025).

The findings of this study align with research conducted by (Dewi et al., 2022) who stated that digital learning media are indeed necessary to realize technology-based learning, especially in early childhood education, which requires a medium to convey new knowledge in a more enjoyable and interactive way.

#### **b. The application of digital literacy in early childhood education through the digital media "Home Safety Heroes"**

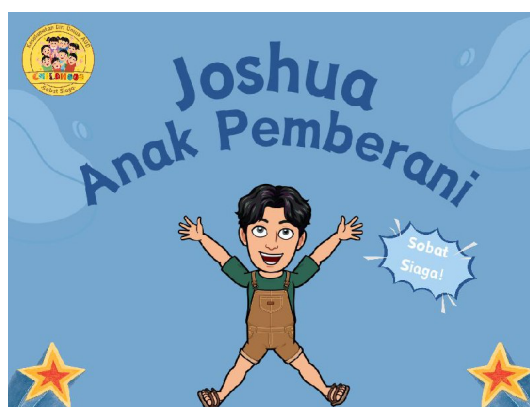
In order to realize the use of digital media for early childhood education with the aim of honing their digital literacy skills, it is necessary to use interactive media that provides a digital literacy experience in line with the indicators. The diversity of digital media used can be an option for teachers in providing learning to children, making the learning process less monotonous and more interactive. Additionally, the selection of technological tools can be adapted to the capabilities of the school institution and the teachers' proficiency in using such tools. Relevant technological tools for early childhood education include smartphones, tablets, and Smart TVs. The selection of themes in creating digital learning media is also an important aspect that must be carefully



considered, as themes in early childhood education have their own appeal to stimulate children's curiosity effectively, making digital learning media more efficient for use in schools. The selection of themes is usually based on the urgency of their implementation. One important theme that can be used as a reference for creating media is safety for early childhood, which is based on the need for children to have basic knowledge of how to protect themselves from potential dangers. The digital media "Home Safety Heroes" features various educational activities about self-safety for early childhood, particularly regarding the dangers of using tools that can cause fires, injuries, and other risks. The digital media "Home Safety Heroes" is accessed through a tablet, with the use of this technology aimed at making it easier for children to access the digital media. As stated by the teacher in an interview

*"...because self-safety material is important to be taught to young children so they can also understand the dangers that may occur, besides that, regarding fire hazards, the children recently visited the fire department, so they were enthusiastic..."* (Interview, June 16, 2025).

The findings of this study align with research conducted by (Satriana et al., 2022) which states that interactive digital learning media can help teachers create a fun and efficient learning environment for young children. Furthermore, effective learning media are those that can stimulate various stages of early childhood development (Rosmiati et al., 2020) In addition, the above statement is in line with research conducted by (Justicia et al., 2023), which states that self-safety plays an important role in early childhood learning, especially in providing early education in the field of safety, because children need guidance on dangers from an early age.



**Figure 1.** Digital Media Cover of 'Home Safety Heroes'

The digital media "Home Safety Heroes" provides a new experience for teachers and children in stimulating digital literacy skills. What strengthens this argument is that the digital media "Home Safety Heroes" has various activities equipped with audio instructions, which encourage children to listen attentively. The interactive and innovative impression of the digital media "Home Safety Heroes" makes it superior in stimulating children's digital literacy skills. As stated by a teacher in an interview

*"...connecting audio with images – that was the first time I saw it, so the children already have the instructions using audio, and using it with audio is really innovative..."* (Interview, June 16, 2025).

The implementation of digital media like this makes learning more innovative and helps teachers introduce technology to children. The innovation displayed in the "Home

Safety Heroes" learning media takes the form of ease for children in accessing audio, images, and videos in an enjoyable and more interactive way.

