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Implementation of the Children's Digital Literacy Corner Program in Bontoala Village

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ABSTRACT

Implementation of the children's digital literacy corner program in Bontoala Village, Pallangga District, Gowa Regency. This study aims to describe the implementation of the children's digital literacy corner program in Bontoala Village, Pallangga District, Gowa Regency, and to find out the supporting and inhibiting factors of the children's digital literacy corner program in Bontoala Village, Pallangga District, Gowa Regency, with 7 informants. Observation, interview, and documentation methods were used in this data collection process. Data is analyzed through data condensation, data presentation, and drawing conclusions. This study confirms that in the implementation of the children's digital literacy corner program in Bontoala Village, Pallangga District, Gowa Regency, it is seen from the indicators, namely preparation, implementation, monitoring and evaluation, as well as audience and mentoring running "well." In the program preparation stage, namely, the suitability of the literacy corner program with the needs of children as well as the creation of media and socialization needed to support the success of the program, the implementation stage is to include digital education for children with various methods. The third is monitoring and evaluation, namely, to measure the effectiveness of the program that has been implemented to be able to know the extent to which the program's goals are achieved, and finally is audience and assistance. The program is carried out through collaboration with the village and the government but has not run optimally due to insufficient resources and limited community engagement in the activities. The supporting factors for this program include the involvement of the village government, community enthusiasm, and support from activity facilitators. Meanwhile, the inhibiting factors are limited facilities and infrastructure, lack of adequate assistance, and lack of information related to the program, which hinder the program's effectiveness and outreach within the community, ultimately leading to decreased participation and engagement from community members.

Keywords: implementation, programs, children's digital literacy corner

INTRODUCTION

Basically, the state has the responsibility to develop the intelligence of all its citizens. This is in accordance with paragraph 4 of the Preamble to the 1945 Constitution of the Republic of Indonesia, which reads, "Protect the entire Indonesian nation and all Indonesian bloodshed and to promote public welfare, educate the nation's life, and participate in implementing a world order based on independence, lasting peace, and social justice..." Thus, the state must meet all citizens' needs through a government that can help the community, such as the digital literacy corner, which aids in science and information communication. The purpose of the state is also reaffirmed in Undang- Undang Nomor 3 Tahun 2017 Tentang Sistem Pembukuan

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concerning the bookkeeping system that in order to educate the nation's life and build the nation's civilization through the development and utilization of science and technology, the Central Government seeks and implements a national education system.

Based on the Law of the Republic of Indonesia number 11 of (Pusat, 2008) concerning Information and Electronic Transactions, digital literacy is like an electronic system that is also used to explain the existence of an information system, which is the development of information technology based on telecommunication networks and electronic media that is actually a manifestation of the application of information technology into an organization whose purpose is in accordance with its designation. With the development of information technology, a children's digital literacy corner program is presented that is useful to provide information development to children and communities who are still constrained by the use of digital-based learning.

Limited access to technology and digital literacy prevents people and school children from using and applying digital technology properly. Digital literacy is not only knowledge about the use of software in digital, but digital literacy also includes understanding how to function appropriately in the digital environment. Therefore, bringing the development of literacy technology closer in the community is one of the most important solutions. One way is through the children's digital literacy corner program, which aims to provide better access and understanding of technology and information. Based on the regulation of the minister of education and culture number 23 of 2015, Every school should function as a comfortable and inspiring environment for students, teachers, and educational staff, as this condition is essential for fostering effective teaching and learning processes. The development of positive attitudes and behaviors in the school environment exemplifies Pancasila values, which prioritize character development, mutual respect, and social responsibility. The habituation of these values ought not to be regarded as a distinct activity but should be incorporated into the comprehensive learning process and ingrained within the school culture. In this regard, the development of a positive school culture must be viewed as a collective movement that actively involves multiple stakeholders, including the central government, local governments, and parents. Such collaborative engagement is crucial to ensure consistency, sustainability, and the successful internalization of values across educational environments.

