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# IMPACT OF THE COVID-19 PANDEMIC ON THE ELEMENTARY SCHOOL STUDENT'S LEARNING MEDIA: A RELATIONSHIP BETWEEN FACILITIES AND TEACHER'S PERCEPTION IN PRODUCE LEARNING MEDIA

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## Abstract

<sup>14</sup> This study aimed to see the relationship between facilities and the teacher's perception of classroom teachers <sup>16</sup> produce learning media during the pandemic. This study used a survey method with a quantitative approach. The sample size in this study <sup>21</sup> was 154 elementary school teachers in Pelalawan and Rengat districts taken using a purposive sampling technique. The data was collected through a survey using Google forms distributed via WhatsApp and the data were analyzed descriptively and inferentially using SPSS version 26. The findings showed that the basic support facilities in supporting online learning were fulfilled 100%, interactive learning media facilities of 48.7%, and assistive devices for students of 58.4%. Furthermore, 60.4% of teachers frequently design learning media independently; 45.5% of teachers frequently produce media independently and 42.9% of teachers frequently use online learning media. From the calculation results of the Pearson Product Moment Correlation Coefficient between facilities and the teacher <sup>42</sup> ability, the significance value was  $0.000 < 0.05$ . Thus, it can conclude that there is a positive and significant relationship between facilities and the teacher's perception to produce learning media.

## Abstrak

Riset ini bertujuan untuk melihat hubungan antara fasilitas dan persepsi guru kelas dalam menghasilkan media pembelajaran pada masa pandemi. Penelitian ini menggunakan metode survey dengan pendekatan kuantitatif. Sampel pada penelitian ini berjumlah 154 guru SD di Kabupaten Pelalawan dan Rengat yang di ambil secara *purposive sampling*. Data di peroleh melalui survey menggunakan *google form* dan di sebar melalui *WhatsApp* serta data di analisis secara deskriptif maupun inferensial menggunakan *SPSS versi 26*.

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Hasil temuan di peroleh bahwa fasilitas pendukung dasar dalam menunjang pembelajaran daring sudah terpenuhi 100%, fasilitas media pembelajaran interaktif sudah terdapat 48,7% dan fasilitas alat bantu bagi siswa sudah terdapat 58,4%. Selanjutnya, guru yang sering merancang media pembelajaran secara mandiri terdapat 60.4%, guru yang sering memproduksi media secara mandiri sebanyak 45.5% serta guru yang sering menggunakan media pembelajaran saat daring terdapat 42.9%. Dari hasil perhitungan uji korelasi *product moment* antara fasilitas dan persepsi guru dalam menghasilkan media pembelajaran di peroleh nilai signifikansi sebesar  $0.000 < 0.05$ . Sehingga dapat disimpulkan bahwa terdapat hubungan yang positif dan signifikan antara fasilitas dan persepsi guru dalam menghasilkan media pembelajaran.

## INTRODUCTION

The covid-19 pandemic affects most people's activity in many sectors, such as the education sector. Because of this virus, all educational institutions from elementary level to post-secondary level require the learning to be conducted from home (Lubis & Dasopang, 2021)(P. Ayu Suci, L., 2020). In supporting the learning from home, many applications are available for free, such as *Google Classroom*, *Google Meet*, *Zoom*, *WhatsApp group*, YouTube, etc, to support the learning needs (Widodo & Nursaptini, 2020)(Haqien & Rahman, 2020). These applications can be used as well as possible to make the education keep running even though the learning cannot be conducted offline. Online learning needs cooperation between teachers and parents, whereby parents shall provide the facilities, such as Android gadget and Internet quota, to make the learning conducted maximally. Not only parents, but teachers also have the responsibility for providing the same learning quality as offline learning, such as providing learning media to the students to make all expected aspects realized (Ayuni et al., 2020).

Providing attractive learning facilities and learning media to the students will positively affect learning. A. Erni Ratna Dewi, (2021) revealed that learning facilities significantly and positively affect online learning and the student's achievement. It means that if learning facilities are satisfied, online learning activities can be conducted effectively and improve the students' achievements.

