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Analysis of Teachers' Strategies in Instilling Media Literacy to Counteract AI Video Content That Is Not Suitable for Early Childhood

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Abstract

The rapid proliferation of Artificial Intelligence (AI) has significantly altered digital media consumption in early childhood education (ECE). This qualitative study explores educators' strategies in fostering media literacy to prevent young children's exposure to inappropriate AI-generated video content at KB Mamba'ul 'Ulum Gatak. Data were collected via classroom observations, semi-structured interviews with the school principal and teaching staff, and institutional documentation analysis. Using the Miles and Huberman interactive framework, the findings reveal that while AI-supported media (e.g., smart TV applications, interactive digital modules) enhance engagement and visual learning, unmonitored screen time introduces risks such as emotional dysregulation (tantrums), reduced attentional focus, and early device dependency. To mitigate these risks, teachers implement targeted media literacy strategies comprising active screen-time boundaries, direct device co-viewing, modeling techniques, and intentional redirection toward kinesthetic and play-based activities. Furthermore, sustained teacher-parent partnerships establish a cohesive protective framework across both school and home environments. This study highlights media literacy not merely as a technical skill, but as a crucial socio-emotional protective strategy in the digital age.

Keywords: *Artificial Intelligence, media literacy, early childhood education, AI videos, digital supervision*

INTRODUCTION

The rapid evolution of Artificial Intelligence (AI) is transforming contemporary educational landscapes. In early childhood settings, AI-powered tools facilitate adaptive learning, personalized instructional content, and dynamic visual interactions. Algorithmic recommendation systems and automated content generation enable educators to present complex concepts visually and interactively. However, these technological advances introduce significant vulnerabilities, particularly regarding young children's exposure to unregulated or age-inappropriate digital media. The hyper-realistic animations, synthetic audio, and persuasive visual cues inherent in AI-generated videos present unprecedented filtering challenges for educators and families.

In response to these digital challenges, media literacy has emerged as an essential foundational competency. Traditional views of digital literacy primarily emphasized basic device operation or technical fluency. In early childhood education, media literacy must be redefined as a critical and protective framework that encompasses ethical awareness, active content moderation, and self-regulatory guidance. Young children, due to their ongoing cognitive, self-regulatory, and emotional development, are uniquely vulnerable to digital stimuli. They often

struggle to distinguish synthetic digital representations from physical reality, leaving them susceptible to emotional dysregulation, behavioural imitation, and attentional fatigue when exposed to intensive digital content.

While existing literature often focuses on the instructional benefits of digital technology or general screen-time limits, few empirical studies investigate how early childhood educators actively counteract the risks associated with AI-generated video content. To address this gap, this study examines the pedagogical strategies employed by educators at KB Mamba'ul 'Ulum Gatak to foster media literacy and build protective collaborative frameworks with parents.

RESEARCH METHODS

This study employed a qualitative descriptive research design to explore media literacy practices in a naturalistic early childhood setting. The research was conducted at KB Mamba'ul 'Ulum Gatak, located in Sukoharjo Regency, Central Java, Indonesia.

Participants and Sampling

A purposive sampling technique was utilized to select key informants who possess direct experience with digital media integration and child supervision. Participants included:

- The school principal ($N = 1$).
- Early childhood classroom teachers ($N = 4$).

Data Collection Procedures

Data collection was carried out over an extended fieldwork period utilizing three primary qualitative techniques:

1. **Classroom Observations:** Non-participant field observations were conducted during active instruction to document how digital tools (smart TVs, educational apps) were integrated, how children reacted to video stimuli, and how teachers managed device transitions.
2. **Semi-Structured Interviews:** In-depth interviews were conducted with the principal and teachers using an open-ended guide focusing on media selection protocols, observed behavioral impacts of AI video content, and home-school communication channels.
3. **Documentary Review:** Institutional records, lesson plans, parental guidance flyers, and digital safety guidelines were reviewed to triangulate observational and interview findings.

Data Analysis and Trustworthiness

Data were analysed following the interactive model of Miles and Huberman, consisting of data reduction, narrative data display, and verified conclusion drawing. Data trustworthiness was ensured through method triangulation (cross-referencing observations, interviews, and documentation) and member checking with the participating educators.

