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Challenges in Implementing Digital Media for Indonesian Language Learning During the Online Learning Period

Rita Tanduk, Nirwanto Ma'ruf & Fitri Arniati

Universitas Kristen Indonesia Toraja, Tana Toraja, Indonesia

tandukrita@gmail.com

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ABSTRACT

The Covid-19 pandemic has brought significant changes and challenges to the education system, one of which is the increased use of digital learning media. This study aims to examine the problems encountered in utilizing digital media for learning during the pandemic. The study employed a triangulation method, comprising participatory observation, interviews, and documentation, to collect data. The data was then analyzed and described through stages of reduction, presentation, and conclusion drawing. The findings revealed that the shift from traditional to digital media for learning was not fully implemented in many remote areas of Indonesia, particularly Tana Toraja, in South Sulawesi. The success of learning during the pandemic cannot be solely measured by the use of digital media, but also by the students' awareness and motivation. This research hopes to provide insight for education stakeholders to improve and enhance the quality of education in the digital age.

1. Introduction

The COVID-19 pandemic has brought many changes to the education system, one of which is the increased use of digital learning media (Tilak & Kumar, 2022; Kansal et al., 2021). This is response to the directive from the Minister of Education and Culture of the Republic of Indonesia as outline in Circular Letter Number 4 of 2020, concerning the implementation of education policies during the emergency period of the spread of COVID-19. In compliance with the government's directive, all stakeholders in education are working together to address the challenges presented by the pandemic. The online method and work from home (WFH) system, implemented by the government, aims to reduce and stop the spread of COVID-19 (Jandrić et al., 2021; Ardiyansyah et al., 2021). As a result, teachers, and students must now learn from home using digital media and internet access.

Teachers have been searching for ways to adapt to the government's requirements to ensure the continuity of the learning process during the COVID-19 pandemic. One of the solutions is the use of learning media that can be adjusted to the online learning experience (Misirli & Ergulec, 2021; Maruf & Anjely, 2020; Arifin et al., 2022). This means that traditional face-to-face instruction must be replaced with online learning from home (Tilak & Kumar, 2022). Teachers from all levels, from elementary to college, are working to design effective and efficient online learning

curriculum. With the current situation, the learning process is undergoing a transition from traditional to digital media (Ahmed & Opoku, 2022). Thus, teachers must ensure that the curriculum is specifically designed to be presented online through digital media to ensure that it can be understood by students. It is important to maintain the quality of education through the learning process. According to research by Dimov et al. (2021), the quality of education depends heavily on the level and quality of digital access. Therefore, the national education curriculum now includes digital literacy learning in ICT (Information and Communication Technology) subjects, to ensure that teachers and students are not left behind by the use of digital technology in every learning activity.

However, in practice, the implementation of online learning with digital media is not without its challenges. This is particularly evident among students in the village of Kamali Pentalluan Makale, Tana Toraja, South Sulawesi, which serves as the research location. One of the difficulties faced by students is the inappropriateness of some of the materials provided online, particularly in the subject of Indonesian language learning, as it required simulations or hands-on activities that are typically done in a classroom setting. It is well-known that learning Indonesian language is more contextual, which involves linking the material with the students' real-world experiences. This is in line with the 2013 curriculum's emphasis, on active, student-centered learning models, as outlined in Minister of Education and Culture No. 103 of 2014,

which states that learning should be activity-based and focus on developing students' scientific curiosity and social behavior.

