

## Optimization of Educational Television for Equity and Quality Improvement in Indonesian Education

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Received: 21 March 2025; Accepted: 3 April 2025; Published: 12 July 2025

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### ABSTRACT

This paper provides an overview of Televisi Edukasi, a Television program and channel developed by the Ministry of Education and Culture to provide learning support. Televisi Edukasi has been active for a long time in Indonesia that can reach remote and outer areas with the help of satellite transmitters. Has content for educational and teaching activities as well as information about the policies of the Ministry of Education and Culture. Televisi Edukasi content can be used as content or learning material in the classroom, for the deepening of learning material either done in class with the subject teacher, studying at home under the guidance of the teacher or independent student learning. The government utilizes Televisi Edukasi to support learning that took place during the Covid Pandemic 19 period. With the help of Relay from TVRI, students can watch learning shows that have been made by Televisi Edukasi. However, efforts need to be made to increase the utilization of Televisi Edukasi programs both during the Pandemic and post-pandemic periods, as in fact there are still many limitations that occur so that education has not been optimally utilized in Indonesia both in structured learning activities and also in student independent learning activities.

**Kata Kunci:** Revitalisasi, Televisi Edukasi, Sumber Belajar.

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### INTRODUCTION

Television is one of the electronic communication and information media capable of displaying still images, motion, sound, and video. Today, a television set has become an essential household item—many homes even have more than one. There has been a shift in society's perception: television, which was once considered a luxury or tertiary need, has now become a primary necessity for families. This change is closely related to the public's demand for television program content, such as news, information, entertainment, and more.

In the classification of media types, television is categorized as a form of mass media. Alongside television, other mass media include both print and electronic forms. Print media include magazines, bulletins, newspapers, brochures, and others. Electronic media include radio, smartphones, personal computers, the internet, and similar technologies. The use of mass media enables mass communication, which is characterized by a large and heterogeneous audience (Severin & Tankard, 2001). Despite the rapid growth of the internet, television remains one of the most preferred

mass media across social groups. This is due to several factors, such as its wide reach, and its ability to deliver messages through sound, images, and motion, making broadcasts more engaging and appealing to viewers.

Given its vast potential, television can play an important role in supporting educational activities by providing programs with educational value or instructional content. There is a growing trend toward utilizing educational television programs, and it has been recommended that several television stations broadcast well-designed lessons suitable for learners (Nemine & Akintunde, 2019). Educational Television (TV Edukasi) is an example of such programming, presenting predominantly educational and instructional content. This channel is managed by the Ministry of Education and Culture of Indonesia.

The global COVID-19 pandemic, including in Indonesia, has brought about restrictions on face-to-face learning activities. Students and teachers are no longer able to meet in classrooms as usual. However, this situation cannot be used as an excuse to halt the learning process. Various efforts have been made creatively by schools and teachers to ensure that learning continues—such as conducting online learning through different platforms and applications. Yet, online learning also presents numerous challenges, including limited internet access, unstable connectivity, and inadequate devices. In response, the Ministry of Education and Culture collaborated with TVRI to broadcast Educational Television (TV Edukasi) programs, allowing educators and students across the country to access educational content that supports the learning process.

## **RESEARCH METHOD**

This study employed a qualitative descriptive approach aimed at providing an in-depth understanding of the utilization and optimization of Educational Television (TV Edukasi) in promoting equity and improving the quality of education in Indonesia. This approach was chosen because it allows for a contextual comprehension of the role and effectiveness of TV Edukasi as a learning medium across various regions, particularly in areas with limited access to technology and learning resources. Through this method, the researcher sought to describe the actual conditions, challenges, and opportunities in the use of Educational Television based on data collected from multiple sources.

Data collection techniques included document analysis, observation, and interviews. Document analysis was conducted by gathering secondary sources such as official reports from the Ministry of Education and Culture, data from the Center for Information and Communication Technology for Education (Pustekkom), scholarly articles, and relevant previous studies. Observations were carried out on TV Edukasi broadcasts and content, whether aired via TVRI, digital channels, or online platforms. Meanwhile, interviews were conducted with teachers, students, and education administrators from selected schools as key informants to obtain empirical data on their experiences in using TV Edukasi as a learning medium.