Media literacy activities can exacerbate concerns, leading to negative impacts. "The development of children's digital literacy corners in schools and communities is a potential solution. The digital literacy corner is an area or space dedicated to accessing and learning useful digital content. Through this digital literacy corner, children can get to know various digital tools and resources that support learning, such as educational apps, online research databases, and interactive learning platforms. This corner provides a space to access and learn useful digital content, as well as teach ethics using technology and the internet, which can help children navigate online environments responsibly and make informed decisions. We anticipate that implementing children's digital literacy corners will significantly enhance the quality of education. Children who have access to the digital literacy corner will be better prepared to face the challenges of 21st-century learning, where the ability to interact with information and communication technology is the key to success. In addition, there is a possibility that initiatives like this can also help reduce the digital literacy gap in regions, especially between urban and rural areas (Compton-Lilly & Sun, 2023; Darwis, Musmin, Jamaluddin, & Arhas, 2024; Nasaruddin, Hatimah, Niswaty, Herman, & Arhas, 2024; Reddy, Chaudhary, & Hussein, 2023; Rennie & Anderson, 2019)

Based on the results of observations made in Bontoala Village, it was found that urgent problems need to be addressed, including the lack of literacy, insufficient use of digital learning for children, and the unavailability of supporting facilities and media in education.

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The proposed solution to these issues is the implementation of a children's digital literacy corner program. This study examines the implementation of the children's digital literacy corner program in Bontoala Village, Pallangga District, Gowa Regency, by considering the various identified problems, highlighting its importance. The program is essential as one of the main programs to provide education and advocacy for media users, including digital literacy media for children.

METHODS

This study adopts a qualitative deductive approach grounded explicitly in green political The research is entitled "Implementation of the Children's Digital Literacy Corner Program in Bontoala Village, Pallangga District, Gowa Regency." This study employs a qualitative approach aimed at producing conclusions based on descriptive data that articulate the situation in words rather than numbers, conveyed through written or oral descriptions from various participants and behavioral observations. The qualitative method uses in-depth interviews and participatory observations, as well as group discussions. Participants can share opinions and experiences with each other, which in turn can enrich the data obtained. With this comprehensive qualitative approach, the research is expected to provide a clear and in-depth picture of the implementation of the Children's Digital Literacy Corner program, as well as the challenges and opportunities faced in efforts to improve digital literacy among children in Bontoala Village. It is expected to provide useful recommendations for the development of similar programs in the future, as well as contribute to improving the quality of education in the area.

The focus of this research is on the implementation of the children's digital literacy corner program in Bontoala Village, Pallangga District, Gowa Regency. It consists of 4 indicators, namely (1) preparation, is the suitability of the literacy corner program with the needs of children as well as the creation of media and socialization needed to support the success of the program; (2) implementation, which includes digital education for children with various methods; (3) monitoring and evaluation, which is to measure the effectiveness of the program that has been implemented to be able to know the extent to which the program's goals are achieved; and (4) audience and mentoring, which is collaboration with the village and the government, but it has not run optimally. The number of informants in this study consisted of 7 people, namely, 1 village secretary, 3 teachers, 1 team leader, 1 person in charge of the corner, and 1 student (child).

The data collection techniques used in this study were interviews, observations, and documentation. The interview was used to dig deeper into the comprehensive and contextual data regarding the implementation of the children's digital literacy corner program in Bontoala Village, Pallangga District, Gowa Regency. In addition, it also explored the supporting and inhibiting factors for the implementation of the children's digital literacy corner program in Bontoala Village, Pallangga District, Gowa Regency, such as community engagement, resource availability, and technological access. The research instruments used were interview guidelines, observation guidelines, and documentation guidelines as well as several tools used in the research in the form of books, notes, pens, cameras, and recording devices. Data analysis was carried out based on facts found in the field, which included categorizing the information gathered from interviews, observations, and documentation to identify patterns and themes. The process of qualitative data analysis involves collecting data, condensing it, presenting it, and drawing conclusions.

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RESULT AND DISCUSSION

The implementation of the children's digital literacy corner program has several aspects that need to be considered, namely preparation, implementation, and monitoring and evaluation, as well as hearings and mentoring, which are essential for ensuring the program's effectiveness and sustainability in enhancing children's digital skills. Researchers in Bontoala Village obtained the results of the research through observations, interviews, and documentation. The data obtained, which represent the results of the research, are then presented descriptively through detailed explanations. So to find out the implementation of the children's digital literacy corner program in Bontoala Village, Pallangga District, Gowa Regency, can be seen in various informant responses.