Another consideration in implementing digital learning media to hone children's digital literacy skills is the teacher's strategy in applying the media (Atikah et al., 2023). The role of teachers in implementing digital-based learning is a key factor in the successful application of digital media at the early childhood education level. When teachers can deliver the material in accordance with digital literacy indicators and the children's abilities, the children's digital literacy skills can be observed and stimulated effectively. As one teacher mentioned in an interview

*"...I don't feel like I have particularly strong skills, but I just keep learning and trying, exploring new things related to the times, so I can at least use certain apps. Before I try them with the children, I test them out first and make sure I understand them properly..."* (Interview, June 5, 2025).

The strategy can begin by analyzing children's digital literacy skills, followed by guiding them when using digital media, and providing feedback to the children. As stated by the teacher in the interview

*"...as for the media, I do create it not just to be viewed but also to be used by the children, so they can try it out, right? That's part of digital literacy activities, where children demonstrate their ability to use digital media..."* (Interview, June 16, 2025).

This interview result aligns with the opinion of (Amatullah et al., 2023), who stated that teachers must be able to determine learning strategies in the form of media that align with the characteristics of young children, their abilities, interests, talents, and learning styles. Additionally, the selection of media visualization should be considered to make it appealing to young children. Media visualization can be determined based on the selection of themes that have been considered beforehand. Selecting themes based on the urgency of learning is one way to determine the appropriate theme (Mukaromah, 2020).

Good digital learning media are those that receive feedback and validation from young children. The opinions of children as users of the media are essential in measuring the success of the learning media. The validation required includes children's interest before using the media, their response while viewing the media, and their comments after using the media. The success of digital learning media can be seen when children understand the instructions given by the teacher, can follow the activity guidelines presented in the media, demonstrate active engagement while using the digital learning media, such as asking questions and responding, and provide positive feedback after using the digital media. In line with the results of the interview with the teacher as follows

*"...enthusiastic, happy, they said it was fun. Because the children are just discovering media like this, and children also prefer pictures, the colors of the media are also attractive to children..."* (Interview, June 5, 2025).

The responses from the research subjects align with previous research conducted by (Pinem, 2025), who stated that children's responses are necessary in implementing educational media. While these responses are not always positive, all forms of children's responses can serve as evaluation material regarding the educational media applied to children.

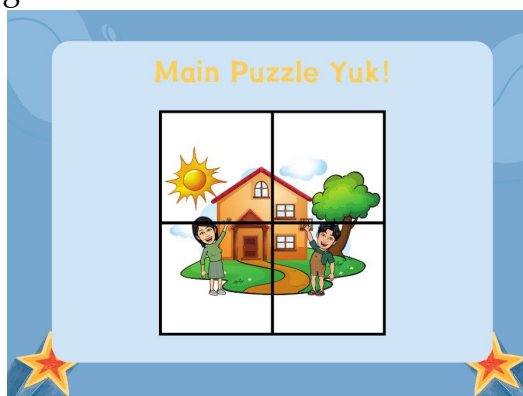
In addition to children's responses and opinions about digital learning media, teachers must also be able to assess and analyze children's digital literacy skills by making a comparison, namely based on children's digital literacy skills before and after using digital media. The comparison in question is that children's digital literacy skills before using digital learning media tend to be passive, shy to ask questions, and some children do not know how to use digital tools, but after trying digital learning media, children's digital literacy skills are well stimulated, such as children becoming active in the learning process, children knowing how to use technology tools properly and correctly, and children being able to take responsibility in using the digital learning media, such as not fighting over the digital learning media when using it with their friends. As the teacher mentioned in the interview

*"...this media makes the quiet children able to participate too, it turns out they are curious. In terms of digital literacy skills, here we don't use digital media that often, so their digital literacy skills are still lacking, but after using this media, their skills have improved, at least the children who couldn't use tablets before can now use them..."* (Interview, June 10, 2025).