Along with the importance of learning facilities, learning media is also vital to support the online learning process. Wahyuningtyas & Sulasmono (2020) stated that providing the students with learning media will affect the students' learning outcomes. Besides, by using media, the students are helped to understand learning materials. Therefore, the teachers shall be able to develop their skills in producing attractive learning media for supporting both offline and online learning (Mustafa et al., 2019).

By understanding the elaboration above, online learning implementation needs to be controlled. As stated by Pujiasih (2020), online learning activities should be conducted and controlled well since the students are the next generations who will struggle for Indonesia in the future. Hence, the researchers intended to review the facilities that supported the online learning process and the extent of the teachers' ability in producing learning media to support the online learning process. Further, the researchers would review the extent of the relationship between facilities and teachers' ability in producing learning media.

Research on the relationship between facilities and teacher skills in producing learning media has been widely carried out, one of the studies conducted by M. Abdullah,(2018) the results of his research shows that there is an influence between facilities and teacher motivation on learning effectiveness. Furthermore, Rahayuningtyas & Julianto, (2016) results of their research show that there is a positive influence between principal leadership, foundation management, school facilities, and work motivation on teacher performance at SMK Palebon Semarang simultaneously or partially. As for the renewal of the research that will be carried out by researchers, namely, researchers reviewing facilities from 3 aspects, namely basic support facilities, interactive learning media facilities, and assistive devices for students. Furthermore, the researcher also reviewed the extent of the teacher's skills in producing learning media. Furthermore, the researchers also looked at the

relationship between facilities and teacher perceptions in producing learning media. <sup>1</sup> The results of the study can be used as a reference for schools, governments, and further researchers to find out the importance of learning facilities in supporting teacher skills in producing learning media.

## METHODS

<sup>24</sup> This study used a survey method using a quantitative approach (Creswell, J., 2012). This study was conducted in 2021 with a total sample of 154 elementary school students in Pelalawan and Rengat taken using a purposive sampling technique (Sugiyono, 2015). The survey was conducted to identify the teachers' ability in producing learning media and review the facilities used during online learning activities. The survey was conducted by providing some questions through *Google Form* distributed via WhatsApp. The data were collected from the survey results and analyzed descriptively and inferentially using the SPSS version 26. The data analysis was the foundation in obtaining recommendations by conducting coaching/training by the stakeholders and educational institutions.

## FINDINGS AND DISCUSSIONS

### The Descriptive Analysis based on Teachers' Supporting Media in Conducting Online Learning

In surveying the facilities that support the teachers in conducting online learning, the researchers observed some aspects, namely basic supporting facilities, interactive learning media, and assistive devices for students. Tables 9 through 11 present the description of each of those aspects.

**Table 9. Basic Supporting Facilities**

		<sup>8</sup> Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	154	100.0	100.0	100.0

Table 9 generally informs that the basic supporting facilities for online learning have been met (100%). Basic facilities that have been provided are electricity, Internet, textbooks, and students' worksheets. Then, the data related to interactive learning media is presented in table 10.

**Table 10 Interactive Learning Media**

		<sup>5</sup> Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	79	51.3	51.3	51.3
	Yes	75	48.7	48.7	100.0
	Total	154	100.0	100.0	

<sup>19</sup> Based on Table 10, it can be known that interactive learning media (48.7%) has been provided. Those facilities include *WA group, Google Classroom, and Google Meet*. Those three facilities are familiar facilities among teachers and students. Besides having basic facilities and interactive media, other facilities that need to be noted in online learning is assistive devices for students as shown in Table 11.

**Table 11. Assistive Devices for Students**

		<sup>2</sup> Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	64	41.6	41.6	41.6
	Yes	90	58.4	58.4	100.0
	Total	154	100.0	100.0	

Based on Table 11, it can be seen that the majority of the students have assistive devices for online learning (58.4%). Those devices are *Smartphones*, *headsets*, and laptops. Those three facilities are must-have items and shall be attempted to support online learning.