Implementation of the Children's Digital Literacy Corner Program in Bontoala Village, Pallangga District, Gowa Regency

a. Preparation

Preparation is a series of actions to prepare something, whether it's from a certain activity, event, or task, to be able to run smoothly and successfully. Effective preparation is the foundation for success in every program for planning, implementation, training, monitoring, evaluation, and follow-up mentoring. Preparation of the children's digital literacy corner program by the PPK TEAM ORMAWA LDF SC AL FURQAN BEM FIS-H UNM, although the preparation of the digital literacy corner program has been classified as satisfactory and accepted. However, there are several obstacles to the preparation. The obstacles faced are the lack of mass for the creation of children's digital literacy corners and the creation of corners that are relatively slow. The delay is attributed to the necessity of aligning the creation of digital literacy corners with the development of literacy corners that are considered highly important. The delay is caused by the need to align the creation of digital literacy corners with the development of traditional literacy corners that are also important. There are priorities considered in program management. Effective strategies are needed to manage resources and time effectively, ensuring that all literacy programs are implemented in a structured and optimal manner, which will better achieve the goal of improving children's literacy. In addition, it is important to have careful planning and structure; clear scheduling and an even division of tasks can help accelerate the creation process. Technology can facilitate communication and coordination with team members, ensuring that every preparation step is carried out optimally.

Preparation is to conduct surveys and Q&A with the community. Thereafter, start designing the program and collaborating with the partnerships of the program and determine the strategy. According to (Kaeophanuek, Na-Songkhla, & Nilsook, 2019; Reddy et al., 2023; Tinmaz, Lee, Fanea-Ivanovici, & Baber, 2022) "For the preparation stage, the implementation team conducted a survey and Q&A with the village community. Next, the team will begin designing the program, establish collaborations with partners for each subprogram, and determine strategies to achieve success indicators, create the curriculum, and facilitate socialization. Before that, the PPK ORMAWA LDF SC AL FURQAN team prepared a location survey and placed a children's digital literacy corner at SDI Ana Gowa. The benchmark is that SDI Ana Gowa is the location that the school is a gathering place for children and a place where learning activities take place.

To ensure the effective implementation of all planned activities, thorough preparation is undertaken through both internal and external coordination. This process includes organizing service activities in a structured manner, as well as preparing the venue or location where they

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will take place. In addition, attention is given to documentation and other supporting requirements to ensure that all aspects of the activity are properly managed and executed in accordance with the intended objectives. (Bekker, Bakker, Douma, Van Der Poel, & Scheltenaar, 2015; Munawar, Fakhruddin, Rodiyah, & Prihatin, 2021; Saleha, Baharun, & Utami, 2022) Therefore, the PPK ORMAWA LDF SC AL FURQAN team, together with the Bontoala Village government, was present to straighten out and dismiss assumptions to the community and provide an explanation about the children's digital literacy corner program and what benefits can be obtained with this children's digital literacy corner. Based on this, the PPK ORMAWA LDF SC AL FURQAN BEM Team held a Children's Literacy Corner program which was fully supported by Bontoala Village.

Based on the results of the data analysis, broadly speaking, the preparation indicators in the children's digital literacy corner program can be classified as good with the creation of a literacy corner from physical preparation, namely painting, media creation, and the implementation of socialization for students that can help and provide education to children as well. However, the preparation also has several significant obstacles, namely the lack of mass assistance in the creation of literacy corners which causes the progress of making to be slower and the division of focus on making other literacy corners.

b. Implementation

Implementation refers to a process, plan, or policy that has been prepared in advance and is executed through real actions involving activities aimed at achieving specific goals in accordance with the established plan. The implementation of the children's digital literacy corner program by the PPK TEAM ORMAWA LDF SC AL FURQAN BEM FIS-H UNM that the digital literacy corner program has been classified as good and well received from collaborative efforts from various parties, including the person in charge, students, teachers and students. Overall, the implementation of the Children's Digital Literacy Corner program in Bontoala Village shows that there is enormous potential in improving children's digital literacy. Collaboration can have a positive impact on students and society.

This program has included activities like digital device training. These activities are designed to improve children's understanding of technology and how to use it wisely. With an interactive and fun approach, children become more enthusiastic in learning and actively participate in every activity. However, to ensure the sustainability of the program, it is important that all parties involved continue to coordinate and provide the necessary support. Good coordination will help identify needs that arise during the implementation of the program and allow for the necessary adjustments to improve its effectiveness. In addition, support from the village government and the community is also essential to provide the necessary resources, such as relevant facilities and teaching materials.

