Implementing web-based digital media in online courses

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Abstract. Online courses are becoming a trend in this era. Consequently, advanced technology should be present to support the trend. This article aims to analyze the implementation of web-based digital media in online courses, particularly ones related to family literacy and welfare. A collection of digital media based on websites are analyzed. The results of this study showed that most of the digital media had been proven to improve family literacy and welfare. It is recommended that further studies focus on mobile-based digital media for such online courses.

1. Introduction

Online learning makes it easy for users to access teaching, and potentially for high-quality teaching, which may be lacking in their local schools [1]. Thus, taking online learning can reduce disparities in the quality of teaching throughout the school, because teachers are not bound to specific institutions, and allow for pedagogical innovation [1].

Providing educational information through websites for individuals can reduce anxiety and lead to an increased perception of social support. Therefore, education through the website is a solution for parents who currently may receive little or no information about family education, one of which is about the potential difficulties of their children's communication from referrals or service providers [2].

The use of web sites used with the term 'digital' in relation to literacy, aims to reflect the way the practice of reading and writing is increasingly mediated by new technologies in the new media era [3]. Literacy is very important for the development and well-being of children, even in today's digital world, perhaps even very specifically today, because modern countries are also referred to as 'information-based societies', where reading and gathering information are highly relevant skills. However, this activity is now largely carried out through digital applications. Overall, accessing information and reading online are considered beneficial expanding cognitive development, expanding world view, and enlarging the opportunities of the education and labor market [4].

The term Family Life Education has been recognized internationally for its definition and how to understand and be used in several developing countries in response to changes in the national context. In the country of Senegal, it has been developing for 20 years (1990-2010) a family life education pilot project and is a cross-curricular program implemented as part of the national curriculum in primary and secondary schools [5]. Therefore, it is very good if the education of family life is learned by all groups through online learning which is very easy to access anywhere and anytime. In this context, this study aims to analyze the use of online learning about family life education on family literacy and welfare.
2. Methods

2.1. Source
This type of research is library research (library research), which is a series of studies relating to the method of collecting library data or research whose research objects are extracted through a variety of library information that is through relevant international journals. Literature research or literature review is research that studies or critically reviews knowledge, ideas, or findings contained in an academic-oriented literature body, and formulates theoretical and methodological contributions for a particular topic. The nature of this research is descriptive analysis, namely the regular breakdown of data that has been obtained, then given an understanding and explanation so that it can be understood properly by the reader.

2.2. Procedure
From a number of international journals that have been searched for with themes related to family life education, online learning, web sites, digital media and family literacy, an analysis was carried out which produced the effect or impact that would occur if the family carried out the learning. The results obtained will be related to literacy and family welfare.

3. Results
An increase in family literacy due to the implementation of online learning related to family education in a series of studies, such as research carried out in the 1980s in the West, English-speaking industrial countries illustrate how literacy is different in homes in various communities as a result of learning family life [3]. This is in line with the goal of learning about family life education, so that families live well with the literacy they obtain.

3.1. Online learning through digital media websites
The availability of digital media has surged in the past in decades. There is research showing a positive relationship between media involvement according to age, such as media content and well-designed families. And until now the unprecedented expansion of technology [6].

There is potential for families to find more relevant information online. With a large number of mobile applications (applications) and websites available to families, the internet provides a way for families to access information "quickly, comfortably, and privately". Families who use a general search engine to access information, there is a possibility that families can access poor quality sites and lack evidence-based information and are not relevant to family information needs. There are a number of examples of evidence-based sites designed for children and poor families, so families may try to interpret or apply information from sites designed for different purposes and audiences and risk receiving inaccurate information. Whereas accurate information can help parents make informed choices and become more active in their child's management. Therefore, it is important for families to access quality sites.

What are the advantages of learning through this website's digital media? Research in this field is currently trying to develop an objective level of learning excess through websites, regardless of the user's own relative incompatibility in deciphering these skills. While it is important to determine which skills are important in using websites as learning media, according to research that perceptions about the use of the web in learning are considered important, if not, then it depends on one's actual level of expertise in using the web. Such self-efficacy as how to operate the web and self-confidence seem to have consequences for Internet use [7].

Using Web-board technology, classes provide families as web users with a general online modular format that includes objectives, content modules, learning activities, and anticipated web user results. Learning takes place independently with reading and web-based assignments, Web links to video clips and lectures, and Web interactions with classmates and teachers. The course is visually interesting, easy to navigate, and follows a consistent structure. Directions for each module guide web users through
course content. Even families as web users can adapt to technology very quickly. Online chats, which are regularly scheduled throughout the course, allow synchronous interaction times for families and educators. Topics for discussion are provided beforehand [8].

3.2. Family literacy
Because learning is done online, language becomes an intermediary that must be considered by families in learning, some institutions have found that students who learn by online learning become proficient in communication. While learning through classrooms, students can sometimes show some difficulty in writing and speaking. With learning from this they quickly develop more specific and broad vocabulary. Their writing skills are improved because they practice writing, and their verbal skills improve because they are often in front of the camera when there are virtual meetings [9].

3.3. Family life learning
Family life learning programs have well articulated goals, objectives, and components. In line with internationally recommended standards, the curriculum follows a logical model to achieve desired health outcomes. Evaluations of several studies have found that pedagogical materials are well designed and provide practical guidance for use. Family life learning programs responding to national and international needs, remain relevant to the priorities that develop when the program is improved. The following table is a curriculum program for family life education taken based on the analysis of needs according to several sources.

**Table 1. Curriculum program for family life education taken based on the analysis of needs according to several sources.**

| No | Learning Themes                  | Strategy                                      |
|----|----------------------------------|-----------------------------------------------|
| 1  | Sex education                    | Sex recognition and fertilization process     |
| 2  | Family role                      | Get to know the names of family members       |
| 3  | Structure of family members      | Structure family members                      |
| 4  | Personal hygiene                 | Wash your hands properly and take care of yourself |
| 5  | Basic textile knowledge          | Know how to make clothes                      |
| 6  | Financial management             | Manage money and do entrepreneurship           |
| 7  | Family technology                | Study the use of electronic devices and their repair |
| 8  | Food preservation                | Preserving food                               |
| 9  | Family function                  | Explore the function of the family            |
| 10 | Parenting                        | Caring for children                           |
| 11 | Family Psychology                | Understanding attachment between family members |
| 12 | Family well-being                | Analyze the target of a prosperous family     |
| 13 | Psychology of infants and elderly| Understanding the development process of children and the elderly |
| 14 | Pre-marriage                     | Explain the basic theory in starting a family life |
| 15 | Family economy                   | Manage household finances                     |
| 16 | Nutritional analysis of food     | Calculate nutrient levels in food             |
| 17 | Roles and social relationships of family members | Build good social conditions in the family |
| 18 | Craft art                        | Make crafts for sale                          |
| 19 | Design and decoration            | Make home decoration                          |
| 20 | Family resource management       | Manage family resources                       |
| 21 | Household governance             | Practice plays a role in the household        |
4. Conclusion

From the above analysis, it is clear that there is an increase in family literacy and welfare in the implementation of online learning within the scope of family life education, which is an effort to educate the whole family. This learning is done through digital media websites with strategies and curricula that have been made based on family needs. Engagement with the internet and the use of online learning opportunities by families is shaped by digital exclusions and choices [10]. Research has shown that the importance of families is involved with online learning with the web or trusted sites with a well-designed curriculum.

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