

Problems of Digital-Based Children's Literature Learning in Pandemic Times

Heny Kusuma Widyaningrum¹, Andayani², Sarwiji Suwandi³, Nugraheni Eko Wardani⁴
{henykusuma@student.uns.ac.id¹, bu_anda09@yahoo.co.id², sarwijiswan@staff.uns.ac.id³,
nugraheniekowardani_99@staff.uns.ac.id⁴}

Universitas Sebelas Maret, Jl.Ir.Sutami 35, Kentingan, Surakarta City, Central Java¹²³⁴

Abstract. Enforcement Digital-based distance learning is a form of Indonesian government policy during the Covid-19 pandemic so that learning can still run well. However, the reality is that based learning has found several obstacles from students and learning support facilities. This study aims to describe the use of media in children's literacy learning and to describe the condition of the internet network during learning experienced by PGSD students from PGRI Madiun University. The method used is descriptive qualitative, defining students' obstacles when learning digital-based children's literature. The results of this study are that there are several problems in digital-based learning. There are two aspects of the problem: the packaging of digital learning media that has not been maximized, and less stable internet network access conditions. The conclusion can be stated that digital-based children's literature learning needs to be improved and appropriately developed by lecturers. Network access also needs to be conditioned by students so that learning runs effectively.

Keywords: Problematic, Digital Teaching, Literature

INTRODUCTION

The impact of advances in information and digital technology has changed many changes in people's lives. The impact of changes in education has great benefits, namely the use of digital-based facilities at the formal education level (Beaunoyer et al, 2020; Hu & Yu, 2021). The Ministry of Education and Culture stated that there was a learning system effort towards the industrial revolution 4.0. This effort is through the implementation of ISODEL (International Symposium on open, distance, and e-learning). ISODEL aims to provide opportunities for educators worldwide to share ideas and experiences in supporting changes in the education system in Indonesia towards education 4.0 (Kemendikbud, 2018).

The system changes carried out by the Ministry of Education and Culture must be utilized by educators (lecturers) to develop human resources and implement the Tri Dharma. Lecturers must achieve the expected learning objectives by creating digital-based learning, especially children's literature learning. Children's literature is an image and a metaphor for life, both in content (emotions, feelings, thoughts, moral experiences, and sensory nerves) and form (language and expression), which can be understood by children according to the level of mental development (Lukens, 2003; Saxby & Winch, 1991; You, 2019).

Children's literature needs to be studied and understood by students of the Elementary School Teacher Education Study Program (PGSD). PGSD students are expected to become professional teachers. Therefore, students do not only deliver children's literature. Children's literature offers the potential to expand the way students think about the world; give and offer children of all ages to the wider world (Harju & Rouse, 2018; Reynolds 2019).

Digital-based learning media is a very important supporting tool in improving the quality of learning (Silverman et al 2018; Williamson et al 2019). The use of digital media also makes it

easier for students to understand the material and makes students active; support and make it easier for students to understand the material presented by the lecturer (Orozco et al, 2020; Praheto et al, 2020). Learning children's literature needs digital media support in order to increase motivation and learning activities (Gan et al, 2015). However, digital or technology-based learning media are still rarely used in the learning process (Mulyaningsih & Saraswati, 2017).

During the pandemic, learning at Indonesian universities (PT) has implemented e-learning by creating a centralized platform to organize the communication process. From computer-managed learning to collaborative online/online learning, E-learning applies innovative technology platforms, such as Edmodo, Social Media, Blogs, Coursera, or special platforms that each university has provided (Boa et al, 2018; Terdovska, 2016). Using e-learning, it is hoped that students will experience significant development during learning activities (Vasilakaki, 2021). The development of e-learning in universities is generally elaborated for two reasons, namely affordable costs and supporting facilities aimed at growing learning effects (Mayer, 2009).

During the Covid-19 pandemic, the implementation of children's literature learning needs to adapt to face the problems that arise Setyowati, 2020). The problem in learning children's literature at PT is that learning has not run optimally and has not been useful in overcoming creativity and literary appreciation (Syahrul, 2017). In general, the factors that cause the non-optimal teaching of literary appreciation are three factors: the quality of educators, students, and facilities (Fuaduddin, 2018). These three factors are dominant in influencing literary learning activities, especially children's literature.