The sustainability of the program will depend heavily on good coordination and from the support of all parties involved can utilize the technology to improve their quality of life. With continued collaboration and continuous support, this program is expected to have a significant positive impact on students and society, as well as contribute to improving digital literacy in the modern era.

The implementation of the children's digital literacy corner program in Bontoala Village is an important part of realizing the digital literacy process among children. The implementation process entails meticulously planning activities from the preparation stage and executing them in real terms to achieve the desired results. Effective implementation with the plan and organizational structure that has been prepared can be implemented through various learning activities and institutional management, in addition to effective implementation as well as

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monitoring of the learning process, so that managers can immediately make adjustments if obstacles or additional needs are found (Aprilia, 2025; Munawar et al., 2021; Saleha et al., 2022) The implementation of the children's digital literacy corner by the PPK Ormawa LDF SC Al Furqan Team highlights the critical role of community support in ensuring the success of the program. In this context, the community, particularly children, is actively engaged as both participants and beneficiaries of educational activities, including various seminars related to digital literacy. These initiatives are designed to enhance understanding and practical skills in navigating digital environments.

Community involvement serves as a strategic approach to fostering awareness of the importance of digital literacy. Through participatory engagement, the program delivers knowledge and encourages a collective sense of responsibility in adapting to the demands of digital transformation. This collaborative effort contributes to the development of a more informed, capable, and digitally literate society.

Based on this data, broadly speaking, implementation indicators in the children's digital literacy corner program can be classified as satisfactory with the availability of teaching modules that include various materials, ranging from the importance of digitalization to learning evaluation. The implementation of the program has become more directed and systematic, leading to improved engagement and effectiveness in teaching digital literacy skills to children. In addition, the implementation of the program is also carried out both indoors and outdoors which can provide flexibility in learning. However, the implementation of the program also has constraints such as uncertainty in the team members in charge, where few responsible persons are active. It is also necessary to strengthen the team and have a more transparent division of tasks to ensure the smooth running of the program, which may involve recruiting additional team members and clearly defining each person's responsibilities.

c. Monitoring and Evaluation

Monitoring can be interpreted as the process of collecting data to ensure that the program runs according to the predetermined plan. Monitoring is done during the program's implementation to see if activities are done correctly and to spot potential issues early. Evaluation is an in-depth process that is carried out after the program runs for a certain time with the aim of measuring the extent to which the program achieves its goals. monitoring and evaluation of the children's digital literacy corner program by the PPK ORMAWA LDF SC AL FURQAN Team that the digital literacy corner program has been classified as good and well received. However, there are challenges that must be faced in the implementation of this program, namely the availability of facilities, understanding of materials to students and the sustainability of mentoring.

The availability of adequate facilities is one of the main challenges, without good infrastructure support, the implementation of the program cannot run optimally. Also, students' understanding of the material is vital to achieving learning goals. The sustainability of mentoring is also a key factor, because continuous support will ensure that students receive guidance and motivation in the learning process. Overall, monitoring and evaluation will help ensure that the Children's Digital Literacy Corner program can provide maximum benefits for children in Bontoala Village, and can improve the quality of education. Collaboration between all parties, including educators, parents, and local organizations, is also expected in the program to continue to develop and have a positive impact on children's digital literacy and educational outcomes.

Monitoring the program's implementation aims to ensure proper activity execution and early detection of issues. Evaluation is an in-depth process that is carried out after the program

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runs for a certain time with the aim of measuring the extent to which the program achieves its goals. The monitoring and evaluation stage is carried out to assess the results of the implementation of activities with the suitability of the expected indicators. The first monitoring was carried out by the internal implementation team and accompanying lecturers. The results of each subprogram that has been implemented are reviewed and thoroughly evaluated. Second, universities conduct this evaluation to assess the alignment between planning and program implementation. In addition, monitoring and evaluation from universities are also carried out to identify every problem that occurs in the field and find solutions to these problems (Genareo, 2022; Johnson & Foertsch, 2000; Munawar et al., 2021)

Monitoring and evaluation as aspects of the program that are made run well and in accordance with what is planned as a good control tool in the entire implementation process. The results of the implementation are interpreted as input to make improvements that can be the basis for making decisions for the next necessary actions (Bekker et al., 2015; Genareo, 2022; Johnson & Foertsch, 2000).