Research has highlighted several problem and challenges in the implementation of online learning (Quinn et al., 2019), particularly in regards to the use of digital media for Indonesia language instruction. For example, Putra & Ahmadi (2021) have noted that excessive use of digital media can lead to internet addiction, disrupting the learning process and causing strain in social interaction among students. Therefore, it is important for children to be taught to use digital media in a responsible and appropriate manner. Similarly, Maisarah et al. (2022) have emphasized the need for teachers to innovate and develop digital-based Indonesian learning media that can facilitate the achievement of learning objectives, foster positive student character development, and support digital skills. It is important to design digital-based media that specifically uses the Indonesian language in order to minimize negative impacts and optimize positive impacts. In order to ensure quality learning and effective character development, it is crucial for teachers of Indonesia to follow certain principles in the digital-based Indonesia learning process. This includes developing a curriculum with a scientific and religious approach, creating a challenging learning environment, promoting lifelong learning, incorporating ecological intelligence in teaching materials, and incorporating multicultural educational perspectives (Manik et al., 2021).

Given the various problems and challenges related to the use of digital media for Indonesia language instruction during online learning, it is crucial to explore both the positive and negative impacts of this use. This research specifically examined internal and external factors that affect students' learning experiences with digital media for Indonesia language instruction during online learning. By understanding these factors, education stakeholders can work together to address the challenges faced in the field. This research is particularly relevant for subject teachers of Indonesia, as it will provide insights that can be used to design more effective curriculum and digital learning materials.

2. Literature Review

2.1 Digital Learning Media

Learning media play an important role as a tool or supporting tool in the learning process (Lonchamp, 2006; Balakrishnan, 2017). Balakrishnan (2017) defines it as technology, learning resources, or props, while Batubara (2020) states that learning media can be in the form of original object in the surrounding environment or production results. ; The selection of appropriate learning media can greatly contribute to the success of learning. Atsani (2020) emphasizes that the

results of the learning process are largely determined by the media used. This is supported by Kurniasari (2020) who states that the achievement of learning objectives is influenced by several factors such as the learning process, media, and teaching materials used. Thus. It is crucial to choose the right learning media to support the learning process (Almaiah et al., 2020; Maruf & Mahdiana, 2022).

Digital media refers to electronic media that can be accessed through the internet and used as means of sharing information (Turnbull et al., 2021; Ahmed & Opoku, 2022; Okoye et al., 2021). By utilizing creative and innovative learning media such as digital media, it can motivate students' interest in learning. The ongoing pandemic presents a unique challenge for students and teachers alike, as it requires them to adapt to new ways of learning (Turnbull et al., 2021; Zawadka et al., 2021). Teachers are tasked with designing appropriate digital learning media to create an innovative learning experience. Some examples of online learning media commonly used by teachers include Zoom, Google Meet, Google Classroom, WhatsApp, You tube, and others. Safitri et al. (2020) also noted that online learning can utilize various forms of digital technology such as Google Classroom, Ruang Guru, Zoom, video conferencing, telephone, or live chat. However, the implementation of digital media in online learning also brings its own set of challenges and obstacles (Boer & Asino, 2022; Mohammadi et al., 2021; Francom et al., 2021).

In response to the challenges of online learning during the COVID-19 pandemic, several methods have been implemented to ensure students' learning continuity. These include: 1) Online method, which utilized online platforms and allows students to learn creativity from home by utilizing surrounding resources, 2) project-based learning, which involves providing students with hand-on activities to foster collaboration, mutual aid, and empathy with others. This method can be implemented through small study groups, while still adhering to health protocols, 3) home visit method, where teachers visit students' homes at a scheduled time to provide direct guidance and support for understanding the materials and assignment, 4) offline method, which is learning model that is carried out outside of an online network. This method is applied to students who lack the necessary facilities and infrastructure for online learning, and also to students in areas designated as yellow or green zones, while still following health protocols, 5) blended learning, which combines both face-to-face and online learning methods. This approach typically involves video conferencing as an means of connecting teachers and students virtually.

One of the major challenges faced during the online learning process is the inadequate internet network coverage in many parts of Indonesia (Amir et al., 2020; Utami et al., 2022). This is often due to the

location of the students' residence, particularly in rural or mountainous areas (Aletheiani, 2021). As Horn et al. (2021) suggests, these obstacles are classified as external factors that hinder online learning, such as limited resources and facilities. Another factor that affects online learning is the limited internet quota caused by financial constraints (Saud et al., 2021; Abdullah et al., 2022). To address this issue, the Indonesia Ministry of Education and Culture initiated a program in 2020, during the COVID-19 pandemic, to distribute free internet quota for lecturers, teachers, and students.