Table 9 through 11 provides information about facilities that support the teachers to conduct online for elementary school teachers in Pelalawan and Rengat. The aspect of basic supporting facilities obtains the information that 100% of supporting facilities have been fulfilled, such as electricity, Internet, textbooks, and students' worksheets. 48.7% of interactive learning media has been fulfilled, namely WA group, Google Classroom, and Goole Meet, and the majority of the students (58.4%) have had assistive devices for online learning, such as *Smartphones*, *headsets*, and laptops. The result is reinforced by Nadif Ulfia (2020) that facilities owned by the teachers and students in online learning are categorized as eligible. Thus, online learning can be conducted effectively since the learning facilities have been met. It is in line with Bella et al., (2021) stating that facilities are the most important factor in online learning implementation; the important facilities that support online learning are the availability of either Android phones or laptops because if the students do not have one of those facilities, the learning process will be difficult to be conducted. Besides the facilities like Android phones and laptops, another factor that supports online learning is the learning application. It is in line with a study conducted by Putra et al., (2020) that the applications that help online learning implementation are *Google meet* and *Google Classroom*. These applications are helpful for the students since they are internet quota-saving applications compared to other applications. Furthermore, Marcica & Nurmatin (2020) also stated that an application that can support online learning is Google form. With Google form, the teachers can assess or evaluate the students' tasks remotely and the students do not need to turn in their tasks directly to their school. Based on the elaboration above, it can be known that the availability of learning facilities strongly supports online learning activities successfully. The facilities that have been fulfilled for elementary school teachers in Pelalawan and Rengat districts are 100% of the supporting facilities have been met, 48.7% of interactive learning media have been fulfilled and most students (58.4%) already have online learning aids, such as *Smartphones*, *headsets*, and laptops.

### The Descriptive Analysis of Elementary Teachers' Perception in Producing Learning Media during the Pandemic

In surveying the elementary school teachers' ability in producing learning media during the pandemic period, three aspects of the teachers' ability shall be observed. Those three aspects are presented in Tables 12 through 14.

**Table 12. The Elementary School Teachers' Perception in Designing Media**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	2	1.3	1.3	1.3
	Sometimes	59	38.3	38.3	39.6
	Frequently	93	60.4	60.4	100.0
	Total	154	100.0	100.0	

Table 12 informs that the number of teachers who frequently design the media during online learning is 93 people (60.4%). It certainly will support online learning because of the media that is frequently designed by teachers. However, the teachers are not only demanded to be skillful in designing media but they are also demanded to be able to produce learning media. This information is presented in table 13 as follows.

**Table 13 The Elementary Teachers' Perception in Producing Media**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	4	2.6	2.6	2.6
	Sometimes	80	51.9	51.9	54.5
	Frequently	70	45.5	45.5	100.0
	Total	154	100.0	100.0	

Based on Table 13, it can be known that the frequency of the teachers in producing online learning media is 51.9% (sometimes) and 45.5% (frequently). This certainly becomes the supporting aspect for online learning to make it conducted effectively. Besides producing media, the teachers are also expected to be able to use media effectively. The analysis result of the use of online learning media is presented in Table 14 as follows.

**Table 14 The Elementary Teachers' Perception in Using Media**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	12	7.8	7.8	7.8
	Sometimes	76	49.4	49.4	57.1
	Frequently	66	42.9	42.9	100.0
	Total	154	100.0	100.0	

Based on Table 14, it can be known that the frequency of the teachers in using online learning media is 49.4% (sometimes) and 42.9% (frequently). By using online learning media, the learning objectives can be well-achieved.