Based on this data, the monitoring and evaluation of the implementation of the children's digital literacy corner program in Bontoala Village has been carried out well, with collaboration with various parties, namely the village government and routinely to adjust the learning experience according to the needs of students. However, there are challenges related to the lack of understanding of materials and facilities and how the program is sustainable, on the contrary, there are records of improving children's digital skills including students.

d. Audience and Mentoring

An audience can be interpreted as a meeting or discussion to convey opinions, aspirations, needs or issues that want to be discussed. Meanwhile, mentoring can be interpreted as providing support, guidance and accompanying in order to help to overcome problems, goals and guidance in a more sustainable manner. The audience and assistance of the children's digital literacy corner program by the PPK TEAM ORMAWA LDF SC AL FURQAN BEM FIS-H UNM that the digital literacy corner program has been said to be good with collaboration between the village government, the community, and the education sector is very important in the success of this program. The hearing facilitates open communication among all parties regarding the challenges and expectations they will encounter during the program's implementation. These discussions allow for better decision-making and strategic adjustments to achieve program objectives.

Providing continuous support to children in the learning process is essential to ensure meaningful engagement with digital technologies. Structured mentoring not only grants students access to digital resources but also guides them in using technology responsibly and ethically. This guidance plays a crucial role in shaping their ability to navigate digital environments effectively, as it helps them develop critical thinking skills, understand online safety, and recognize the importance of digital citizenship.

Mentoring is particularly important in helping children overcome various challenges, including difficulties in understanding learning materials and in operating digital devices. With consistent and sustained assistance, children are better equipped to adapt to the complexities of the digital world and to develop both technical competencies and critical awareness. The positive responses from all stakeholders involved reflect the success of the Children's Digital Literacy Corner program. This success underscores the importance of sustainability, ensuring that children continue to benefit from technology in constructive and responsible ways, while fostering long-term digital literacy development.

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An audience is a discussion that aims to convey opinions, aspirations, problems and needs to be discussed. For the context of the children's digital literacy corner program, the audience is an important means of gathering input from various related parties, the mentoring is the process of providing guidance, support and mentoring on an ongoing basis to provide assistance to individuals or groups in overcoming problems and to achieve goals. According to (Cobb et al., 2006; Duellman, 2020; Towle, 2014)Wastiana (2024, p. 92) that "To support the sustainability of the program, the last stage is carried out, namely audience and partner assistance which is a form of support from the implementation team for the program. The implementation team has prepared guidelines for the next three years with the first three months, hearings are held every two weeks for mentoring, and the next six months are held once a month. If the program runs according to the target and plan in the last six months, the implementation team does not need to provide regular assistance. Nevertheless, the implementation team remains open to conducting hearings and providing assistance to support the sustainability of the program, as long as the allocated time frame is still available. This approach reflects the team's commitment to ensuring that the program continues to operate effectively beyond its initial implementation phase.

To strengthen program sustainability, a final stage is carried out in the form of audience sessions and partner assistance, which serve as a structured support mechanism provided by the implementation team. In this regard, the team has developed a three-year guideline to ensure continuity and consistency. During the first three months, hearings are conducted every two weeks as part of intensive mentoring efforts. This is followed by a six-month period in which hearings are held once a month to monitor progress and provide necessary guidance. If, within the final six months, the program demonstrates alignment with its targets and planned outcomes, the implementation team will gradually reduce its involvement and may no longer provide regular assistance. This phased approach aims to foster independence among program partners while ensuring the initiative's overall sustainability. However, the implementation team does not close hearings and assistance on the sustainability of the program if necessary as long as the time that has been prepared is still left".(Poudel & Sharma, 2025; Reddy, Sharma, & Chaudhary, 2020; Weitzel, 1988) This is in line with what was conveyed by (Bhatia & Ritchie, 2016; Reddy et al., 2023; Yohana, Rachma Dania, & Prihandono, 2021) that it "gathers more information that supports the smooth running of the program by understanding the context and re-identifying the direct needs of communities for community involvement"

Based on the results of research in the field, it shows that the PPK Ormawa Team as the implementer is a student who runs the children's digital literacy corner program, of course, in terms of audience and mentoring, it can be said that it is good with its suitability because the implementer and the village government provide supervision and assistance to children as the target of children's digital literacy corners. However, this children's digital literacy corner program still has shortcomings in implementing programs, including continuous assistance and human resources as a non-continuation of the program in the future

Supporting and Inhibiting Factors of the Implementation of the Children's Digital Literacy Corner Program in Bontoala Village, Pallanga District, Gowa Regency

a. Supporting Factors

Based on the results of observations and interviews, it can be seen that the supporting factor of the implementation of the children's digital literacy corner program in Bontoala Village, Pallangga District, Gowa Regency is full support for the program by the local government, namely the Village Government, the enthusiasm of the implementation teams

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and the enthusiasm of the community is very good for the children's digital literacy corner program.

