EVALUATING TV SEKOLAH AS AN EVIDENCE-BASED TOOL FOR PAUD HI PROGRAM EVALUATION AND DIGITAL CHILD PORTFOLIOS IN KINDERGARTEN SETTINGS

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ABSTRACT

Holistic-Integrative Early Childhood Development (PAUD HI) requires routine, evidence-based evaluation to document learning processes and communicate child development to families, yet many kindergarten settings still rely on fragmented documentation. This study examines whether TV Sekolah can function as an evidence-based tool for PAUD HI evaluation and as a digital child portfolio in a kindergarten cluster in Semarang. We employed a mixed-method exploratory design combining questionnaires and documentation/observation of platform use; participants included parents (n=24) and teachers (n=10). Results indicate that parental conceptual understanding remained limited (41.7% understood TV Sekolah, whereas 58.3% did not), but perceived informational value was high: 75.0% reported being satisfied (including 12.5% very satisfied) and 25.0% reported not being satisfied. Most parents also agreed that TV Sekolah increased their involvement in monitoring children's activities and progress (83.3% agree). Teachers largely judged TV Sekolah effective as evaluation evidence (80% effective), though some reported integration constraints. In conclusion, TV Sekolah shows practical promise for strengthening PAUD HI evaluation and transparency, but schools should provide teacher training, integrate documentation into daily evaluation workflows, and deliver structured parent orientation to close comprehension gaps.

Keywords: PAUD HI; TV Sekolah; digital portfolio; program evaluation; parent engagement.

ABSTRAK

Pendidikan Anak Usia Dini Holistik-Integratif (PAUD HI) memerlukan evaluasi rutin berbasis bukti untuk mendokumentasikan proses pembelajaran dan berkomunikasi tentang perkembangan anak kepada keluarga, namun banyak lingkungan taman kanak-kanak masih mengandalkan dokumentasi yang terfragmentasi. Studi ini mengeksplorasi apakah TV Sekolah dapat berfungsi sebagai alat evaluasi berbasis bukti untuk PAUD HI dan sebagai portofolio digital anak di sebuah kluster taman kanak-kanak di Semarang. Kami menggunakan desain eksploratif campuran yang menggabungkan kuesioner dan dokumentasi/pengamatan penggunaan platform; peserta meliputi orang tua (n=24) dan guru (n=10). Hasil menunjukkan bahwa pemahaman konseptual orang tua masih terbatas (41,7% memahami TV Sekolah, sedangkan 58,3% tidak), namun nilai informatif yang dirasakan tinggi: 75,0% melaporkan puas (termasuk 12,5%

sangat puas) dan 25,0% melaporkan tidak puas. Sebagian besar orang tua juga setuju bahwa TV Sekolah meningkatkan keterlibatan mereka dalam memantau aktivitas dan kemajuan anak (83,3% setuju). Guru secara umum menilai TV Sekolah efektif sebagai bukti evaluasi (80% efektif), meskipun beberapa melaporkan kendala integrasi. Kesimpulannya, TV Sekolah menunjukkan potensi praktis untuk memperkuat evaluasi dan transparansi PAUD HI, tetapi sekolah harus menyediakan pelatihan guru, mengintegrasikan dokumentasi ke dalam alur kerja evaluasi harian, dan memberikan orientasi orang tua yang terstruktur untuk menutup kesenjangan pemahaman.

Kata kunci: PAUD HI; TV Sekolah; portofolio digital; evaluasi program; keterlibatan orang tua.

A. INTRODUCTION

Holistic-Integrative Early Childhood Development (PAUD HI) in Indonesia emphasizes fulfilling young children's essential needs through coordinated services (education, health, nutrition, parenting, protection, and welfare), which makes implementation highly dependent on cross-stakeholder coordination and managerial capacity (Indrati et al., 2024; Aslindah et al., 2025). Empirical findings from Indonesian PAUD settings show that PAUD HI implementation often varies across institutions and requires stronger stakeholder collaboration and systematic monitoring to ensure services are delivered consistently (Rosmawati et al., 2022; Indrati et al., 2024).

