The Impact of Distance Learning Media on the Educational Process of Learners During the Pandemic

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Abstract
The covid-19 disease has become a scourge of international life. All aspects of life are affected by it, from economic, social, religious, political, and environmental elements. There is no exception in Indonesia. One way to break the spread of the covid-19 chain is by transforming the education system into a virtual and carried out in their own homes. The purpose of this research is to know the impact of distance learning media on the education process of learners. The approach used in this study is qualitative data collection techniques with literature studies. From the search results, the author divides into three major themes, namely (1) inefficiency in online learners (2). The provision of materials submitted by lecturers is not fully understood (3). The lecturer only listened and did not respond.

Keywords: Covid-19, Impact, Online learning.

Introduction
Corona Virus Disease or COVID-19 is a new type of coronavirus disease that is sweeping the world. The coronavirus that causes a respiratory infection is SARS-CoV-2 (Chawla et al., 2020). The naming between the disease and the virus is usually different to discuss how the disease is spread, prevention, severity, and treatment. Currently, all government or medical personnel parties are struggling in the vanguard...
to serve the community related to Covid-19. Paramedics and scientists are also working hard behind the scenes to find a vaccine to kill this disease (Obi-Ani et al., 2020).

To break the Chain of Covid-19, the World Health Organization (WHO) urges the world community to maintain a physical distance of one to two meters (Physical and Social Distancing) from others. This aims to avoid the presence of droplets or fluids coming out of the body when coughing or sneezing while maintaining communication with neighbors and families by utilizing current technology (Dharmaraj et al., 2021). In addition, it also applies as much as possible health protocols such as using medical masks for the sick and health workers while cloth masks for people who activities outside the home, using hand sanitizer, always taking care of health, and improving the immune system by exercising lightly at home (Murray, 2020).

Initially, the outbreak was centered in China, spreading to other countries. With the case rate increasing with each notice, the WHO committee designated the disease as a global health emergency (Peeri et al., 2020). With such a rapid and massive spread, many have a significant impact on the joints of life, be it from the economic, political, population, social, or environmental aspects to the problem of religious rituals. No exception in Indonesia, the government issued a policy to inhibit the rate of transmission of this virus, one of which is in the field of education (Baker et al., 2021).

Due to the Covid-19 pandemic, college or secondary education graduates looking for work this year are experiencing challenging conditions. Students who graduate this year will have difficulty researching at the end of the study. The immediate impact on them is a significant disruption to the final assessment they receive (Ozkaral & Bozyigit, 2020). Job market conditions are often tricky, a new obstacle for graduates. College graduates initially predicted that they would get enough jobs and wages, but due to Covid-19, the reality in Indonesia forced them to reconsider their education and earn the desired salary (Comunian & England, 2020).

Every citizen has the right to education. Education is the fundamental right of every citizen, regardless of gender, class, age, and place of residence. Educational opportunities should be evenly distributed. However, not all educational needs in Indonesia can be met through regular formal education (Loganathan et al., 2022). Sea conditions in Indonesia are broader than land, and geographical conditions cause many areas to be separated by sea. Therefore, education services can sometimes not reach remote islands or areas (Rochwulaningsih et al., 2019).

Distance education (PTJJ) is an old concept, but it has become new with the internet and web development. Distance education is a learning process where teachers and students are not face-to-face but far away. Siahaan believes that PTJJ faces three obstacles: students, teachers / supervisors PTJJ, and technology when applying PTJJ (Olt, 2018).

First of all, for students. The geographical location of students away from the teacher can lead to different interpretations of the learning materials provided. Second, it is undeniable that for teachers who are not familiar with technology, technology in teaching is a little bit “inconvenient” because it has to get special training, and the costs incurred are not small (Lapitan et al., 2021). When teachers or lecturers are required to use technology in each class, often they feel reluctant. This is because they do not want
to be troubled by the need for teachers to update their technical knowledge constantly, and they also have to update the topics for which they are responsible (Cutri et al., 2020).

Third, is the availability of accessible infrastructure and learning materials. In addition, there are technical constraints on infrastructure work systems and supporting facilities. One of PTJJ’s supporting facilities is a library facility that can also be accessed remotely or called a virtual library. If there’s a question about what is a library? Usually, people will immediately answer that the library is a building on campus where students can read printed books and diaries (Reid et al., 2019).

However, due to the existence of a distance education system, the significance of the library has become more comprehensive. The library is responsible for distance education. Whether through written courses, teleconferencing, or courses opened outside of school, the university library expands its scope of services by sending materials or photocopies of materials to students remotely (Adedoyin & Soykan, 2020).

