

THE EFFECTIVENESS OF DIGITAL MEDIA IN ELEMENTARY SCHOOL DURING THE COVID-19 PANDEMIC

Fahmi Surya Adikara¹, Dwi Cahaya Nurani², Muhammad Arif Rahman³
^{1, 2, 3} STKIP Muhammadiyah Batang

Abstract: *The Covid-19 pandemic has brought big changes to the world of education in Indonesia. Learning that should be done in person or face-to-face turns into online learning. This raises problems for the readiness of schools, teachers, and students in carrying out learning. This study aims to obtain information about the effectiveness of digital media in online learning during the Covid-19 pandemic, whether digital media has been effective and its use is optimal in learning. This research is a qualitative descriptive study using an online survey method. The results obtained were that online learning using digital media at SDN 1 Gambasan Temanggung did not increase student scores because only about 20% of student scores had increased, 50% of students also complained about the lack of facilities and infrastructure that support learning. Teachers also have not been able to use digital media in accordance with the characteristics of learning, this is evidenced by 45% of students answered disagree. Students also do not have higher motivation when using digital media, it is proven that only 5% agree. Based on the research results, it can be concluded that digital media is less effective when the supporting facilities and infrastructure are minimal.*

Keyword: *Effectiveness, Digital Media, Online Learning*

Submitted: 16-04-2021	Accepted: 30-11-2021	Published: 02-01-2022
-----------------------	----------------------	-----------------------

¹ STKIP Muhammadiyah Batang, Email: fsadikara@mbstkip.ac.id

² STKIP Muhammadiyah Batang, Email: dcnurani@mbstkip.ac.id

³ STKIP Muhammadiyah Batang, Email: arief200104@gmail.com

INTRODUCTION

The COVID-19 pandemic has brought major changes to the world of education in Indonesia. The Ministry of Education and Culture enacted circular letter No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). Based on the circular, the education unit decided to work from home (Work From Home) so that the learning process was carried out online or distance learning.

The policies issued to limit the spread of the corona virus have an impact on various fields, especially in the field of education (Herliandry, et al, 2020). Learning that should be done in person or face-to-face has turned into online learning. Online learning is expected to be able to grow the ability, knowledge and potential of students as well as learning in the classroom. Online learning aims to meet educational standards by utilizing information technology by using computers or gadgets that are interconnected between teachers and students so that the teaching and learning process can still be carried out properly (Pakpahan & Fitriani, 2020).

This very changing learning system has had a big impact on the world of education because it was done suddenly. This creates problems in the readiness of schools, teachers, and students in carrying out learning. Lack of facilities and infrastructure in schools is the main cause of online learning problems, such as no wifi network so that it does not support online learning.

The next problem is with teachers who do online learning, teachers who are in the "comfort zone" every year are required to learn and apply digital media (zoom, google meet, and other digital media). The biggest difficulty for teachers is when carrying out the learning process at home so that teacher creativity and innovation must be carried out so that there is a significant increase even though

learning is done online. In fact, almost all teachers at SDN 1 Gambasan Temanggung are less creative and innovative, relying only on WhatsApp as a medium for learning.

Teachers who are less creative and innovative will also have an impact on student understanding, so that the material is not conveyed properly. One of the things teachers must do is invite parents to take an active role in the online learning process. The role of parents is needed when online learning takes place (Noveandini & Wulandari, 2010). The negative impact felt by students is that they have to do learning from home, not even a few students who are not used to learning online have never even experienced learning online so that it will reduce students' interest in learning and students become passive when learning.

Online learning is a new challenge for teachers who require mastering digital media in the learning process. Teachers are required to have creativity and innovation in each lesson so that learning objectives are achieved and produce effective learning. The effectiveness of learning is characterized by increased student activity, providing meaningful and learning experiences, and getting maximum grades.

The effectiveness of learning is not only seen from student learning outcomes, but also must be seen in terms of the learning process. The effectiveness of learning can be achieved, one of them by using learning media in the learning process that is in accordance with the situation and conditions, both from the content of the material or the state of the student's environment. Submission of a concept to students will be conveyed well if the concept requires students to be directly involved in it when compared to concepts that only involve students to observe (Wibawanto, 2017).