Because PAUD HI spans multiple service domains, evaluation is not merely administrative reporting; it requires evidence that reflects real learning and development processes and the "lived implementation" within PAUD units (Jannah & Setiawan, 2022; Netriwinda et al., 2022). Indonesian evaluation studies using frameworks such as IPP and CIPP signal that evaluation can guide improvement, but they also reveal recurring constraints—particularly uneven program integration and operational barriers in daily practice (Netriwinda et al., 2022; Ambariani & Suryana, 2022).

Within early childhood education, documentation-based assessment (including portfolio and pedagogical documentation) is widely discussed as a way to make learning visible, support reflective teaching, and strengthen home–school communication (Alaçam & Olgan,

2021; Knauf, 2020). International scholarship further highlights that teachers often need pragmatic strategies to integrate documentation into routine work, since documentation competes with many other tasks (Knauf, 2020).

In the last decade, paper-based documentation has increasingly shifted toward digital documentation systems, including e-portfolios, driven by practical considerations (efficiency, accessibility, transferability of data) and broader digital transformation in education (Cowan & Flewitt, 2021; Özdil et al., 2021). Evidence from comparative and review-based studies suggests that digital documentation can broaden the kinds of learning evidence captured (e.g., photos/videos), potentially improve organization and sharing, and better support ongoing assessment, but it can also increase workload and create new ethical questions around data and visibility (Özdil et al., 2021; Bedel et al., 2024).

Family engagement is another core requirement for meaningful early childhood evaluation and child development support, yet it is highly sensitive to digital access, digital literacy, communication quality, and parent–teacher partnership norms (See et al., 2020; Bay et al., 2025). The international evidence base suggests technology-mediated parental engagement can be promising when communication is two-way, personalized, and positive—while other forms of technology use may not reliably improve outcomes (See et al., 2020). In Indonesia, research also points to persistent challenges in empowering parents in the digital era, indicating that digital tools alone do not automatically translate into effective parent participation (Suharyat et al., 2023).

In this context, TV Sekolah has emerged in Indonesia as a digital platform/channel used by PAUD institutions to share learning content and school activities, and several studies position it as a medium for educational broadcasting, character education, and digital literacy development (Rosmawati & Watini, 2023; Rohmawati & Watini, 2022; Musarofah & Watini, 2024). Related national publications also describe TV Sekolah as a learning medium aligned with modernization pressures and as a channel that can produce a public "digital track record" of school

activities (Sya'adah et al., 2023; Musarofah & Watini, 2024).

However, much of the TV Sekolah literature foregrounds its role as instructional media, while fewer studies directly examine its function as an evidence-based evaluation instrument connected to holistic-integrative program management (Watini, 2023; Rohmawati & Watini, 2022). At the same time, Indonesian research identifies that educator competence for digital-based portfolio assessment and digital assessment systems remains uneven, implying that successful adoption of video-based/portfolio-based evaluation tools depends on teacher readiness, workflow integration, and technical support (Marsegi et al., 2023; Hidayat & Rohita, 2023).

Against this background, the urgency of this article is to clarify whether TV Sekolah can serve as an evidence-based evaluation tool for PAUD HI—strengthening transparency, documentation quality, and parent involvement—rather than remaining a stand-alone media channel (Bedel et al., 2024; See et al., 2020).

The study aims to analyze the effectiveness of TV Sekolah in supporting PAUD HI program evaluation and to describe teacher and parent perceptions of TV Sekolah as a digital child development portfolio (Jannah & Setiawan, 2022; Marsegi et al., 2023). The research questions addressed are: (1) How effective is TV Sekolah in supporting PAUD HI program evaluation? (2) How do teachers and parents perceive TV Sekolah as a portfolio of child development?

B. METHODS

Research design. The study was conducted as a mixed-method, exploratory investigation focused on evaluating the use of TV Sekolah as evidence for PAUD HI evaluation and portfolio documentation in kindergarten (TK) settings.