According to Susilana, the word “media” comes from the Latin word and is a plural form of the term “medium”. The word means intermediary or mediator. But now, the word is used both in the plural and in mufrad. Then, many experts and organizations define the definition of media (Gunkel, 2019). Some of them say the media is as follows:

a. Messenger technology can be used for learning purposes. Therefore, the media is an extension of the teacher’s;

b. The National Education Association (NEA) defines media as a means of communication in the form of printing and audiovisual, including hardware technology;

c. Briggs believes that media is a tool to motivate students in the learning process;

d. Association for Educational Communication Technology (AECT) restricts all forms and media channels used to deliver messages;

e. Gagne believes that the student environment can inspire students to learn. All things can be used to convey information that stimulates the mind, feelings, attention, and willingness of students to learn.

According to Heinich, media is a communication channel. Media comes from Latin and is a plural form of the word “medium”, which means “intermediary”, which is the intermediary between the source of the message and the recipient of the message (receiver) (Afradisca, 2019). Examples of media are computers, television, and so on. If the media carries information for the benefit of learning, then the example of the media can be said to be a learning medium.

In addition to the media definitions described above, there are. Some experts propose other understandings as follows.

a. Message technology (messenger) be used for learning purposes.

b. Physical means to convey content/learning materials, such as books, movies, videos, slides, etc.

c. Methods of communication in the form of mold and hearing, including hardware technology.
Learning media is always composed of two crucial elements: equipment or hardware elements and message elements (messages/software). Therefore, remember that equipment is needed to present a message, but most importantly, not the equipment, but rather the message or learning information delivered through the media (Kosciejew, 2021).

Software is information or textbooks themselves that will be conveyed to students, while the hardware is a means or equipment used to display such information/textbooks. For more detailed information, the TV that does not contain messages or teaching materials cannot be called a learning media, but only equipment or hardware. To be called a learning media, television must include information, messages, or teaching materials that want to be delivered (Tabroni et al., 2022).

From the various points of view above, it can be concluded: (a) learning media is a container of information, (b) the material to be conveyed is learning information, and (c) the goal to be achieved is the learning process. One learning media is to use internet information technology, many applications that become a place for us to learn. For example, most often, we employ in the form of Whatsapp and Zoom Meeting. This method of learning is known as distance learning. Distance Learning, based on Law No. 20 of 2003 on the National Education System article 1, separated educators and learned to use various learning resources through communication technology, information, and other media. Before this pandemic, many global educational institutions were doing this online learning. According to Munir, there are many reasons behind this distance learning (Williamson et al., 2020).

First of all, to overcome superior distance, place, and time. Distance learning is designed to serve the learning process on a large scale, with different backgrounds, such as geography. Distance learning overcomes such distances, places, and times. Therefore, distance learning has other characteristics than conventional face-to-face education systems. This feature is the physical separation between the activities of teachers and learners, and there is no face-to-face presence, so the learning process in the form of face-to-face is limited (Schultz & DeMers, 2020). The separation of teachers and learners is caused by the residence of students far from the institution or their place close to the educational institution but cannot participate in learning activities directly. To overcome the limitations of distance learning that is not face-to-face, learning is equipped with a medium that allows interaction between teachers and learners, thus making the learning process more effective. Teachers and learners donot need to be in the same place (Czerniewicz et al., 2019).

Second, Development of information and communication technology. Information and communication technology is part of education that plays an essential role in providing direction for education development. Information and communication technology is one of the supporting facilities of distance learning characterized by internet facilities for various online learning in formal and non-formal education. This provides an opportunity for anyone to participate in multiple levels of education that can be implemented anytime and anywhere. A learning system can be done by real-time learning or by using the system as a knowledge center (Wu et al., 2018).
Information and communication technology has a particular influence on distance learning. In this kind of distance learning, some technology products (such as computers) support learners’ learning activities, such as TV broadcasts, cassettes, video movies, broadcasts, slides, etc. With the help of information and communication technology, students will get assistance from learning materials or are learning in the form of complementary data. As long as you consciously take action to achieve your learning goals, you can learn anytime, anywhere. Studying in a face-to-face educational institution (such as a college or school) does bring more benefits. Learners can use the tools and learning media available to learn to awaken and encourage higher learning motivation (Rafique et al., 2021).