Data were analyzed using the interactive qualitative analysis model of Miles and Huberman, which consists of three main stages: data reduction, data display, and

conclusion drawing. In the data reduction stage, the researcher selected and focused on information relevant to the study's objectives. The data were then presented descriptively to illustrate findings related to the effectiveness and challenges in utilizing Educational Television. Finally, conclusions were drawn by interpreting the data and relating them to existing theories and national education policies. The results of this analysis are expected to provide strategic recommendations for the future development and revitalization of Educational Television in Indonesia.

## RESULTS AND DISCUSSION

### Utilization of Educational Television

Educational media that have developed today come in various forms and characteristics, each with its own distinct features and advantages. Allen (1969) explained the relationship between instructional media stimuli and learning objectives in the following table:

**Table 1.** Instructional Media Stimuli and Learning Objectives

| Learning Objectives              | Still Pictures | Motion Pictures | Television | Radio  | Programmed Instruction | Print Text | Oral Presentation |
|----------------------------------|----------------|-----------------|------------|--------|------------------------|------------|-------------------|
| Factual Information              | Medium         | Medium          | Medium     | Medium | High                   | High       | Medium            |
| Vision & Audio Identification    | High           | High            | Medium     | High   | Medium                 | Medium     | Low               |
| Principles, Concepts, Rules      | Medium         | High            | High       | Medium | High                   | High       | Medium            |
| Procedures                       | Medium         | High            | Medium     | Medium | High                   | High       | Medium            |
| Performing Motor Acts            | Low            | Medium          | Low        | Low    | Low                    | Low        | Low               |
| Attitudes, Opinions & Motivation | Low            | Medium          | Medium     | Medium | Medium                 | Medium     | Medium            |

Television as a medium has its own unique characteristics and advantages, making it highly potential to be optimized in supporting learning activities. The characteristics of television programs for learning can be categorized into two types: educational broadcasts and instructional broadcasts. Educational broadcasts include programs such as rural development, health, agriculture, religion, women's issues, news, and law. Meanwhile, instructional broadcasts refer to programs designed for formal education (including higher education) and learning guidance based on specific curricula (Miarso, 2007).

Educational broadcasts are not specifically designed for school-based curricular activities and generally serve broader, non-controlled educational purposes. In contrast, instructional broadcasts are specially designed with clear and detailed targets aligned with the national education curriculum and can be adapted to students' and teachers' learning contexts.

Educational Television (TVE) is a television program containing educational and instructional content. The Ministry of Education and Culture, through the Center for Information and Communication Technology for Education (Pustekkom), developed the Educational Television (TVE) program. This initiative is one of several educational innovations, alongside electronic school books, educational radio, mobile education, the national education network, and learning videos. TV Edukasi aims to support the compulsory education program, especially in remote areas with limited teachers, learning materials, and resources, and to strengthen both regular and distance learning (Center for ICT in Education, 2009).



**Figure 1.** Fifteen Years of Educational Television in Indonesia

The educational and instructional broadcast materials are produced in both live and recorded formats, based on the national curriculum and aimed at all educational levels. TVE presents various programs such as *Science Insight*, *Aku Juga Ingin Tahu* (I Also Want to Know), *Fisika itu Asyik* (Fun Physics), *Educational Information*, and *Interactive Educational Broadcasts*. In addition, it airs programs covering religion, character education, culture, skills, sports, health, arts, agriculture, livestock, and literacy packages (A, B, and C), as well as other educational content.



**Figure 2.** Benefits of Learning from Home through Educational Television on TVRI

The restriction of in-person learning during the COVID-19 pandemic created significant challenges for students' learning continuity. Students were no longer allowed to attend physical classrooms with direct teacher guidance and had to engage in home-based learning. However, through the Educational Television (TVE) program, students could continue learning—either on scheduled broadcasts coordinated by schools or through independent study.