Population and sample. The study involved two respondent groups in Gugus Arimbi 7, Semarang City: 24 parents (representing TK-A and TK-B) and 10 teachers from the same cluster.

Data sources. Data were collected through (a) online questionnaires for parents and teachers and (b) observation and documentation review focusing on how TV Sekolah content was used in

PAUD units for learning documentation and communication with parents.

Data analysis. Questionnaire data were analyzed descriptively (counts and proportions), while observation/documentation were interpreted thematically to identify how TV Sekolah supported (or failed to support) continuous evaluation routines and parent communication. Credibility was supported through source triangulation across teachers, parents, and documentation.

C. FINDINGS AND DISCUSSION

The results below combine questionnaire findings (parents and teachers) with observation/documentation findings about how TV Sekolah was used in practice for PAUD HI evaluation and portfolio documentation. Figure 1. Questionnaire results for parents (n=24) and teachers (n=10) reported in the original study.

Quantitative findings from the questionnaires

Table 1 summarizes the numeric distribution shown in the study's questionnaire diagram (Figure 1). Parent results reflect n=24; teacher results reflect n=10.

Indicator	Category	n	%
Parent understanding of TV Sekolah	Understand	10	41.7
Parent understanding of TV Sekolah	Do not understand	14	58.3
Parent satisfaction with information	Very satisfied	3	12.5
Parent satisfaction with information	Satisfied	15	62.5
Parent satisfaction with information	Not satisfied	6	25.0
Parent perceived involvement	Agree	20	83.3
Parent perceived involvement	Disagree	4	16.7
Teacher rating of TV Sekolah as evaluation evidence tool	Effective	8	80.0

Indicator	Category	n	%
Teacher rating of TV Sekolah as evaluation evidence tool	Less effective	2	20.0

Key patterns from Table 1 show that most parents reported not understanding TV Sekolah's function (58.3%), but most parents were satisfied with the information they received (very satisfied + satisfied = 75.0%). In addition, parents largely perceived TV Sekolah as increasing their involvement (83.3% agree). Teachers largely rated TV Sekolah as effective as an evaluation evidence tool (80.0% effective), though a minority (20.0%) viewed it as less effective.

Qualitative findings from teacher and parent responses plus observation/documentation

Beyond the numeric chart, the study narrative indicates that parents commonly described limited understanding of TV Sekolah as an evaluation tool, and many reported rare direct involvement, though some accompanied children while watching TV Sekolah content.

Teachers generally reported understanding the concept of TV Sekolah but noted that its use was not yet fully integrated into daily learning and evaluation routines; teachers emphasized TV Sekolah's contribution to visual learning and to the availability of documentation for portfolio compilation and parent reporting.

Observation and documentation review found that TV Sekolah was used primarily for: documenting school activities, encouraging some level of parent involvement, and communicating child development information to parents. Yet, the study also notes that not all institutions maximized its use and that it had not fully become a continuous evaluation system component.

Table 2 synthesizes the qualitative strands into evaluative themes aligned with PAUD HI evaluation needs.

Theme relevant to PAUD HI evaluation	Evidence from this study	Evaluation implication
Parent comprehension gap	Majority of parents report not understanding TV	Requires parent orientation to align expectations and strengthen meaningful engagement

Theme relevant to PAUD HI evaluation	Evidence from this study	Evaluation implication
High perceived informational value	Sekolah's evaluation function Most parents report satisfaction with information provided	TV Sekolah can function as a transparency/communication channel even when understanding is incomplete
Strengthened parent involvement (perceived)	Large majority of parents agree TV Sekolah increases involvement	Potential pathway for home–school partnership in PAUD HI monitoring
Portfolio and reporting support (teacher perspective)	Teachers report documentation helps portfolio development and reporting	Video evidence can complement narrative reports and support accountability
Implementation barriers	Teachers report limitations in tools/time and training;	Institutional support is needed for sustainability and routine integration

Theme relevant to PAUD HI evaluation	Evidence from this study	Evaluation implication
	not fully integrated	

Discussion

The first research question asks whether TV Sekolah is effective in supporting PAUD HI evaluation. The dominant teacher response ("effective" by 80.0%) and the observed use of TV Sekolah for documentation and parent reporting suggest that TV Sekolah can plausibly function as an evidence layer—producing concrete digital artifacts that support evaluation narratives (Özdil et al., 2021; Cowan & Flewitt, 2021). This aligns with broader documentation scholarship stressing that documentation can make learning visible and strengthen planning and evaluation cycles, especially when evidence is captured in multimodal forms (Alaçam & Olgan, 2021; Knauf, 2020).