The facility factor is the lack of availability and packaging of children's literature materials to support e-learning. As a result, learning becomes less interesting, so literary appreciation is not optimal (Julianda, 2019). Lecturers also have not innovated and provided facilities for children's literature in the form of exciting and interactive media so that students still have difficulty in receiving the material. The student factor that emerges is the student's interest in learning children's literature. Students also tend to be more directed at introducing certain concepts and languages to not encourage creativity and student activity (Affandy, 2019). Therefore, the frequency of teaching children's literature needs to be adequate in teaching Indonesian language and literature.

RESEARCH METHOD

The type of research used is descriptive qualitative to describe the events that occur in the variables (Sugiyono, 2015). The approach used is objective. An objective approach is an approach that focuses on the problematics experienced by students when learning children's literature through e-learning. The research subjects were 40 students of PGSD Universitas PGRI Madiun (Unipma). Researchers with qualitative types who act as human instruments are tasked with determining the focus of research, namely selecting data sources, collecting data, assessing, interpreting data, and concluding findings. Data collection techniques using a questionnaire. Questionnaires were prepared and distributed to respondents or students through google questionnaires. This study uses a note-taking method, namely recording relevant data and by the research objectives.

As objects in this study, several aspects become the focus of analysis to obtain research data, namely: 1) Digital learning media used during pandemic and 2) the quality of the internet network in the implementation of -based online learning digital.

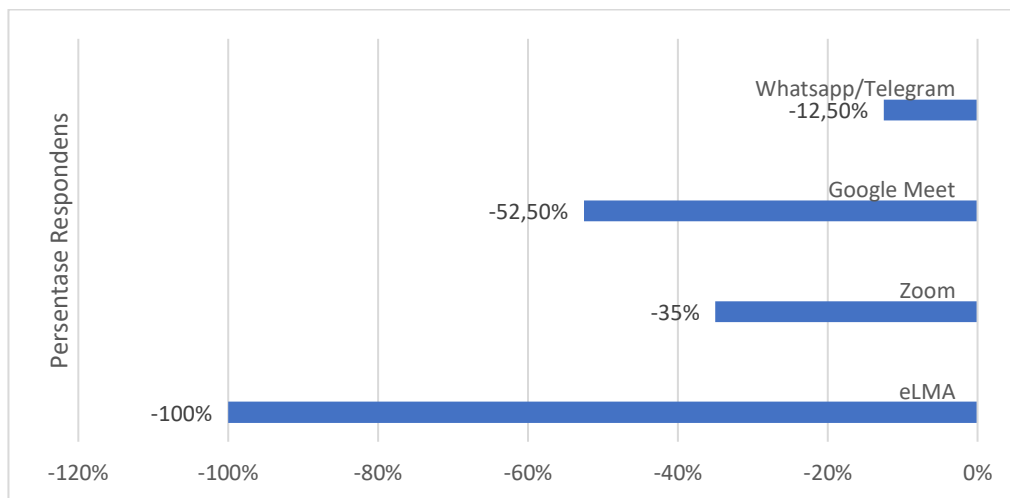


Diagram 1. Digital Learning Media During a Pandemic

Based on the diagram, digital media in learning children's literature using eLMA is 100%. eLMA is an online learning innovation media developed by the Unipma team to answer the challenges of the industrial revolution 4.0 era since 2019. Therefore, all lecturers in the 2021-2022 academic year are required to use the eLMA platform. However, besides using eLMA, some lecturers also use other platforms to support synchronous or asynchronous learning. There were 40 respondents or PGSD students who were given a questionnaire. There were 12.50% of students who chose WhatsApp/telegram responses. Some use two digital media. Students also responded that lecturers provide synchronous learning through Zoom or Google Meetings. There are 52.5% of students answered that learning uses digital media google meet and 35% of students use zoom. Thus, PGSD students during the pandemic have used digital media in learning children's literature. However, the use of digital media has not made teaching children's literature well understood by students.