Various studies that have discussed online learning during the Covid-19 pandemic have been carried out by several researchers. Based on the latest data, found

research results from: (1) W. Darmalaksana, et al (2020) which show the effectiveness of online learning with significant achievements in line with the demands of realizing digital leaders of 21st century higher education; (2) Sanjaya (2020) examines 21 reflections of online learning during the Covid-19 emergency; (3) Online learning has become a demand in the world of education since the last few years (He, Xu, & Kruck, 2019); (4) Through online learning, a higher education will be created with a modern learning environment (Huda, et al., 2018); (5) Hikmat, et al (2020) regarding the effectiveness of online learning during the Covid-19 pandemic; (6) Maulana, H. A. & Hamidi, M. (2020) who explained that in online lectures students need their own variations and they prefer online learning as a variation of how to develop and deliver material; (7) Ibaad, et all (2021), which showed the results that online lectures were less effective in increasing students' understanding of the material, due to difficulty concentrating and the number of assignments; (8) Widiyono, A. (2020), that online lectures illustrate the less than optimal understanding of students and the number of tasks that result in less effective lectures; (9) Dewantara, J. A. & Nurgiansah, T. H. (2021), who said that online learning is less effective if it is carried out continuously; (10) Yuliana, W. (2020), stated that online learning has flexibility in its implementation and is able to encourage independent learning and motivation to be more active in learning; (11) Suartini, N. K. (2020), stated that from the perspective of students online learning was less effective due to a lack of understanding of the learning material, while according to the lecturer's perspective, online learning was effective but not too significant because there were many obstacles; (12) Sadikin, A. & Hamidah, A. (2020), stated that online learning has flexibility in its implementation; (13) Adikara, F.S., et al (2021), stated that online learning was not

effective because of the many obstacles experienced; and (14) Allolinggi, et all (2020), stated that online learning was less effective because students did not understand the learning material.

This study aims to obtain information about the effectiveness of digital media in online learning during the Covid-19 pandemic, whether digital media has been effective and optimally utilized in learning. Based on the explanation above, the researcher conducted research related to "The Effectiveness of Digital Media in Learning at SDN 1 Gambasan Temanggung".

METHOD

This research is a qualitative descriptive study using a survey method conducted online (Sugiyono, 2017). Primary data collection in this study was carried out by distributing online questionnaires to 64 respondents who were students of class IV, V, and VI SDN 1 Gambasan Temanggung. The data was obtained through filling out questions which were distributed to all respondents in the form of a google form. The filling of questions is assisted and directed by the respective class teacher. Furthermore, the collected data is analyzed for description. Secondary data collection in this study was carried out by studying literature to find documents and articles relevant to online learning so as to strengthen the theory in this research.

The components contained in the questionnaire consist of several questions, namely: (1) Do the facilities and infrastructure support online learning?; (2) Do teachers always use digital media in online learning?; (3) Do teachers use digital media according to the characteristics of the subject?; and (4) Is your motivation higher when doing online learning using digital media?.

RESULT AND DISCUSSION

The results obtained from distributing questionnaires to respondents

regarding online learning at SDN 1 Gambasan Temanggung it can be seen that student scores have not changed during the covid-19 pandemic. This can be seen in table 1 which illustrates that the students' grades increased only by 20%. Based on the data in Table 1, it can be concluded that the use of digital media in online learning does not show an increase in value. Student grades tend to stay and fall with a percentage reaching 40%. This is due to the unpreparedness of teachers and students in preparing online learning, the lack of teacher knowledge about digital media platforms (zoom, google meet, and other digital media), learning materials that are not conveyed properly and students who tend to be passive.

Tabel 1. Value Score

Value Score	
Increase	20%
Netral	40%
Dcrease	40%

Learning carried out online using digital media must be supported by supporting facilities and infrastructure, but in reality the facilities and infrastructure of SDN 1 Gambasan Temanggung are not sufficient. This is as shown in Table 2 which illustrates that 50% of students answered strongly disagree. Only 5% of students agreed, so it can be concluded that the facilities and infrastructure have not supported the implementation of online learning with digital media.

Tabel 2. Online Learning Support Facilities and Infrastructure

Facilities and Infrastructure	
Strongly Disagree	50%
Disagree	40%
Netral	5%
Agree	5%
Strongly Agree	0%

Online learning always uses digital media that suits the learning needs of students. The results obtained are that teachers of SDN 1 Gambasan Temanggung always use digital media in online learning, even though they only use WhatsApp. This can be seen in Table 3 which illustrates 45% of students agree if teachers use digital media in learning, while only 5% disagree.

