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

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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

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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
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.

**Table 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.

**Table 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.

| 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.

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