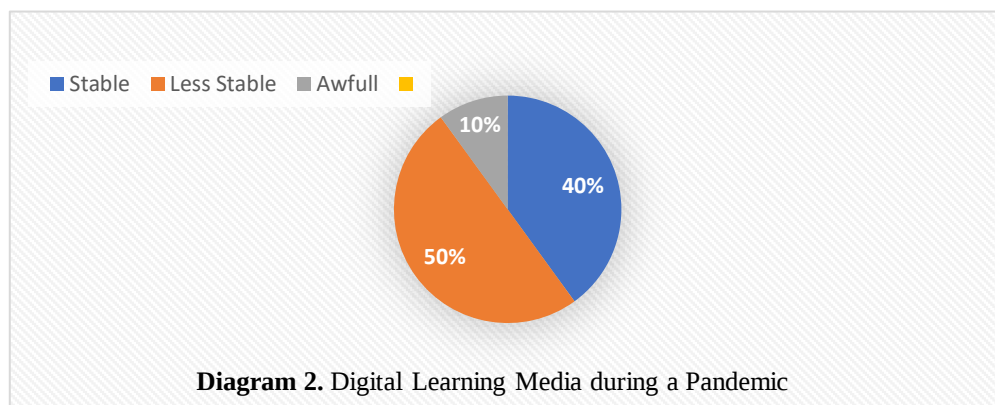


Diagram 2. Digital Learning Media during a Pandemic

Based on the diagram above, 50% of students respond to a less stable internet network, 40% of students respond to a stable internet network, and 10% of students answer that it is not good. When viewed from the percentage results, the internet network is less stable and not good, which causes one of the factors in the learning process of children's literature when zooming or google meet is done. If the network is not stable, the video quality does not run smoothly, and the sound quality is also intermittent. The use of google meetings is considered heavier than zoom so that many students go in and out of the room during online learning. This causes less effective learning.

RESULT AND ANALYSIS

The packaging of children's literary media that is not optimal is one of the problems in learning children's literature. This can happen due to teachers' lack of innovation and creativity in packaging exciting and fun children's literature. The digital media used is still a communication tool between lecturers and students. Lecturers still do not use a variety of interactive media so that students understand the material presented. Children's literature is essential to be taught in formal education, from elementary school to university level. This is because literature has life values that are not presented in perspective (McAdam et al, 2020; Pinto et al, 2016). Readers get the freedom to take lessons and benefit from the author's point of view. In addition, literary works also place students at the center of language education, personal experience development, and literary exploration (Bingham et al, 2017). Therefore, children's literature material is very important to be packaged into digital media that is interesting and fun for students.

Learning children's literature is in dire need of digital media. The lecturer must overcome the problems faced by students regarding their interest in appreciating literature. Lecturers must be good at giving enthusiasm, motivation and spurring student creativity so that a love for children's literature arises through learning media. Love for literary works can arouse the spirit of literary appreciation and enhance knowledge amid XXI century competition and the challenges of digital learning transformation (Panglipur, 2017; Prinsloo, 2018). Therefore, learning literature should explain aspects of literary theory and lead to pragmatic or functional aspects (Endraswara 2013). Thus, teaching literature aims to allow students to gain academic experience to achieve expectations in fostering literary appreciation.

During the Covid-19 pandemic, students use cellphones or laptops during distance learning. However, there are still some students who do not have a computer. Students who do not have laptops are also a problem in digital-based education. Some students said that during a pandemic situation, the thing to pay attention to is a smooth internet network. If the internet network is blocked, the quality of sound and picture will be disrupted as well. Based on these problems, the use of digital technology in learning is unavoidable. Digital technology is a tool that can develop student skills and improve collaboration (Santos et al, 2019). The technology focuses on perspectives from local to global to shape rising expectations (Verner & Merksamer, 2015).

Literature learning has been able to contribute to digital-based education. There is a term digital literature, namely as a form of human cultural communication media that can be seen through text, images, video, and sound (Belvage, 2012). Children's literature is part of digital literature that displays cartography that can provide knowledge and experience through literary works in cultural and social contexts (Thomas, 2013). Digital literature learning in this regard leads to multidisciplinary learning, especially in multimedia, multimodal, and interactive aesthetic packages (Mantoro, 2015). Thus, PGSD students need to get digital children's literature packaged by lecturers through digital media to get maximum meaning and literary knowledge.

CONCLUSION

Based on the research results and discussion, there are two problems in learning children's literature experienced by PGSD students at PGRI Madiun University (Unipma). First, the packaging of digital-based learning media is less than optimal. Second, the quality of the internet network is less stable. The absence of packaged children's literature digital learning media causes the interest in appreciating student literature less good. In addition, internet network access that is less stable and unstable has an impact on less effective synchronous learning, such as hampered learning interactions, unclear voice quality, and substandard learning video quality. Internet network problems also cause students to be late in sending assignments from the specified schedule.

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