The implementation of online learning during the COVID-19 pandemic has presented a unique set of challenges for governments, education stakeholders, and families. In order to ensure the success of students' education, it is important for all parties to work together and find solutions. Over the course of more than a year, the transition from traditional to digital learning has been implemented, with the use of digital media such as smartphones, laptops, and other digital devices becoming increasingly prevalent. Although some students may be familiar with digital technology, it still requires specialized skills to use it effectively for learning. As Sukirwan (2020) suggest, the implementation of digital learning has its own set of technical and non-technical obstacles. On the other hand, Pandia et al. (2021) argues that the use of smartphone media in teaching and learning can improve students; academic performance, but it depends on providing guidance and support for students while they are learning at home. This is in line with Hamalik's (2024) understanding of learning guidance, which is aimed at helping students to achieve education that suits their needs, talents, interests, abilities, and to overcome learning problems. Thus, it is important for teachers and parents to be knowledgeable in guiding and motivating students in their learning, and to set aside enough time to accompany them as they navigate this new form of learning that they may not have experienced before.

2.2 Indonesian Language Learning Media

Learning a language is a process of acquiring communication skills (Boer & Asino, 2022; Mohammadi et al., 2021). Therefore, the main goals of language learning is to improve students' ability to communicate effectively, both verbally and in writing. Kumala & Nila (2018) stress that in order to achieve this goal, the use of appropriate learning media is essential (Pavón & Finardi, 2021). These media serve as tools to help teachers convey learning messages and help learners understand them (Aslan et al., 2021). It is crucial that the learning media be designed and adapted to specific criteria in order to make an effective contribution to the language learning process (Tulaskar & Turunen, 2022). From the learner's perspective appropriate learning media can effectively support their

efforts to reach their full potential (Karadag et al., 2021);

During the learning process, it is important to use appropriate media. The suitability of learning media is determined by the content of the subject matter, as well as its ability to foster student motivation (Iryawan et al., 2022). Teachers must carefully consider the use of learning media that aligns with the subjects matter (Khan et al., 2021). There are various types of learning media, including hardware and software. Examples of media used include audio, audio-visual, image, and video.

It is important to note that learning methods, particularly for Indonesian language subjects, differ from other subjects. Therefore, it is the responsibility of the teacher to choose the most appropriate method (Khan et al., 2021; Wang et al., 2022). Thus, it can be stated that learning media plays a crucial role in the success of the learning process.

3. Method

The research problem addressed in this study is to identify the factors that influence the learning of Indonesian language using digital media in an online learning setting. Specifically, the study seeks to determine the effectiveness of digital media in facilitating language learning and to identify the factors that either enable or hinder successful learning outcomes. The study also aims to explore the perceptions and experiences of teachers, students, and parents in using digital media for language learning, as well as the challenges they face in this context. By addressing these research problems, the study administered aspects that necessary to be done in conducting this study.

3.1. Data Sources

The data for this study was collected from three groups of informants: teachers, parents, and students. A purposive sampling method was used, where the samples were chosen based on the specific requirements of data analysis. The sample consisted of 34 participants, including 9 teachers, 15 students from various educational levels, and 10 parents of students. The selection of the samples were made to ensure that it was representative of the larger population of interest. Additional research on sampling methods in education can be found in studies such as 'sampling in qualitative research and sampling in mixed methods research.