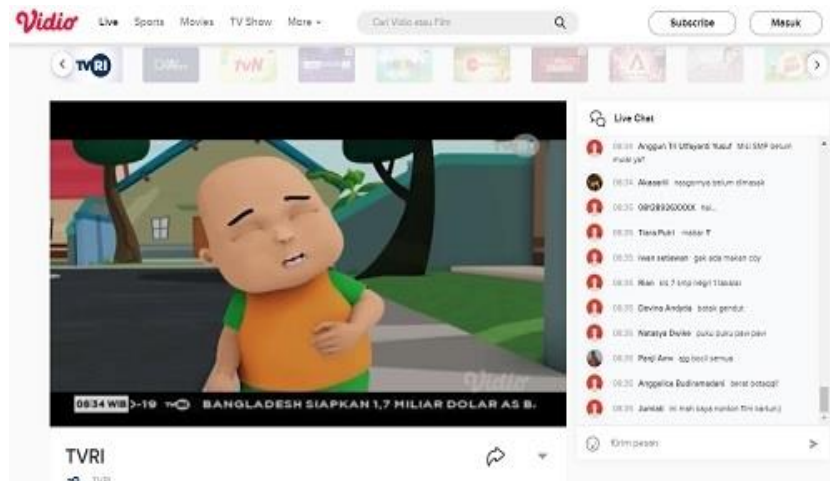
The Ministry of Education and Culture collaborated with TVRI to air learning programs developed from TVE content. Using television sets, students could watch TVE broadcasts through the TVRI channel. Educational Television thus became a valuable alternative during the emergency learning situation caused by the COVID-19 pandemic. According to Hisam Setiawan, Deputy Chair of the Riau Regional Indonesian Broadcasting Commission (KPID), the *Learning from Home* program broadcast on TVRI effectively addressed the challenges of online learning and facilitated student learning during the COVID-19 emergency (kpi.go.id, 2020). This initiative revealed that many Indonesian communities still faced economic and geographical limitations, resulting in restricted internet access.

The educational community can access TVE's learning and educational programs both during emergencies (such as the pandemic) and under normal conditions through several methods: Watching Relay Broadcasts on TVRI. Students can tune in according to the broadcast schedule for their respective grade levels, as designated by the program.



**Figure 3.** Students Learning from Home through Educational Television on TVRI

Apart from using television sets, broadcasts can also be accessed through live streaming on the internet using personal computers, laptops, or notebooks.



**Figure 4.** Live Streaming Interface of Educational Television on TVRI

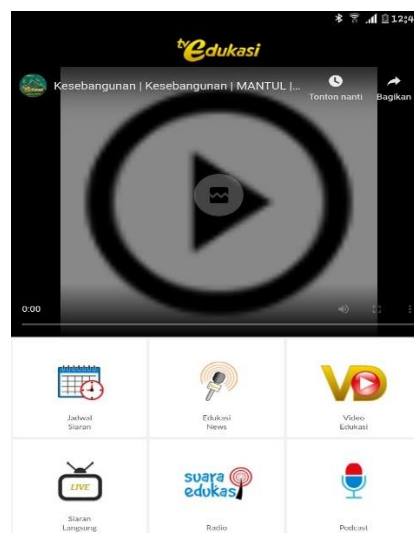
### Watching Directly on the Educational Television Channel

Educational Television (TVE) also operates as its own channel, which can be accessed using digital receivers. Unlike TVRI relays, in some regions it can be viewed without additional equipment. The channel runs 24 hours continuously, offering full educational content without interruptions from other TV programs.



**Figure 5.** Live Streaming Interface of Educational Television Channel

TVE programs can also be accessed via the *TV Edukasi* mobile application, available on smartphones or tablets through app stores.



**Figure 6.** Educational Television Application Interface on Smartphones

### Watching Recorded Broadcasts (Video on Demand)

In addition to live broadcasts, TVE offers recorded educational videos accessible through its official website ([www.tve.kemdikbud.go.id](http://www.tve.kemdikbud.go.id)) and YouTube channel. The website provides an extensive video library categorized under “Video on Demand.”