Tabel 3. Application Online Media

Application Online Media	
Strongly Disagree	0%
Disagree	5%
Netral	10%
Agree	40%
Strongly Agree	45%

Digital media used in online learning must be in accordance with the characteristics of the subject, in order to achieve maximum and effective results. The results obtained are that the teachers of SDN 1 Gambasan Temanggung have not been able to use digital media properly according to the characteristics of the subject. This can be seen in Table 4 which describes 45% of students who disagree if the teacher uses digital media properly according to the characteristics of the subject, while only 5% agree. Based on Table 4, it can be concluded that the teachers of SDN 1 Gambasan Temanggung have not been able to use digital media properly according to the characteristics of the subject.

Tabel 4. Suitable Media Characteristics

Suitable Media Characteristics	
Strongly Disagree	30%
Disagree	45%
Netral	15%
Agree	5%
Strongly Agree	5%

Student motivation is needed when participating in learning, in order to understand the material being taught so as to get maximum results. The results obtained that SDN 1 Gambasan Temanggung students have low motivation when participating in online learning using digital media. This can be seen in table 5 which illustrates 50% of students disagree if they have higher motivation in learning to use digital media because students feel they do not understand the material so they tend to be passive in participating in learning.

Tabel 5. Students Motivation

Students Motivation	
Strongly Disagree	50%
Disagree	40%
Netral	5%
Agree	5%
Strongly Agree	0%

The findings in this study are in line with Nuriansyah (2020) who said that online learning using digital media does not affect student motivation to be higher. Aswan's research (2020) says that Whatsapp media is effectively used in online learning because it is one of the online media used daily. The research of Irawati, et al (2020) said that only 24% stated that online learning was effective in improving student learning outcomes, while this study was not in line with Monica & Fitriawati (2020) who said that the use of zoom was effective because it encouraged students to be more active and independent and There are various supporting features in online learning. This is because the digital media used in online learning at SDN 1 Gambasan Temanggung is only limited to WhatsApp.

CONCLUSION

Minimal facilities and infrastructure result in ineffective online learning using digital media so that learning objectives are difficult to achieve. This is obtained from the results of

research that online learning using digital media at SDN 1 Gambasan Temanggung does not increase the grades of students in grades IV, V, and VI, because only about 20% of students' scores have increased. The findings in this study require teachers to use digital media other than WhatsApp such as zoom, google meet, and other digital media so that there is variation in learning. Teachers must also be creative and innovative in online learning such as the use of pictures or animations, more interesting learning videos, and presentation of material related to students' daily lives so that student motivation increases. If the motivation of students in participating in online learning increases, it will have an effect on increasing learning outcomes. This research also requires schools to improve facilities and infrastructure that support online learning.

REFERENCES

- Adikara, F.S., Nurani, D.C., Akhmad, Y., Faida, M., (2021). Effectiveness of Online Learning in STKIP Muhammadiyah Batang. *Jurnal Pendidikan dan Pengajaran (PAJAR)*, 5 (4), 909-914.
- Allolinggi, L. R., Tulaktodok, R., Padallingan, Y., & Palinggi, S. (2020). Efektivitas Pembelajaran Daring Mahasiswa PGSD di Universitas Kristen Indonesia Toraja Selama Pandemi Covid-19. *Seminar Nasioanl: Kualitas Sumberdaya Manusia (KUSUMA)*, 1-8.
- Aswan (2020). Memanfaatkan Whatsapp sebagai Media dalam Kegiatan Literasi di Masa Pandemi Covid-19. *Jurnal Pendidikan dan Sastra Indonesia*, (Online), 16(2), 65-78, (<http://www.journal.uniku.ac.id>), diakses 19 Maret 2021.
- Darmalaksana, W., Hambali, R., Masrur, A., & Muhlas, M. (2020). Analisis Pembelajaran *Online* Masa WFH Pandemic Covid-19 sebagai Tantangan Pemimpin Digital Abad