In the digital media "Home Safety Heroes," there are several activities that children enjoy the most, such as matching images with audio, solving a 4-piece puzzle, and completing a maze (finding the correct exit) with visually appealing elements. As stated by the teacher in the interview

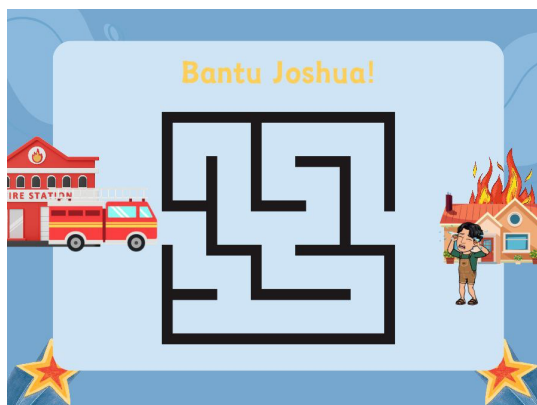
*"...some answered the puzzle, and also the maze because they saw the fire truck earlier..."* (Interview, June 10, 2025).

Based on this opinion, (Daryati, 2023) states in her research that digital learning media must have an impact on children's digital literacy skills, which can serve as a benchmark for teachers to assess and analyze children's digital literacy skills before and after using digital learning media.



**Figure 2.** Puzzle Feature

The puzzle feature is very familiar in early childhood learning. Usually, children use conventional puzzles made from safe materials, but the innovation of the "Home Safety Heroes" digital media can be accessed anywhere by using tablets or other portable media devices. The same advantage as conventional puzzles is that children's fine motor skills can still be maximally stimulated because children use their fingers to touch the screen in order to move puzzle pieces correctly and precisely.



**Figure 3. Maze Feature**

In addition, the implementation of this maze feature can also help children think quickly and accurately in solving problems until they find the way out in playing the maze. Children will also be motivated to complete the maze because of their interest in seeing the fire truck image that needs road access to help Joshua extinguish the fire burning his house.

### **c. The role of teachers in realizing digital literacy through the digital media “Home Safety Heroes”**

In implementing digital learning media to stimulate early childhood digital literacy abilities, besides requiring digital media that aligns with digital literacy indicators, the teacher's role in realizing digital media-based learning also has a quite significant influence, as the teacher's influence as an intermediary between digital media and children can function well. The use of digital media "Home Safety Heroes" is conducted by establishing learning rules, then teachers accompany children during the process of using the digital media "Home Safety Heroes," respond and provide *feedback* to children experiencing difficulties, and also validate children's comments by giving affirmative sentences that can motivate children to continue learning enthusiastically. This aligns with the teacher interview results

*"...some children can directly follow the instructions I give, but there are also some children who still need guidance, so I definitely accompany all children so that their digital literacy abilities can be observed..."* (Interview, June 16, 2025).

Teachers become the most important element in the learning process, which also greatly influences the implementation of digital-based learning media (Prayoga & Muryanti, 2021) The implementation of digital learning media can succeed when teachers can provide guidance and supervision while children use the digital learning media, because when children receive guidance, children's digital literacy abilities can be monitored and teachers can analyze children's abilities through direct practice (Rifa'i et al., 2022)

### **d. Challenges faced by teachers in implementing digital literacy in early childhood education through the digital media “Home Safety Heroes”**

In the process of implementing digital learning media, teachers and schools inevitably encounter many challenges, both before realizing digital learning media, when using digital learning media, teachers' attitudes when facing these challenges, and effective



solutions that can be implemented by teachers. Various challenges faced by teachers can impact the process of implementing digital learning media, including teachers' difficulties in exploring and learning about the digital learning media before presenting it to children. Additionally, internet availability for accessing the digital learning media significantly influences the continuity of the learning process; when internet access is unstable, the use of digital learning media can also be hindered. The digital media "Home Safety Heroes" can only be used when connected to the internet, which poses a challenge if the internet is unstable. As one teacher mentioned in an interview

*"...the difficulty is when the internet is unstable, or the data quota suddenly runs out, because this school doesn't provide Wi-Fi or internet access..."* (Interview, June 16, 2025).