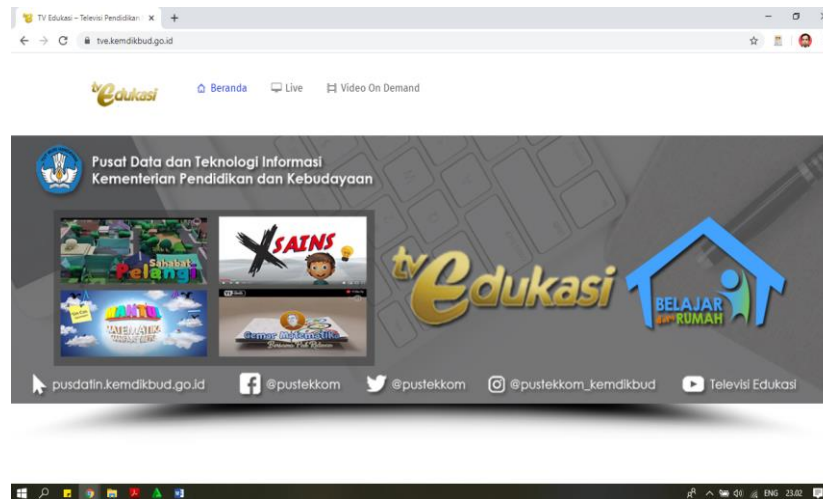


Figure 7. TV Edukasi Website Interface

TVE's YouTube channel also features various educational videos that can be integrated into the learning process.

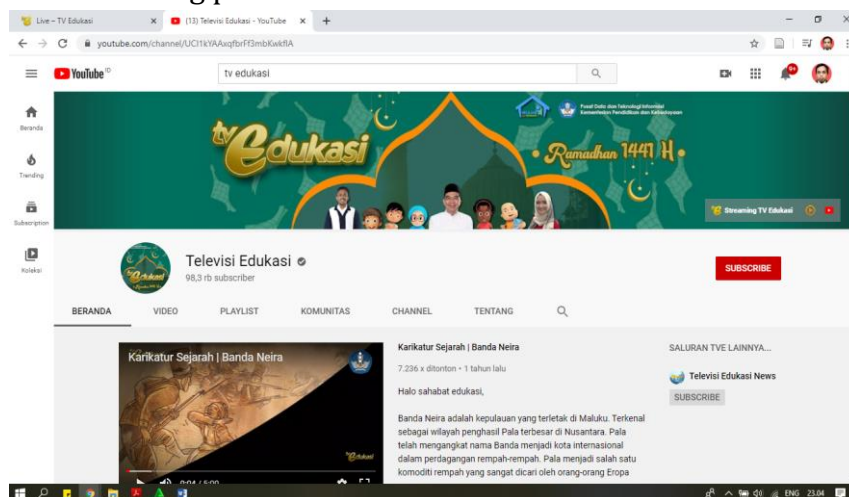
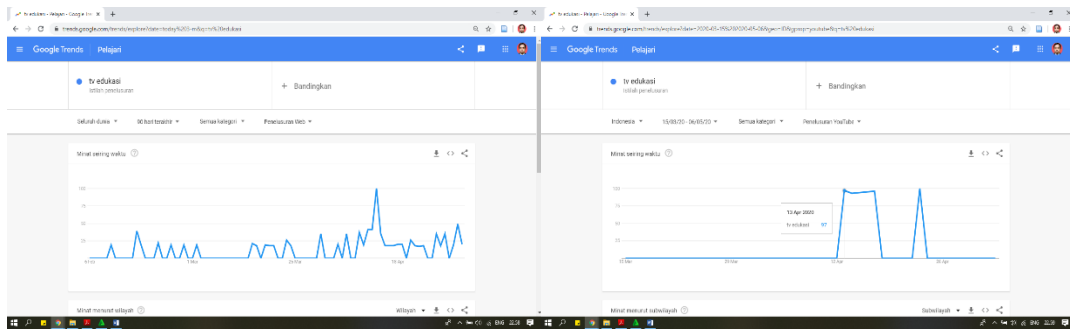


Figure 8. YouTube Channel of Educational Television

## 2. Revitalization of Educational Television for the Future

The utilization of Educational Television has existed for years and was further maximized during the COVID-19 pandemic. There was a noticeable increase in public searches for TVE content, both through web and YouTube platforms.