21. Karya Tulis Ilmiah (KTI) Masa Work From Home (WFH) Covid-19 UIN Sunan Gunung Djati Bandung, 1-12.
- Dewantara, J. A., & Nurgiansah, T. H. (2021). Efektivitas Pembelajaran Daring di Masa Pandemi Covid 19 Bagi Mahasiswa Universitas PGSI Yogyakarta. *Jurnal Basicedu*, 5 (1), 367-375.
- He, W., Xu, G., & Kruck, S. E. (2019). Online IS education for the 21st century. *Journal of Information Systems Education*, 25(2), 1.
- Herliandry, L. D., Nurhasanah, N., Suban, M. E., & Kuswanto, H. (2020). Pembelajaran pada Masa Pandemi Covid-19. *JTP-Jurnal Teknologi Pendidikan*, (Online), 22(1), 65-70, (<http://www.journal.unj.ac.id>), diakses 22 Maret 2021.
- Hikmat., Hermawan, Endang., Aldim., Irwandi. (2020). Efektivitas Pembelajaran Daring Selama Masa Pandemi Covid-19: Sebuah Survey Online. UIN Sunan Gunung Djati Bandung.
- Huda, M., Maseleno, A., Teh, K. S. M., Don, A. G., Basiron, B., Jasmi, K. A., & Ahmad, R. (2018). Understanding Modern Learning Environment (MLE) in Big Data Era. *International Journal of Emerging Technologies in Learning (iJET)*, 13(05), 71-85.
- Ibaad, I., Salsabila, H. U., Fatahillah, M., Erlangga, A. B., & Hanif, F. A. (2021). Efektivitas Perkuliahan Online di Masa Pandemi Covid-19 pada Mahasiswa UAD Wates. *Jurnal Konseling Pendidikan Islam*, 2 (1), 150-158.
- Irawati, S. N., Ignasia, S. S. R., Patricia, S. A., & Martalena, S. I. (2020). Efektivitas Pelaksanaan Pengajaran Online Pada Masa Pandemi Covid-19 dengan Metode Survey Sederhana. *Jurnal Dinamika Pendidikan*. (Online), 13(2), 197-203, (<http://www.ejournal.uki.ac.id>), diakses 22 Maret 2021.
- Maulana, H. A., & Hamidi, M. (2020). Persepsi Mahasiswa terhadap Pembelajaran Daring pada Mata Kuliah Praktik di Pendidikan Vokasi. *Equilibrium: Jurnal Pendidikan*, 8(2), 224-231.
- Monica, J., & Fitriawati, D. (2020). Efektivitas Penggunaan Aplikasi Zoom Sebagai Media Pembelajaran Online pada Mahasiswa Saat Pandemi Covid-19. *Jurnal Ilmu Komunikasi*. (Online), IX (2), 1630-1640, (<http://www.ejournal.undana.ac.id>), diakses 20 Maret 2021.
- Noveandini, R., & Wulandari, M. S. (2010). Pemanfaatan Media Pembelajaran Secara Online (E-learning) Bagi Wanita Karir Dalam Upaya Meningkatkan Efektivitas Dan Fleksibilitas Pemantauan Kegiatan Belajar Anak Siswa/I Sekolah Dasar, Yogyakarta: In Seminar Nasional Aplikasi Teknologi Informasi (SNATI), diakses 22 Maret 2021 on-line www.journal.uui.ac.id.
- Nuriansyah, F. (2020). Efektifitas Penggunaan Media Online dalam Meningkatkan Hasil Belajar pada Mahasiswa Pendidikan Ekonomi saat Awal Pandemi Covid-19. *Jurnal Pendidikan Ekonomi Indonesia*, (Online), 1(2), 61-65, (<http://www.ejournal.upi.edu>), diakses 19 Maret 2021.
- Pakpahan, R., & Fitriani, Y. (2020). Analisa Pemanfaatan Teknologi Informasi dalam Pembelajaran Jarak Jauh di Tengah Pandemi Virus Corona Covid 19. *Journal of Information System, Applied, Management, Accounting and Research*, (Online), 4(2), 30-36, (<http://www.stmikjayakarta.ac.id>), diakses 21 Maret 2021.

- Sadikin, A., & Hamidah A. (2020). Pembelajaran Daring di Tengah Wabah Covid-19. *Jurnal Ilmiah Pendidikan Biologi*, 6 (2), 214-224.
- Sanjaya, R. (Ed.). (2020). *21 Refleksi Pembelajaran Daring di Masa Darurat*. SCU Knowledge Media.
- Suartini, N. K. (2020). Perspektif Mahasiswa dan Dosen terhadap Efektivitas Pembelajaran Daring Selama Pandemi Covid-19. *Jurnal Ilmu Pendidikan*, 3 (3), 521-534.
- Sugiyono (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta
- Wibawanto, W. (2017). *Desain dan Program Multimedia Pembelajaran Interaktif*. Jember: Cerdas Ulet Kreatif.
- Widiyono, A. (2020). Efektivitas Perkuliahan Daring (*Online*) pada Mahasiswa PGSD di saat Pandemi Covid-19. *Jurnal Pendidikan*, 8 (2), 169-177.
- Yuliana, W. (2020). Efektivitas Pembelajaran Daring di Tengah Wabah Pandemi Covid-19 di Universitas Abdurachman Saleh Situbondo. *Jurnal IKA: Ikatan Alumni PGSD UNARS*, 8 (2), 417-428.