At the same time, the study's qualitative finding that TV Sekolah was not yet fully integrated into daily routines echoes a common limitation reported in documentation and e-portfolio research: implementation

quality depends on workflow integration, teacher capacity, and manageable workload (Bedel et al., 2024; Soares et al., 2023). Stakeholders in e-portfolio implementation studies highlight benefits such as permanent documentation and improved communication, but also raise concerns about documentation gaps, workload, and ethics—issues that are directly relevant if TV Sekolah is positioned not just as media but as an evaluation system (Bedel et al., 2024). National evidence similarly indicates that digital assessment competencies and digital systems for PAUD assessment require targeted support and training (Marsegi et al., 2023; Hidayat & Rohita, 2023).

The second research question concerns teacher and parent perceptions of TV Sekolah as a developmental portfolio. The quantitative pattern (parents: 58.3% do not understand TV Sekolah's function, yet 75.0% are satisfied and 83.3% perceive increased involvement) suggests a "perception gap": TV Sekolah may succeed as a communication and transparency channel even when parents do not conceptualize it as an evaluation

instrument (See et al., 2020; Suharyat et al., 2023). This is consistent with the international review evidence that technology-mediated engagement is most promising when communication is meaningful and supportive—implying that satisfaction may reflect perceived communication quality rather than full understanding of assessment logic (See et al., 2020).

From a family engagement lens, these findings also resonate with research showing that digital tools can support parent involvement, but outcomes depend strongly on digital literacy, mediation practices, and contextual factors (Bay et al., 2025; Choy et al., 2024). A scoping review on digital parenting emphasizes that parent digital literacy and monitoring practices shape how children's digital use relates to development and family relationships—highlighting why parent orientation is critical when TV Sekolah content becomes part of the evaluation ecosystem (Choy et al., 2024). Indonesian evidence during the pandemic similarly underlines that parent involvement affects children's learning engagement, reinforcing the importance of enabling parents to participate with clear roles and

understanding (Manan et al., 2021; Bay et al., 2025).

Finally, positioning TV Sekolah as an evidence-based evaluation tool for PAUD HI has managerial implications. PAUD HI implementation studies emphasize coordination and evaluation across domains, which requires leadership, standardized processes, and systematic documentation (Indrati et al., 2024; Aslindah et al., 2025). While evaluation models like CIPP have been applied to PAUD HI and can clarify context–input–process–product issues, the literature also indicates that operational constraints and uneven implementation frequently persist, making "visual and authentic evidence" potentially valuable—if embedded into routines (Netriwinda et al., 2022; Ambariani & Suryana, 2022). At the same time, research on TV Sekolah as media highlights its promise for character education and digital literacy development, supporting the plausibility of using TV Sekolah outputs as portfolio evidence—yet only if institutions build consistent governance, training, and ethical safeguards (Rohmawati & Watini, 2022; Musarofah & Watini, 2024).

E. CONCLUSION

The study indicates that TV Sekolah has meaningful potential as an evidence-based tool for PAUD HI evaluation and as a digital portfolio mechanism: teachers largely view it as effective, parents report high satisfaction and perceived involvement, and observational findings show real use for documentation and communication. However, the parent comprehension gap and the lack of full integration into daily evaluation routines imply that effectiveness is contingent on institutional support—especially teacher training, workflow integration, and structured parent orientation—so that TV Sekolah functions not only as learning media but as a sustainable, accountable evaluation evidence system.

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