**Figure 9.** Google Trends for TV Edukasi Web and YouTube Searches

Despite its long-standing presence, Educational Television continues to contribute positively to Indonesia's broadcasting landscape by providing educational and instructional programs. However, several challenges must be addressed for optimal use. These include aligning program content with the national curriculum, improving public awareness, and ensuring broadcast schedules align with students' learning times. Studies indicate that although student interest is high, TVE has not yet been fully optimized due to accessibility issues, unsuitable scheduling, and time zone differences across Indonesia (Murwitaningsih, 2016; Ministry of National Education, 2010).

Program improvements should therefore include: re-broadcasting lessons, expanding dissemination through national TV, social media, and brochures, and intensifying outreach to local schools. Nonetheless, issues such as delayed broadcasts and insufficient schedule updates still hinder accessibility.

Furthermore, evaluations conducted by PUSTEKKOM involving principals, teachers, ICT managers, and students across 64 locations revealed: TVE has not been optimally utilized by respondents. Provided equipment often lacks proper usage guidance. Some devices are damaged due to underuse. Students are the primary users, while teachers and principals use it less. Most students access TVE via TVRI or local stations, often watching at home with their families. Only 27% of students and 39% of teachers are aware of interactive broadcasts, requesting that schedules be aligned with home learning times. TVE content is rarely integrated directly into classroom instruction. Around 30% of respondents disagreed with reward systems for TVE use, believing educational content should be used naturally, not for incentives. Key barriers include policy gaps, technical issues, poor access, inadequate socialization, and lack of clear broadcast quality.

ICT managers' involvement in facilitating TVE access is still minimal—only about 8% assist in setup or content recording (Center for ICT in Education, 2011). In conclusion, the optimal use of Educational Television by teachers and students has not yet been achieved. This may result from evaluation processes focusing more on utilization rather than the influencing factors. Therefore, comprehensive evaluation is needed, encompassing access, content quality, outreach, and user engagement. The above points can serve as benchmarks for improving future utilization of Educational Television as part of Indonesia's educational development strategy. Despite its

limitations, TV Edukasi remains a crucial medium for expanding educational access and enhancing learning quality through its wide reach and engaging content.

## CONCLUSIONS

Dari uraian pada pembahasan, dapat diambil simpulan bahwa TV Edukasi memiliki peran penting dalam pemerataan dan peningkatan mutu pendidikan karena daya jangkauannya yang luas, dimana tidak semua moda bantuan dapat menjangkaunya. TV Edukasi saat ini dengan sebaran pesawat TV yang masif disetiap rumah penduduk di Negara Kesatuan Republik Indonesia dapat menjadi sarana media pembelajaran. Pembelajaran pada saat kondisi pandemi Covid 19 dapat ditunjang dengan memanfaatkan TV Edukasi karena terdapatnya berbagai keterbatasan sarana pendidikan terutama pada daerah Terpencil dan Terpelosok. Pengelola program TV Edukasi yaitu PUSTEKKOM menghadapi tantang bagaimana program tersebut betul-betul dapat secara optimal mendukung pembangunan Indonesia utamanya dalam bidang Pendidikan dan Pengajaran. Kemasan program yang semakin kreatif dan sosialisasi serta kerjasama dengan berbagai pihak terutama guru secara aktif dilibatkan dalam optimalisasi pemanfaatan TV Edukasi adalah cara yang dapat dilakukan untuk mendukung maksimalisasi pemanfaatan siaran tersebut.

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