Table 12 through 14 provides information that, from 154 teachers, 93 teachers (60.4%) design the learning media independently. Further, only 70 people (45.5%) out of 154 teachers frequently produce the learning media independently. Moreover, out of 154 teachers, only 66 teachers (42.9%) always use learning media in the learning activities. It indicates that, in the aspect of designing and using media, no more than 50% of the teachers frequently produce and use media in learning. This result is reinforced by a study conducted by Harahap et al., (2021) that teachers are rarely or sometimes produce learning media for online learning due to their limited time and their limited technology skills caused by the age factor. Further, Rahim et al., (2019) also stated that only 20% of the teachers can produce technology-based learning media. Nevertheless, after providing teachers with training on improving the teachers' competency, it increases to 75%. Further, Rosidah et al., (2021) declared that, before conducting a workshop, the teachers have difficulties in producing online learning media independently. However, after participating in the workshop, the teachers' ability in producing media is improved. It is proven by the workshop participants' understanding in practicing the materials that have been delivered. From the information, it can be known that improving the teachers' ability in producing media can be done by conducting training or workshop. Hence, the stakeholders and educational institutions are expected to conduct training to improve the teachers' ability in developing learning media independently to 100%.

## Hypothesis Testing

The hypothesis testing was conducted using the Pearson Product Moment Correlation Coefficient since the data were normally distributed. This hypothesis testing was used for detecting the significant correlation between the facilities and teachers' perception in producing online learning media for elementary school teachers in Pelalawan and Rengat.  $H_0$  will be accepted if the probability/ Sig. value is less than 0.05, and  $H_0$  will be rejected if the probability/ Sig. value is more than 0.05 (Muhidin & Maman Abdurrahman, 2017). A brief result of the linear regression analysis can be seen in Table 15 as follows.

**Table 15 The Pearson Product Moment Correlation Coefficient**

		The perception in Producing Online Learning Media	Online Learning Facilities
Valid	Pearson Correlation	1	0.412**
	Sig. (2-tailed)		0.000
	N	154	154
Valid	Pearson Correlation	0.412**	1
	Sig. (2-tailed)	0.000	

Author

N	154	154
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Based on the data analysis result using SPSS in Table 15 above, for the Pearson Product Moment Correlation Coefficient, it can be inferred that there is a significant correlation between facilities that support the teachers in conducting online learning and the teachers' ability in producing online learning media for the elementary school teachers in Pelalawan and Rengat. The significance value was 0.000 or less than 0.05.

Table 15 informs that facilities are positively and significantly correlated with the ability in producing learning media. It means that if the facilities are sufficient, it will affect the teachers' ability in producing media. This result is in line with Rizal & Nurjaya (2020) that learning facilities strongly affect the teachers' performance. Many factors affect the teachers' competency in producing learning media, for instance, lack of facilities provided by the school and teachers' poor understanding of developing technology-based media (R. Abdullah, 2017). The same thing is also stated by Zayyadi et al., (2017) that the teachers' knowledge of technology-based learning media is still poor. Besides, Alwi (2017) stated another factor, namely, the teachers have difficulties in producing learning media since it takes more time and there is no appreciation from the schools.

Given this, the schools and the government are expected to be able to provide sufficient facilities for the teachers. If the teachers' competency improves, the school and education quality automatically increases. Moreover, the teachers' awareness of continuously developing their competency in producing technology-based learning media is required. It is because mastering technology skills is one of the skills that shall be mastered in this 21<sup>st</sup> century. It helps deal with many challenges that happened in the 21<sup>st</sup> century and the future challenges (Shahroom & Hussin, 2018)(Ghufron, 2018). By mastering technology skills, education will be conducted maximally during this pandemic period.

## CONCLUSION

The result and discussion above obtain the following findings. Basic supporting facilities have been fulfilled 100%. 48.7% of interactive learning media has been met and the assistive devices for the students fulfill 58.4% of the requirements. Further, 60.4% of the teachers frequently design learning media independently. 45.5% of the teachers frequently produce learning media independently and 42.9% of the teachers frequently use learning media during online learning. The result of the analysis using the Pearson Product Moment Correlation Coefficient between facilities and teachers' ability obtains a significance value of  $0.000 < 0.05$ . It can conclude that there is a significant and positive correlation between facilities and the teacher's perception in producing learning media. Thus, the research results can be used as a reference for the government or schools to provide learning support facilities so that teachers can develop their abilities in producing learning media. The creation of quality teachers will have an impact on the quality of schools.

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