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## LITERATURE STUDY: ANALYSIS OF LEARNING FACILITIES IN THE PANDEMIC ERA ON THE EFFECTIVENESS OF ONLINE LEARNING IN ELEMENTARY SCHOOL

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### Abstract

This study aims to examine the literature on the analysis of learning facilities in the pandemic era on the effectiveness of online learning in elementary schools. The method used in this study is a literature study by carrying out the identification, screening and eligibility process for 5 articles obtained through Google Scholar. The result of this research is that the most chosen and used means is whatsapp because it is more practical and easy to use for elementary school level and parents can supervise the learning process.

**Keywords** – Facilities, Learning, School, Basic.

## **1. Introduction**

The current condition of education in Indonesia is not conducive in the midst of the Covid-19 virus pandemic, this has resulted in the quality of education being less than optimal. This sudden pandemic caused the unpreparedness of all education stakeholders in dealing with it. According to Giroux (2011), says that critical education in the midst of uncertainty requires a vision that can go beyond the present and reach into the future to link the struggle with the possibility of new conditions that will occur. Education today requires a new model for change, where policy makers change their orientation to control and develop the ability of both schools and teachers to take responsibility for student learning and respond to current needs, as well as the role of students and society. Thus the attention of the right policies in dealing with uncertain situations will continue to improve the quality and outcomes of education.

However, in the midst of limitations in the learning process for all parties (teachers, students and parents) it is very large. The lack of knowledge about the use of technology and large expenditures are obstacles for the learning process to take place (Mastura and Santaria, 2020). For this reason, the online learning policy that is reinstated becomes problematic when schools are not ready with an online learning system such as the availability of mobile learning media, laptops and internet networks.

The impact that stands out for teachers is that not all teachers are proficient in using technology, especially in rural environments. Teachers must be able to carry out learning using online methods, teacher competence in the use of technology greatly affects the quality of learning and outcomes for students. Therefore, teachers need to receive training so that they have preparation in conducting online learning (Mastura and Santaria, 2020). The next obstacle is the teacher's methods, styles and strategies in learning must change and be adapted to online learning.

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According to Saefudin (2020) the online learning process in Indonesia is not something that is easy to implement. Many problems occur for teachers and for students including:

1. Teacher limitations on mastering technology, especially limitations on access to online media. Not all teachers have the ability to operate and use mobile phones that provide various features that provide various applications. For teachers who are technology literate, of course this is not a problem. On the other hand, for teachers who are still technologically savvy, this is a problem. Even though online learning requires creativity in the learning process. This creativity is not only in terms of creating interesting material content, but also creativity in utilizing the advantages of the online media used. That is, teachers must be smart in crafting subject matter so that it is easily understood by students by utilizing existing online media.
2. Independent student learning at home cannot be fully implemented properly. Independent learning is a demand that must be met in online learning. The limitations of meeting face to face with the teacher make students have to be independent in understanding the material and doing the assignments. Students must understand well the material presented. Then, complete the task given by the teacher including reporting it. In this case, the process of learning activities is not as smooth and easy as imagined. Misunderstanding or misconception of a material may occur. Especially if the material provided requires a more detailed and in-depth explanation. Or students do not understand the material presented and must immediately obtain an explanation from guru. Of course, online learning cannot immediately solve these problems. Therefore, assistance from parents is needed in the online learning process. Although this is not easy, because parents of students must also be able to play a role like a teacher in charge of subject matter. If parents can play a good role in

accompanying their children, these problems can be resolved. On the other hand, if parents also have limitations (for example, technological stuttering / technological skills, low educational background), the problems that arise will provide other new problems.

3. The assignments and homework given by the teacher burden the students. Online learning should not burden students in learning. Students should have freedom in their learning activities. Not pressured by many tasks and short assignment times. Including being chased with deadlines for collecting assignments given by the teacher. This means that the material and type of assignment should be given a wise time and as much as possible related to awareness of the dangers of the Covid-19 outbreak.
4. Not all students have a smartphone ( mobile phone). Devices are the main tools used for online learning. However, not all students have this communication tool. Maybe gadgets can become a luxury item for students from economically disadvantaged circles. As a result, students do not have online learning facilities.
5. Online learning is constrained by unstable internet signals and expensive pulses (data quotas). As it is known that Indonesia has various geographical conditions, this is a problem, especially related to the various student houses, which is a problem, especially related to the stability of the internet signal. In addition to the signal, the pulse (data quota) which is quite expensive is also a problem for students with poor economic conditions.