The third. Equalization of opportunities to obtain an education. The emergence of distance learning is due to the minimal capacity of schools or colleges. Not all children who wish to continue their higher education are acceptable. In addition, the massive population of Indonesia is spread across various islands because Indonesia is an archipelago of thousands of islands, unable to accommodate residents who want to continue their higher education in schools or universities ever. Even. Therefore, the application of distance learning online is very suitable and can make teaching in Indonesia more balanced. Through this online distance learning, people can take advantage of the advantages of computers by opening the internet, thereby obtaining knowledge and information from various sources (Doyumgac et al., 2021).

Fourth. Provide opportunities to improve the level of education. In some countries, especially in densely populated developing countries, illiteracy is still astounding. Distance learning provides opportunities for national children who have not received higher education or dropout students to continue to receive higher education. Distance learning also gives teachers various open opportunities to improve their abilities. Still, they are restricted due to their working conditions in remote areas or because they are busy teaching or doing other activities that prevent learners from staying on time. Due to time constraints, the place becomes limited. Time for class or work. Distance learning needs to be utilized as a medium to meet the needs and improve the quality, ability, and level of teacher professionalism, without affecting teaching activities while maintaining the quality of learning processes and outcomes. In addition, the government and educational institutions are believed to lack still supporting facilities for teaching professional courses. Through this online distance learning, teachers can learn anywhere and anytime at a more efficient cost and time (Karakurum-Oздemir et al., 2019).

Although with some of the reasons above, in fact, so far, Indonesian education has not fully used online learning. With the Covid-19 outbreak, the Indonesian government and society are forced to change and adapt to the new learning system. The Government of Indonesia, through the Minister of Education and Culture of the Republic of Indonesia (Mendikbud), issued circular (SE) No.4 of 2020 on the Implementation of Education Policy in the Emergency Period of the Spread of COVID, all educational institutions ranging from elementary schools to universities implementing home learning through online media during this pandemic (Churiyah et al., 2020).
However, when implementing distance education, learning often encounters obstacles or inconsistencies. Many people judge that the responsibility of teachers in implementing PJJ is much lighter than traditional learning. The current education system faces many problems. During the COVID-19 pandemic, learning in Indonesia has been diverted to distance education, but lack of limited educational equipment, workforce, resources, technology, etc. The use of internet media and e-learning has significant obstacles, network connections and technical errors hinder learning success. There is no added value if hypermedia technology is only used to replace tasks using handwritten paper. Therefore, researchers are interested to know how students respond to the policy of applying distance learning and its impact on students.

Method

This research adopts a qualitative approach because it intends to describe the phenomenon. The research approach used is qualitative. This study analyzes data in three ways to understand the phenomenon, starting from the first stage, bracketing (Epoche). Researchers do not assume first before the data collected is complete. Second, intuiting is the stage of contemplating, describing, and analyzing the data. And the latter examines the essence of the phenomenon. Data collection techniques are utilizing literature studies. Literature studies aim to find various theories and concepts related to the things studied, namely by reading research, analyzing, and studying articles that correlate with the impact of e-learning media on learners in Indonesia.

Results and Discussion

Undeniably, all parties who attend online lectures will panic, both lecturers and students. Technical problems are one of the obstacles in the online learning process. We usually encounter technical issues ranging from quota problems and signals to constraints in the online application. At least three factors affect students’ ability to complete online lectures: external, internal, and contextual aspects. Some external factors include time constraints, family pressures, lack of support from the surrounding environment, and economic problems. This is related to the psychological background of students who have issues with doing tasks continuously. This can affect the psychological aspect of the student. Especially if students have daily spending needs, especially if this increases the demand for internet quotas that will increase students’ financial burden.

In addition, internal factors related to discipline and scheduling ability are also associated with how students prepare discipline to focus on lectures. Contextual factors, meanwhile, are more likely to be malicious online applications, technical mastery, lack of interactivity, feelings of isolation from having to learn independently, and a lack of mentors who can directly guide them. Therefore, these three factors will significantly influence the decision of students whether to continue teaching online, which will undoubtedly affect the evaluation of learning in the future. The literature results found three successfully identified themes: (1) Ineffectiveness of online learning (2). The provision of materials submitted by lecturers is not fully understood (3). The lecturer only listened and did not respond.
Ineffectiveness of Online Learning.

The source argued that lectures conducted on online media are not practical and conducive. This is because it is caused by some things related to signals. They see that not all students can follow the lecture schedule because the signal from the provider used is not supported by the condition of the student area, especially in the village or remote areas. In addition, economically, along with the increasing number of online activities, the internet quota has increased many times than usual. The use of internet data is much more wasteful than larynx lectures.

