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Alternative Learning Media as a Solution in Distance Learning

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A B S T R A C T S

During the COVID-19 pandemic, social distancing policies were put in place to reduce the spread of the Covid-19 virus. This has an impact on the field of education, educators are required to think of effective efforts so that education continues as it should. The purpose of this study is to find out alternative learning media as a solution in distance learning, The research method we use is descriptive qualitative method with interview instruments and library sources. The research subjects were addressed to two teachers, twenty students, and parents of students. The results show that the use of alternative learning media is considered helpful in distance learning and can be felt by all people, seen from the assistance of educators in the process of implementing distance learning for students and parents of students who can still participate in learning activities in the midst of obstacles faced. The hope of this research is that it will be useful for educators to continue to carry out distance learning activities by minimizing the obstacles faced by students and parents of students.

1. INTRODUCTION

At the beginning of 2020 the world was shocked by the emergence of an epidemic corona virus. The corona virus or covid-19 was first discovered in Wuhan, China. The wider the spread of COVID-19, Indonesia has become a country that has been affected by the Covid-19 outbreak. The spread of the Covid-19 virus is very fast because it is a virus that is not visible to the naked eye. The Indonesian government issued a 3M policy, namely, washing hands, wearing masks, and maintaining distance when in public places. The 3M policy is referred to as a health protocol that must be obeyed by all people in Indonesia (Fadilla, Relawati, & Ratnaningsih., 2021, p. 49). Policies for implementing health protocols, one of which is the limitation of face-to-face meetings in public services, are implemented not only in Indonesia but also in countries affected by COVID-19. This affects the education sector, school administrators face a big challenge to balance school activities with the health of students and educators. According to UNESCO in December 2020, there were forty countries that temporarily closed all school activities to prevent the spread of COVID-19. The temporary closure will still have an impact on the lack of school hours and a decrease in the level of student achievement in schools. Furthermore, covid-19 is causing harm in other ways. One of the losses caused by COVID-19 is the inconvenience in the family due to the decreased level of economic productivity so that parents are required to supervise their children while working. The Indonesian government has issued various policies related to the COVID-19 pandemic, including social distancing and physical distancing to reduce the spread of COVID-19. The government encourages all elements of education to start activating distance learning (PJJ). The implementation of school closures is one of the preventive measures considered effective to prevent the spread of COVID-19. The learning process at home utilizes various kinds of supporting facilities as a solution to keep education running (Sa'adah, Amalia., 2020, p. 215-216).

During this COVID-19 pandemic, education must continue. Education is the right of every citizen which is an obligation for the government to seek education and must be applied under any conditions so that the goals of national education can be achieved. Article 3 of Law No. 20 of 2003 states that the purpose of national education is the development of students to become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens. democratic and responsible. The formulation of national education goals already represents the three aspects of student achievement, namely, affective, psychomotor, and cognitive. In dealing with educational problems during the pandemic, the government establishes education policy by issuing circular letter Number 15 of 2020 which contains guidelines for organizing learning from home during an emergency period for the spread of Corona Virus Disease (Covid 19) (Hamidah, 2020., *et al.,* Winata, *et al*., 2021, p. 2). The learning process from home is regulated in the SE Mendikbud 2020 with the following conditions: a. Learning from home is done by online/distance learning to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation;

b. Learning from home can be focused on life skills education, including regarding the COVID-19 pandemic;

c. Learning activities and assignments may vary between students, according to their respective interests and conditions taking into account the gap in access/learning facilities at home;

d. Evidence or products of learning activities from home are given qualitative and useful feedback for teachers without being required to give quantitative scores/values (Alami, 2020, pp. 51-52)

With the policy issued by the government regarding distance learning, educators (teachers) are required to create a varied and innovative learning atmosphere. To create a varied and innovative learning atmosphere, teachers can use learning media. Learning media is a tool, a means of communication, or an intermediary that is useful for channeling messages on learning material, so that it can stimulate the attention, interests, thoughts, and feelings of students, in learning activities to achieve certain learning goals (Ibrahim, *et al*., 2000; Zubaidah, 2015, p. 49). Whether or not the learning process is achieved is determined based on the media used by the teacher to deliver the material.

Currently, there are many studies that discuss learning media in distance learning, such as: Transformation of Learning Media during the Covid-19 Pandemic, Utilization of Learning Media Technology during the Pandemic, Use of Video Tutorials to Support Online Learning during the Corona Virus Pandemic, Utilization of Zoom Meetings for the Learning Process during the Covid-19 Pandemic, and Use of Video Tutorials to Support Online Learning During the Corona Virus Pandemic, etc. However, until now there has been no research that discusses Alternative Learning Media as a Solution in Distance Learning at the Elementary School Level. The novelty of this research focuses on alternative learning media in the form of visuals in the form of infographics with a focus on studies at the elementary school level which are used as distance learning solutions.