3.2. Data Collection and Data Analysis

The data collection method for this study utilizes a triangulation approach, which includes three stages: participatory observation, structured interviews, and documentation. During the first stage, direct observations were conducted in the field while considering the target participants, including teachers,

students, and parents, of students. The research site and timing of study were also taken into account. In the second state, structured interviews were conducted with teachers, parents, and students in the Kamali Pentalluan Village, Makale, Tana Toraja, South Sulawesi, using questionnaire instruments to gather information about the situation. The questionnaire instrument was designed to fit the research subject, for examples, the interview questions for teachers were focused on their usage of digital media in teaching, for students, it was about their usage of digital media in learning. In the final stage, documentation was used to collect data, process, and archive the results of field notes from the interview results. The data analysis is conducted in an interpretive descriptive manner. The research data was analyzed by processing the results of the questionnaire instrument from the interview results through three stages as outlined by Miles and Huberman (2014), the first stage involve data reduction, where data is selected and sampled according to the data analysis needs. The second stage is the presentation of data, where data collected from the structure interviews is selected and analyzed by representatives. Finally, the third stage is drawing conclusions and verifications, where the data is re-checked to ensure its validity before drawing the final conclusion.

4. Findings

Learning media plays a crucial role in the learning process (Pavón & Finardi, 2021). Due to the current COVID-19 pandemic, online learning has become a necessity. Digital media is an essential tool in this process as it directly acts as means of connection. Therefore, teachers must choose the appropriate learning media according to the needs of their students (Amir et al., 2020; Barianty et al., 2022). For examples, in the case of learning Indonesian, a special design of the subject matter is required to capture the students' attention. This requires teachers to possess the necessary skills in operating digital media effectively and making the learning process enjoyable (Khlaif et al., 2021; Li et al., 2021; Tulaskar & Turunen, 2022). This can help in reducing students' anxiety towards online learning (Carter et al., 2020; Wilhelm et al., 2022). In compliance with the government's recommendation to combat the pandemic, online learning was implemented nationally in various regions, including Tana Toraja district.

However, several challenges and problems arise among teachers, students, and parents in the Kamal Pentalluan Village, Makale. These problems have specific reasons among teachers, students, and parents themselves. To address these issues, as specific study was conducted to determine the extent of the factors that influence online learning using digital media in the learning of Indonesian.

Data was collected through learning of Indonesian. Data was collected through structured interviews and questionnaires to gather information about the situation experienced in the field. Data was collected by directly meeting with informants in the field, including teachers, students, and parents. The questions were structured and specific to the circumstances experienced, particularly in the use of digital media in the online learning process of learning Indonesian.

The results of the interviews and questionnaire conducted on teachers, students, and parents have provided important findings. The most significant issues reported by teachers, students, and parents include the advantages and disadvantages of using digital media in learning Indonesian, internet connectivity problems, and problems with the use of learning quotas, while other aspects were deemed reasonable. Based on these findings, it can be concluded that out of 9 teachers, 55 % admitted to not fully mastering the techniques for using digital learning media such as Zoom, Google Meet, Google Classroom, and other digital devices. The reasons for this include; 1) some of the teachers being older, and slower in understanding and operating digital media such as computers or laptops. 2) Some teachers also lack proficiency in designing materials with digital devices for teaching. They believe that regular training or simulation activities in schools for operating digital media devices would help teachers to become skilled in compiling and designing subject matter effectively. Additionally, regarding the internet connectivity problem, teachers predominantly admitted that 66% of networks are not stable in certain areas or locations where they live when providing online learning. Furthermore, regarding the use of learning quotas in online learning, it is stated that it is still balanced with 88% recognizing its use, as it is adjusted to the time of the use when conducting online learning.