Indeed, as the spread of the Covid-19 coronavirus in Indonesia tends to get faster, the government still does not allow schools and universities to reopen. From elementary, intermediate, to high level, the teaching system must be changed from face-to-face format to online format. Nadiem Makarim said that distance learning activities are still carried out. This method will also be applied permanently in the future if the pandemic situation does not subside.

Indonesians have not even been able to enjoy Internet access evenly. Due to economic or internet network limitations, this is still not suitable for disadvantaged regions or cities. This situation has caught the attention of council members. Distance learning (PJJ) conducted by the Ministry of Education and Culture is complex for some students. Limited internet signals and high quotas makesome parents increasingly in a difficult position.

Because internet access in Indonesia has not been evenly distributed, there are problems in the distance learning process, especially regarding the affordability of mobile signals. Quoted from the Kompas news portal, those in remote areas must ride motorcycles to find an affordable location by mobile signals. This place is not a café, auditorium, or other building but an alley traversed by motorcycles downstream homecoming. Some students are also willing to climb trees in the mountains far from the village to get a signal. Not only students but teachers also try various ways to convey knowledge. Some teachers in remote areas are willing to walk several kilometers to their students to provide materials face-to-face. The problem is not only the signal but also the availability of equipment. Many families only have one smartphone, which children use in turn. They also have to wait for their parents to come home from work, farm, or sell, and then they can see the school work they have to do.

Online learning gaps occur between developed and developing countries during pandemics. Teachers are committed to providing the best distance learning experience in developed countries. However, in developing countries such as Indonesia, the challenge is more challenging due to the lack of infrastructure and other factors. More than a third of students in Indonesia have limited Internet usage, and even cell phone signals are untouched. Lack of infrastructure will cause many students to be left behind, especially in remote areas. Our government only encourages students not to learn in schools, such as children who do not have smartphones. These regions lack and do not have internet networks as if less facilitated by the government.
The Provision of Materials Submitted by Lecturers is not Fully Understood

Student motivation in learning also decreased. This was revealed by the source that the lecturers gave more assignments than material, even though providing explanatory material from the lecturers did not give an understanding of the students and was not fully conveyed well. The discussion that was carried out was limited and did not expand as when doing regular lectures (larynx), so it could not further explore the knowledge of lecturers. Because internet access is disrupted, the learning process will also be disrupted, and students will have difficulty understanding the material. If students learn face-to-face, they still don’t understand, primarily if they use an online system to complete their studies. It was supported by a survey conducted by the UGM Center for Academic Research and Innovation of 3,353 students studying online during the Covid-19 emergency. As many as 66.9% of students believed that they understood lecture material well, while the rest were less to very insufficient.

One of the reasons is due to the lack of ability of lecturers to manage PJJ. Students’ understanding of lecture material is inadequate, so it impacts learning outcomes. The education office also has a substantial role in maximizing this distance learning process. The circular letter of the head of the education office must be detailed and specific, explaining the duties of educators. The Riau Pos news portal quoted related to the ability gap between teachers. There are still many teachers and even lecturers who are not fully ready for online learning. Data from various studies, such as the Widodo & Riandi study, show that teachers’ ability in different regions in Indonesia to master ICT is unequal. The 2020 Ministry of Education and Culture survey also showed that more than 76% of teachers were weak in learning digital technology. Due to this lack of preparation, at the start of Covid, very few teachers studied online by giving students a lot of homework. The surveyed teachers admitted that they performed the same work for all students regardless of students’ socioeconomic and personal status.

Therefore, it is necessary to hold various webinars or training needs to increase the discussion about “how to do”, not just “what”. Teachers and students must rely on the internet and virtual communication to enrich creative ideas to teach students effectively. Online learning is not as effective as traditional (face-to-face) learning activities because some materials must be explained directly and more thoroughly. In addition, not all students can understand the material available online. According to online learning experiences, this system is only effective for assigning homework. Lecturers must also be ready to use technology according to the times. Lecturers must be able to create learning models and strategies. Various applications in online learning are constructive for lecturers’ learning process. Lecturers must be accustomed to using complex online media for education, and these media must be packaged effectively and efficiently used and understood by students.