Considering the background and some opinions above, the author is interested in conducting a study entitled "Analysis of Learning Facilities in the Pandemic Era on the Effectiveness of Online Learning in Elementary Schools" by conducting a literature review. The formulation of the problem in this research is 1) How is the analysis of learning facilities in the Pandemic Era on the Effectiveness of Online Learning in Elementary Schools?. The objectives of this study are 1) To review the literature on the analysis of learning facilities in the

Pandemic Era on the Effectiveness of Online Learning in Elementary Schools. So it is expected to see what kind of learning model is effectively used in the pandemic era, especially at the elementary school level.

## 2. Method

This literature study was obtained from research articles for 2019-2021 obtained from Google Scholar. The author of the article is devoted to the effectiveness of learning in elementary schools. Reference articles are focused on learning models during the pandemic. Article selection is carried out by means of an identification, screening and eligibility process. Of the many articles found through a search on Google Scholar, 5 articles were selected that were relevant to the objectives and issues raised by the author.

## 3. Result and Discussion

Table 1. Literature Search Synthesis Analysis

No	Author and Title	Learning model	Results
1	sy. Rohana Online Learning Model After the Covid 19 Pandemic	Online with several applications including Whatsapp, Google classroom, Zoom meeting, E-learning.	70% of students choose Whatsapp the most easier for students in the learning process
2	Marilin Kristina, Ruly Nadian Sari, Erliza Septia Nagara Online Learning Implementation Model During the Covid 19 Pandemic in Lampung Province	Online with several applications including Whatsapp, Google classroom, Google meeting/Zoom, Youtube, other applications	Online learning that is mostly done is online learning using <i>Whatsapp</i> as much as 87.2%,
3	Agus Jayadi	Learning from Home (BDR)	The choice of using Whatsapp is because this application is very

	Learning during the Covid-19 Pandemic at the Elementary School Education Level	The application used is only Whatsapp	easy to use and not too difficult to learn
4	Andri Anugrahana Barriers, Solutions and Expectations: Online Learning During the Pandemic Masa Covid-19 by Elementary School Teacher	Online The application used is only Whatsapp	Easy to use
5	Triani Wulaningsih, Esra BR Sihite, Ika Sari Utami, Sarafina Nabila Online Learning Process During the Covid-19 Pandemic	Online Google Meet, Zoom, Classrom, and Edmodo. As well as social media such as WhatsApp Group and Telegram Group	The choice of social media such as WhatsApp Group is at most 55% because it is familiar and easy to use

Based on table 1. Literature Search Synthesis Analysis, shows that online learning facilities in the Covid-19 pandemic era that are effectively used at the elementary school level are using whatsapp. The use of whatsapp is considered simpler and easier because this application is very close to the daily lives of students. Almost all mobile phones have this application installed. although the WhatsApp feature does not allow students to be able to carry out direct learning such as with Google Meet and Zoom. But with the whatsapp group, teachers can also give assignments directly and simultaneously and parents can also be actively involved in the learning process. The use of WhatsApp was also chosen because it is easier, more practical, does not consume a lot of quota and memory on the cellphone. Considering the correlation coefficient numbers of the two variables are marked positive, and from the test the significance of the correlation coefficient

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also proved significant, it means that there is a positive and significant relationship between the use of the think pair share (TPS) model with learning achievement and between learning motivation and learning achievement.

#### **4. Conclusion**

Based on the literature review and discussion that has been presented in the previous chapter, it can be concluded that online learning facilities in the Covid-19 pandemic era that are effectively used at the elementary school level are using WhatsApp. For other applications such as Google Meet, Zoom and so on, it is not really chosen because it consumes a lot of quota and memory on the cellphone, while WhatsApp is more practical and easy to use.

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