Furthermore, the results of the questionnaire data from interviews with students have shown that: a) regarding the use of digital media in learning Indonesian during online learning, 60% or 9 out of 15 students stated that they prefer to learn face-to-face in class rather than participating in online learning. This is due to several factors including: 1) The material presented by the teacher is monotonous and boring, which decreases the motivation to learn, 2) students lack depth in material because the material presented is limited to presentation slides, which are simpler without concrete examples. In the classroom, the teacher is more free to express their knowledge without being limited by space and internet quota costs, 3) some Indonesian material content is not suitable for theoretical exposure alone because it require simulation or practice in the classroom, such as scientific learning activities on several Indonesia language materials, namely writing skills, literary study materials,

discussion materials, and drama, as well as several other materials. b) In terms of the use of internet network in online learning, students admitted that 53% of the network is not very stable because many students live in locations without internet network. c) Regarding the availability of internet quota in online learning, 6% or 10 out of 15 students claim to be facilitated by parents with economically disadvantaged backgrounds. This is motivated by the work of parents of students who are generally farmers.

Additionally, the responses from some parents of students towards the implementation of online learning during the pandemic showed that 80% or 8 out of 10 parents admitted that they prefer their children to learn face-to-face rather than online. This is due to several pressing factors such as: 1) family economic problems, where not all parents have the same economic means to provide their children with gadgets/laptops and the regular purchase of internet quota is very burdensome for parents with limited income, 2) children tend to spend more time playing than studying independently at home, 3) parents do not have the same level of knowledge in assisting their children with their learning, as it is motivated by unequal level of parental education, 4) parents find it difficult to divide their children's time between studying and household chores.

Based on the findings presented above, it is clear that there are challenges faced in the digitalization era during the online learning period, particularly in the use of digital media for learning Indonesia by students in Kamali Pentalluan sub-district of Makale district. These findings suggest that there are several factors that cause teachers, students, and parents to face obstacles in implementing online learning. These factors include: 1) teachers being less proficient in using and designing material digitally due to lack of training related to digital learning media (Code et al., 2022), 2) students facing difficulties in fully exploring the material due to internet connectivity issues and limited internet quota, which is often motivated by the family's economic situation and the location of their residence (Batisha, 2022), 3) parents not responding positively to the implementation of online learning due to the cost of financing the purchase of the gadgets and internet quotas for their children on a regular basis.

The factors mentioned above can be classified into two categories, internal factors and external factors. Internal factors are factors that originate from within a person, such as: 1) lack of optimism of teachers to adapt to the development of digital technology and feeling inferior due to age, 2) lack of motivation and self-awareness of students in learning and trying, 3) lack of awareness of parents in adapting to the world of children's education. External factors, on the other hand, are factors that originate from outside a person (Hatmi, 2021), such as 1) the school's lack of attention in providing training activities related

to digital media for teachers, 2) inadequate internet network during online learning, 3) the location of residences that are not strategic for accessing the internet, 4) economic background of underprivileged families, 5) the level of education of parents that is not the same, 6) lack of parental attention in accompanying their children to study, 7) parents' work background.

The factors mentioned above present challenges and opportunities for improving education in Indonesia to be on par with education in other countries. It is not only the gap between elements of education but also the need for optimism in making changes. Therefore, it is important to not simply complain about the current state of education, but to instead focus on implementing changes such as the establishment of a new curriculum that is adapted to the advancement in science and technology. This way, education in Indonesia can be better prepared to face and solve current global problems in the future.

5. Discussion

Digital media is an innovation in the field of literacy-based learning, serving as a source of information and communication (Reynolds, 2016). It is used as a means of sharing knowledge and supporting facilities in the learning process, particularly language learning (Wu et al., 2022). During the online learning period, digital media is the primary means of implementing the education system. The learning process is conducted remotely, utilizing various digital devices (Wu et al., 2022); Ulyah et al., 2021) such as laptops, computers, and smartphones. However, the use of digital media in the learning process has not been fully optimized (Borba et al., 2018), as there are obstacles such as unstable internet connections. The sudden implementation of online learning has caught teachers, students, and parents off guard, leading to difficulties in adapting to this new way of learning. This highlights the need for the education curriculum in Indonesia to adapt to overcome this challenge.