Any advanced technology cannot replace the role of the teacher. However, teachers who do not use technology for learning will find it challenging to carry out distance learning. The social constraints posed by Covid-19 provide teachers with essential lessons to help them change their way of thinking from face-to-face relationships to methods that emphasize more process. The teacher must master the learning tools as a tool to understand the influence of PJJ.
This distance learning model will make students feel uncomfortable and unhappy with students' perceptions. In a survey by the Indonesian Child Protection Commission conducted on 1700 students, around 76.7% admitted that they did not want to participate in distance learning (PJJ). Only 23.3% of respondents thought PJJ was impressive. The reasons students do not like PJJ are manifold. As many as 81.8 percent of respondents admitted that Distance Learning in four weeks was only given the task by the educators, even rarely explaining the material and discussion. As many as 73.2 percent of respondents felt they received a heavy-duty from their educators. The reason is that students are given a short time to complete the assignment. About 44.1 percent of respondents said they were only given 1-3 hours a day. Meanwhile, 34.2 percent of respondents said they were given 3-6 hours of work a day.

**Lecturers Only Listen and Do Not Respond**

The use of digital technology allows students and lecturers to be placed in different places during the learning process. Zhang's research shows that the use of internet and multimedia technologies can change the way knowledge is disseminated and replace learning in traditional classrooms. Online learning needs to adapt to existing conditions to make it more interactive so that students can participate in the learning process. Lecturers must be ready to communicate deeply with students in various conversations to improve the quality of online learning.

In Indonesia, higher education institutions have implemented online learning using platforms such as the Whatsapp application. But in fact, the current pandemic situation shows the advantages and disadvantages of its users. The problem raised by students was that some lecturers gave too much homework without paying attention to student interactions. Students and lecturers will also be guided to continue to be creative and understand very well how online lectures work and make maximum use of existing facilities and technology. A survey conducted by the Indonesian Child Protection Commission said, due to the Covid-19 pandemic, teacher and student interaction in distance learning (PJJ) was minimal when studying at home. Only 20.1% of respondents stated that there was interaction, but as many as 79.9% of respondents said there was no interaction except for assignments and only mandatory tasks. There is no learning interaction, such as direct question and answer or teacher activities. Technology has no heart. Meanwhile, in the learning process faced by teachers are creatures who have hearts, feelings, and not just reason. Given that the learning process is no longer face-to-face, the role of the teacher is now significant. The teacher must make every effort so that students understand the material presented online.

In online learning, teachers must position themselves as motivators, and the role of innovators must be applied. Because teachers are the number one and most important person in national education, education is considered a forum for educating the nation's generation. Therefore, teachers' very "urgent" role will be applied to online learning in this coronavirus pandemic. Educators often forget that they are motivators. It provides materials or homework to students and motivates students to maintain their enthusiasm for learning. At the same time, the teacher must also give positive suggestions or suggestions. In this way, students don’t just think
Learning boredom is one of the problems that students often face resulting in decreased levels of learning motivation, laziness, and student achievement. This means laziness and reduced motivation to learn. In addition, it is also because students feel bored in learning. Because the same routine is carried out every day, there will also be boredom in learning. The saturation of this learning will significantly affect the continuity of student education. Agustina added that "learning burnout comes from monotonous routines, such as too many tasks and deadlines."

On the other hand, teachers should also pay attention to students’ learning emotions to avoid too much stress due to homework. Teachers must continue to provide explanations to students when teaching online. Not only giving tasks continuously, because students also need reasons to understand the material being discussed. In addition, the teacher’s job is not only to convey material. However, teachers need to show students as innovators in the online learning process. Teachers must be innovative in the media and methods used in learning. Teachers must master several online learning methods. Therefore, educators must adapt to the times, especially in the digital era, open teaching innovation is a challenge. In short, the teacher himself must recognize this complex role. Develop humanities, religion, society, and student emotions. The role of the teacher cannot be replaced by technology.

In the case of the universities, the media used by the speaker when online learning is based on chat in the form of the application Whatsapp Group. On the media, students submit their material in the form of a PowerPoint, papers, and records a voice (voice note) for debate in accordance lecture theme. However, the lecturer did not provide corrections to what the students said during the discussion process. Some lecturers also only asked to be absent, opened the discussion, and closed the discussion so that there was no deep interaction between lecturers and students. The resource person revealed that during the discussion, not only students who were active but also lecturers had to be active, and at the end of the lecture, they gave a conclusion.

Conclusion

Covid-19 is the leading actor in this problem, and the disease is a global topic of conversation. With the disaster in the form of a virus spreading throughout the world, many countries have made policies to avoid the threat of this dangerous virus, one of which is Indonesia in the form of distance learning using the internet. There is no appropriate method other than online learning for the current situation. Still, it is just that it is not optimal because of several obstacles students feel, such as signal problems or presentation of material carried out by lecturers.

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