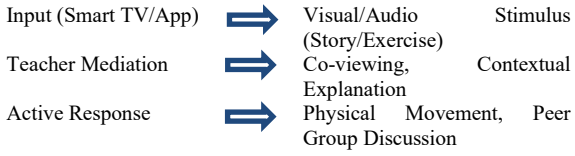
RESULT AND DISCUSSION

Utilization of AI-Supported Digital Media in the Classroom

The empirical findings demonstrate that KB Mamba'ul 'Ulum Gatak intentionally integrates digital devices into early childhood instruction. Interactive smart TVs, YouTube Kids platforms, and digital educational applications are utilized to deliver multimodal learning experiences.

- Pedagogical Integration: Teachers utilize audiovisual media to introduce foundational literacy concepts, such as letter recognition, numerical counting, color and shape discrimination, and moral/religious storytelling.
- Kinesthetic Engagement: Digital displays are frequently paired with physical activities, including guided movement videos, traditional children's songs, and physical exercises to maintain active engagement.

CLASSROOM DIGITAL INTEGRATION MODEL



While these media tools increase learner interest and retention, educators emphasized that technology is never used as an unmonitored "digital babysitter". Teachers maintain strict curation protocols, filtering out algorithmic recommendations that contain hyper-stimulating animations or unverified synthetic audio.

Behavioural and Developmental Impacts of Unsupervised AI Video Exposure

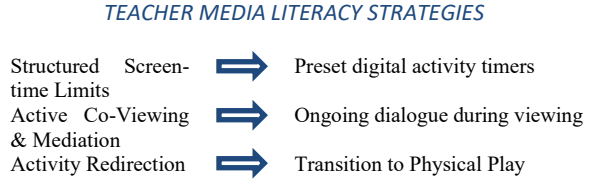
Interviews with educators revealed that children who experience high, unmonitored screen time at home display distinct behavioral challenges in the classroom:

- Emotional Dysregulation: Children accustomed to fast-paced, algorithmically generated digital videos show lower tolerance for slow-paced classroom tasks, leading to frequent tantrums or emotional distress when devices are removed.
- Attentional Instability: Excessive exposure to rapidly changing visual stimuli shortens attention spans during hands-on, non-digital learning activities.
- Device Dependency: Several children exhibited behavioural fixation, demanding digital screens during routine tasks such as mealtimes.

These observations reinforce prior research indicating that high screen-time volume without self-regulatory support disrupts social-emotional development and healthy peer interactions.

Pedagogical Strategies for Cultivating Early Media Literacy

To protect children from these negative impacts, teachers at KB Mamba'ul 'Ulum Gatak employ a combination of proactive and preventive strategies:



1. Structured Screen-Time Boundaries: Digital media exposure is capped at brief, pre-planned intervals (15–20 minutes per session) integrated directly into daily lesson plans.
2. Active Co-Viewing and Mediation: Teachers sit with children during video playback, asking reflective questions (e.g., *"Is that real or animated?"*, *"What can we learn from this character?"*) to encourage critical engagement.
3. Adult Role Modeling: Educators consciously restrict personal smartphone use in front of students, modeling balanced device habits.
4. Kinesthetic Redirection: When children display digital fixation, teachers redirect their attention toward tactile, physical play—such as building blocks, drawing, sensory water play, or outdoor group games.

Home-School Synergy in Digital Media Supervision

The study underscores that media literacy education cannot succeed in isolation. KB Mamba'ul 'Ulum Gatak maintains an active parenting program focused on digital wellness:

- Parental Workshops & Dialogues: Regular parenting sessions educate families on setting up child-safe digital profiles, recognizing deceptive AI content, and establishing screen-free routines at home.
- Individual Consultation: Teachers engage in ongoing communications with parents to monitor home screen habits and assist families struggling with child device dependency.

This home-school alignment ensures that digital boundaries established in the classroom are reinforced in the home environment.

CONCLUSION

This research demonstrates that while AI-supported media offers valuable interactive learning opportunities in early childhood education, it introduces developmental risks if

left unmonitored. The findings highlight that media literacy in ECE functions primarily as a protective, guided mechanism mediated by informed educators and parents. Through structured screen-time limits, active co-viewing, intentional role modeling, kinesthetic redirection, and robust home-school collaboration, early childhood institutions can effectively harness digital innovation while safeguarding young children's holistic development. Future research should expand on these findings by evaluating long-term digital literacy interventions across broader geographical contexts.

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