The challenges faced by teachers stem from the infrastructure or facilities provided by the school, but teachers should be able to leverage their ability to explore and learn new things so that when faced with challenges in implementing educational media, they can find alternative methods to ensure learning remains conducive and retains its essence (Amin et al., 2024)

The various challenges faced by teachers are inseparable from the school's role in facilitating the learning process, which can also be observed from the continuity of the learning process such as the provision of technological tools, fulfillment of internet access (WiFi), and other supporting aspects. Inadequate facilities can have a negative impact on the learning process, such as children becoming less conducive when internet problems occur, and the effectiveness of media also becomes quite difficult to assess due to constraints in the realization process of digital media. As conveyed by the teacher in the interview

*"...mostly from the availability of media, because currently each child has to provide their own since the school doesn't provide them, internet network also becomes an obstacle because there will definitely be some who encounter poor network connections, and also here there should be a large TV so we can access it together..."* (Interview, June 5, 2025).

Based on these findings, the school's role in realizing technology-based learning is greatly needed because the facilities provided by the school to support digital learning can help in accessing digital learning media (Yunusman, 2023)

Realizing learning media is indeed not easy, which makes digital learning media quite time-consuming and labor-intensive. However, teachers' responses in addressing these challenges can serve as a benchmark for the success of digital learning media usage. When teachers encounter difficulties in realizing digital media, they must find ways to control children so they remain conducive, and the next step is for teachers to seek solutions to solve the problems that occur. When digital learning media cannot be accessed, teachers can display educational videos that can be accessed offline related to the theme presented by the media. This can be done as reinforcement but can also serve as a diversion for teachers when faced with challenges. As conveyed by the teacher in the interview

*"...mostly diverted with ice breaking, or I usually provide YouTube videos that have been downloaded beforehand, so they can be accessed without using the internet, mostly singing together, or even without YouTube videos, there are songs that I introduce to the children..."* (Interview, June 16, 2025).

This aligns with research conducted by (Agung et al., 2025) who states that teachers as the "heart" of the learning process are the most important element because the success of the learning process depends on teachers in addressing every problem that may occur. This can be stimulated from problems that are considered trivial, because when problems that are considered trivial are not resolved wisely, the next steps will not be easy either.

Before realizing digital learning media, teachers' abilities in using technological tools and digital media must be carefully considered. Teachers' abilities in using digital media are based on curiosity and consistency in exploring digital media, which can serve as a benchmark for the success of realizing digital learning media in early childhood education. Furthermore, when teachers try digital learning media that seems new and unfamiliar, they must be able to learn consistently in order to become accustomed to using the digital media and effectively convey it to children. The digital media "*Home Safety Heroes*" does have a practical impression but also requires effort in using it, therefore teacher consistency is needed to optimally learn this "*Home Safety Heroes*" digital media. As expressed by the teacher in the interview

*"...I would say I'm capable, but not professionally skilled, but I'm still continuously learning to explore and understand various technology-based learning media, so if you ask whether I'm ready, yes I'm ready, but still learning because I want to be more capable and understand better..."* (Interview, June 16, 2025).

Teachers' abilities can be said to be good. In terms of expertise, they are not yet quite proficient, but as teachers who prioritize implementation in schools, they must always strive to learn and be consistent in using digital media. This aims to ensure that technology-based learning for early childhood can be realized to the fullest.