Supporting factors are a situation that can cause the implementation of the children's digital literacy corner program to run well. Supporting factors can also be said to be motivation and encouragement to stay consistent in doing certain things, such as providing resources, training, and community involvement that enhance the effectiveness of the children's digital literacy corner program. The running of the activity program is inseparable from the factors that support it. The success of the implementation of the children's digital literacy corner program is inseparable from the many parties who always support. In addition, the successful cooperation between the PPK Ormawa implementation team of PPK LDF SC Al Furqan and the government and other organizations also greatly contributes to creating a conducive environment in the development of children's digital literacy. Synergy between all parties involved, including educational institutions, government agencies, and community organizations, is the main key to ensuring the success of the program.

Based on the results of the research, which is a supporting factor in implementing the children's digital literacy corner program, there is a high enthusiasm by the implementer, in this case the PPK Ormawa LDF SC Al Furqan Team which is balanced by the support of the local government, the Bontoala Village Government by helping the smooth running of the program and the moral support and high enthusiasm of the community given to the community in this program.

b. Inhibiting Factors

Based on the results of observations and interviews, several inhibiting factors were identified in the implementation of the Children's Digital Literacy Corner program in Bontoala Village. These constraints include the limited availability of supporting facilities, such as electronic devices and reading materials, as well as the limited participation of community members due to other commitments. In addition, there is a shortage of personnel responsible for managing and sustaining the program, which further affects its implementation.

In this context, inhibiting factors refer to conditions that impede the effectiveness and continuity of program activities. The successful implementation of the Children's Digital Literacy Corner program does not imply the absence of obstacles; rather, it involves the ability to recognize and address such challenges. The findings indicate that limitations in human resources, particularly within the PPK Ormawa LDF SC Al Furqan Implementation Team, have contributed to constraints in program execution. Furthermore, the insufficiency of adequate electronic equipment during activity sessions and the lack of public awareness have reduced community engagement and participation.

To address these challenges, several strategic measures can be undertaken. Socialization initiatives are essential to increase community awareness, participation, and support for the program. Adjustments to activity schedules may also be necessary to accommodate individuals with competing responsibilities, thereby improving accessibility and involvement, which could include offering sessions at different times or providing online options for participation. Through the implementation of these solutions, the program is expected to operate more effectively and deliver meaningful benefits, particularly in enhancing the digital literacy of children in Bontoala Village.

CONCLUSION

The implementation of the children's digital literacy corner program in Bontoala Village has been "good". This result is in accordance with the indicators that have been researched. The first is the preparation of the program, namely the suitability in the children's digital literacy corner program with the creation of a literacy corner from physical preparation, namely painting, media creation and the implementation of socialization to students who can help and provide education to children as well, the second is the implementation of the children's digital literacy corner program, namely the suitability of the available teaching modules that include various materials, Starting from the importance of digitalization to learning evaluation, the third is the monitoring and evaluation of the Children's Digital Literacy Corner program, namely the suitability of collaboration with various parties, namely the village government and routinely for adjusting the learning experience according to the needs of students and finally the audience and program assistance, namely because the implementer and the village government provide supervision and assistance to children as the target of the children's digital literacy corner However, it has not run optimally. The supporting and inhibiting factors for the implementation of the children's digital literacy corner program in Bontoala Village are, the supporting factor, the existence of high enthusiasm by the implementers which is balanced by the support of the local government, namely the Village Government by helping the smooth running of the program and the active and high moral support and enthusiasm of the community given to the community in the children's digital literacy corner program. The inhibiting factors are the lack of human resources in the operation of the program which hinders the effectiveness and smooth running of activities, the limitation of adequate electronic aids in each activity meeting and the lack of information in the community in the children's digital literacy corner program.

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