The research found that there are several challenges faced during the transition to online learning using digital media. These include inadequate student attendance, limited and expensive internet packages, lack of familiarity with online learning, and difficulty in correcting student assignments by teachers. While these challenges may seem daunting, it is important to remember that the success or failure of the learning process is not solely dependent on technology, but also on the quality of human resources involved in its use (Borba et al., 2018). Therefore, it is crucial for educators to have the necessary skills and mastery of digital media (Matzavela & Alepis, 2021). Additionally, sufficient funds for internet quota for students must be allocated in order to support the use of digital media in learning. Research by Wibawa (2012) also highlights that the use of digital media in learning has both advantages and disadvantages, and it is

important to consider this when allocation funds.

In contrast to the findings of this study, in rural of Nepal, English as a Foreign Language (EFL) teachers have a higher level of digital literacy and have prepared themselves for online learning (van Konijnenburg et al., 2018). They have good computer skills and have even taken it upon themselves to learn more about technology during the pandemic, despite the lack of provisions for online learning in schools (Agarwal & Kaushik, 2020; Nazir & Khan, 2021). This serves as inspiration for teachers in Indonesia to continue to improve their own digital skills and adapt to the use of technology in their teaching. The incorporation of technology in language learning can be highly beneficial, as it can save time for teachers and improve the communication (Elumalai et al., 2019; Kansal et al., 2021; Shah et al., 2021). Research by Munzil et al (2021) also supports the feasibility and effectiveness of using digital media as a learning resource during the COVID-19 pandemic. Fitriani et al. (2020) also found that online learning did not negatively impact students' motivation and interest in learning when utilizing technologies resources. While there are certainly challenges and obstacles in the transition to digital learning, it is important to seek out solutions. One approach that has been found to be effective is the use of quantum learning-based digital media (Kumar et al., 2021; Potu et al., 2022) and assoziogramm model, which can enhance learning motivation, curiosity, critical thinking, and writing skills (Akihary & Apituley, 2022). Additionally, it is crucial for teachers to carefully consider and design the subject matter in a way that is appropriate for the use of digital media (Elumalai et al., 2019; Kansal et al., 2021), in order to effectively achieve and desired learning objectives. It is important for teachers to strive to be skilled and innovative in their teaching methods (Spreadborough & Glasser, 2022), as their qualifications and efforts are a key factors in the success of their students (Okoye et al., 2021).

Therefore, the underlying issues is how the government and education professionals can work together to maintain the quality of education (Okoye et al., 2021; Boys, 2022). Teachers must improve and master their skills in using digital media in teaching. On the other hand, students must have the motivation to learn and use digital technology appropriately (Patra et al., 2022); Friskawati et al., 2021; Varea et al., 2022). Similarly, parents must be aware of the current education system. With these efforts, the challenges faced can be properly addressed.

6. Conclusion

The use of digital media in learning Indonesian during the online learning period in the Kamali Pentalluan Village environment poses several challenges. This is primarily due to internal factors, such as students' lack of motivation due to the

monotonous nature of the material presented. The material provided is mainly theoretical in the form of virtual presentations, which is not suitable for the contextual nature of Indonesia language learning. In order to effectively learn Bahasa Indonesian, certain materials such as language skills, writing, drama and poetry studies, discussion materials, and other practical materials require hands-on activities, simulations, and literary studies. These limitations have resulted in student feeling bored and demotivated during online learning. In addition to internal factors, there are also external factors that contribute to the challenges faced by students, teachers, and parents. These include issues with internet connectivity, lack of economic resources, and limited access to digital devices such as laptops and smartphones among students. Teachers also face challenges in designing learning materials using digital media.

This study address a gap in the literature by exploring the challenges specific to the Kamali Pentalluan Village and how they affect Indonesian language learning. The findings highlight the need for more practical and contextual learning materials and the importance of addressing issues related to internet connectivity and access to digital devices. Overall, this study contributes to the understanding of the challenges and limitations of using digital media for language learning in a rural context and provides recommendations for future research and implementation.

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