Looking at previous research, teachers' skills in understanding and applying learning media are inseparable from teachers' efforts to have knowledge about technology. One effort made by teachers is participating in training or seminar activities regarding digital media for early childhood (Saidillah & Subhan, 2020)

Another challenge when realizing digital learning media is children's responsibility in using digital media safely and avoiding addiction. The use of technology-based media is certainly related to children's *screen time* or the duration of technology device usage by children, which also requires supervision from parents and teachers in using digital learning media, as children might lose focus and play other applications on the technological device. The digital media "*Home Safety Heroes*" is designed with attractive visual style through color combinations that suit early childhood characteristics, which tend to use bright colors, making children quite enthusiastic and wanting to use it for extended periods. Another example that becomes a teacher's concern is when children refuse to take turns with their friends in using digital learning media due to being overly enthusiastic about the technological device. Teacher intervention is needed in this situation; teachers must find other distractions so that children who have not had their turn using digital learning media can be more conducive and patient while waiting. Additionally, teachers must be firm with children and establish rules for using the digital media "*Home Safety Heroes*." As stated by the teacher in the interview

*"...it's more about the fighting over it, because of insufficient media, so children sometimes become impatient to take turns, and that's right, sometimes when I'm not paying attention,*

*children end up playing with phones for other things, and children's focus becomes divided..."*  
(Interview, June 5, 2025).

The use of digital media under teacher supervision is part of efforts to prevent excessive use of technological tools used to access digital media. When children use technological devices like phones merely for entertainment without educational essence, children will only become addicted in a negative direction, which prevents children's digital literacy abilities from being achieved properly (Prasetya, 2022).

This "Home Safety Heroes" digital media can overcome the problem of insufficient use of technology-based media caused by the lack of media innovation needed by children. This media can also be easily accessed by teachers and children flexibly. Digital media can influence children's learning styles from previously monotonous to more interactive and more enjoyable for children.

#### **e. Teachers' solutions and suggestions for realizing digital literacy in early childhood education based on the digital media "Home Safety Heroes"**

The implementation of digital media "Home Safety Heroes" is an effort to stimulate early childhood digital literacy abilities; simply put, children are given the experience to try using technological tools with digital learning media. Realizing the use of digital media "Home Safety Heroes" is recommended to use adequate technological tools, because previously this media was only used on technological devices in the form of tablets, so this digital media "Home Safety Heroes" should be realized on larger technological tools, such as *Smart TV*. Additionally, the quantity of technological tools provided by the school also influences the continuity of this digital media realization, because if the school provides tablets to each child, then children will easily and focus on using the digital media "Home Safety Heroes" without having to take turns with their friends. This was directly conveyed by the teacher in the interview

*"...my suggestion is that the media application is not big enough, what I said earlier, it should use a large Smart TV with a touchscreen, so children focus more on viewing the media because it's bigger and visible to all children, and there are some audio that are not loud enough..."*  
(Interview, June 10, 2025).

The expectation of using digital media at the early childhood education level focuses more on children's abilities in using digital media, where children can apply technological tools without assistance but still under teacher and parent supervision (Yunita & Watini, 2022) Therefore, the importance of implementing digital learning is due to the development of times that will certainly continue to increase and innovate significantly, making schools as facilitators in organizing learning must be able to follow well and be responsive in addressing matters related to technological innovations (Hidayati et al., 2023)

## **CONCLUSION**

From the results of this research, it can be concluded that teachers' perspectives on digital literacy capabilities can be observed through interactive digital media. Teacher's believe that digital literacy capability can be defined as the skill to use technological tools safely and responsibly. In implementing digital literacy, teachers also have various learning media references that can be applied in schools, such as Canva media. The role of

teacher's is essential in realizing digital literacy in schools, as teachers can accompany children when using digital media. Challenges in realizing digital literacy are inevitable, which motivates teachers and school parties to utilize technology more effectively through digital learning media. The criticism and suggestions provided by teacher's regarding the digital media "Home Safety Heroes" are also important for creating better media than before. Digital learning media must be interactive, so that children have direct experience in stimulating their digital literacy capabilities, and their thinking skills and fine motor skills can also be stimulated optimally. This research is expected to serve as a foundation for providing references in implementing technology in learning media. The "Home Safety Heroes" media is recommended for implementation in schools with comprehensive technology support. Furthermore, the learning media used namely the "Home Safety Heroes" media, can also be utilized by early childhood students as an effort to enhance their digital literacy capabilities.

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