Therefore, the purpose of this study is to find out alternative learning media as a solution in distance learning, especially at the elementary school level. The research method we use is descriptive qualitative method with interview instruments assisted by library sources. The research subjects were addressed to two teachers, twenty students, and parents of students at the elementary school level. The results of the study show that the use of alternative learning media is considered helpful in distance learning and can be felt for all groups, seen from the assistance of educators in the process of implementing distance learning for students and parents of students who can still participate in learning activities in the midst of obstacles that arise.

2. METHODS

The research method used for this research is descriptive qualitative with the research instrument in the form of interviews conducted online. Qualitative descriptive research method is a research approach that describes a situation or a phenomenon that is currently happening described in words or sentences and then compiled into a narrative. The primary data sources that include research subjects are two educators, twenty students and their parents at the elementary school level as resource persons, the object of the research was conducted in one of the elementary schools in the city of Bandung aimed at obtaining information related to distance learning constraints, the use of learning media, and students' responses to distance learning. The secondary data that we use is in the form of library research. In this study, we obtained data by asking questions through WhatsApp discussions and virtual meetings addressed to two respondent educators, twenty students and parents of students at the elementary school level who were running distance learning. The data processing technique is carried out in the initial step, namely, editing in the form of a process of reviewing the records or data that have been obtained to find out whether there are errors in the recording process. This editing process obtains data from interviews that have been

obtained from the sources to be examined carefully so that they are sure that the data that has been obtained is correct and there are no errors. The second step, classifying, the process of grouping the required data. All data obtained from the results of interviews of researchers with resource persons, were studied in depth and grouped according to research needs. In the process of classifying, researchers have grouped some data from interviews. Categorized based on the opinion from educators, the opinions from parents of students, and of the students themselves. The last step, verifying, is an action to find the truth of the data that has been obtained so that later it can convince the reader about the research.

The research instrument aimed at educators answered questions about the obstacles faced by educators in implementing distance learning, learning media commonly used for distance learning, as well as how students manage online classes so that distance learning continues. Meanwhile, the questions addressed to the parents of the students answered the same thing regarding the obstacles of distance learning, how parents supervise their children to stay involved in learning activities, how parents divide their time and share roles between work and taking care of children, how do parents can adapt to use technology in the middle of distance learning

3. RESULTS AND DISCUSSION

At the end of 2019, precisely in December, the world was shocked by what was suspected to be a case of pneumonia that came from the city of Wuhan, China. China identified the pneumonia as a new type of coronavirus and is known as COVID-19. The statement "urgent notice on the treatment of pneumonia of unknown cause" has been issued by the Wuhan Municipal Health Committee (Hanoatubun, 2020). The virus spreads to humans and animals, which usually attacks the respiratory tract in humans, the initial symptoms of the flu can cause severe acute respiratory syndrome (SARS). The spread of this disease is through respiratory droplets from coughing and sneezing (Ren L, *et al*., 2020). Covid-19 has shown a very significant rapid spread and has resulted in many deaths caused by this virus both in China and in other countries. So that on January 30, 2020, WHO declared COVID-19 a Public Health Emergency of International Concern. The Covid-19 cases are increasing day by day until March 11, 2020, WHO announced that the current outbreak was called a Global Pandemic (Dong, *et al*., 2020). The impact of the COVID-19 pandemic will have an impact on the global economy. This covid-19 externality has weakened people's opportunities to generate their daily income, there were massive layoffs of workers which reached 1,943,916 people consisting of 114,340 companies. This incident will experience an increase in numbers that continue to increase if this pandemic lasts a long time. In addition, with an appeal to stay at home to the community, it will result in a significant decrease in people's income from their routines, economic activity will be very limited (Mas'udi, & Winanti, 2020). Economy is the most important factor in human life. Economic needs are closely related to everyday life. Humans as living beings to meet their needs such as clothing, food, shelter, and other needs that support productivity requires a strong economy. The state is required to regulate policies regarding the Indonesian economy and is required to guarantee the economy of the Indonesian people because economic factors are very important factors in human life. In addition, these economic factors are also supporting factors for national development because a good country's economic growth can enhance a national development. Today, COVID-19 has become a very big concern for the Indonesian people. Many of the losses caused by this pandemic have an impact on the Indonesian economy. After experiencing an increase in cases that shot up very quickly, the government made a policy to overcome the covid-19 pandemic, the implementation of the

PSBB policy stated in Government Regulation No. All activities in the industrial and office sectors were forced to temporarily stop operating and carry out all activities from home by relying on technology and other supporting platforms. In addition, the education sector, public services, all places of worship, shopping centers, restaurants and tourism places are also experiencing the same thing. This social and physical distancing has an impact on the overall decline in economic activity. The economic impact during the pandemic that occurred in Indonesia will also affect the implementation of education (Yamali, & Putri, 2020, p. 386).

To continues to maintain the world of education so that it can continue to run well and supports the Government in the policy of physical distancing amid the spread of Covid-19 according to the president's instructions to stay at home, study from home, work at home, worship at home. The use of technology during the Covid-19 emergency is one way to keep doing activities remotely. Maria Van Kerkhove, a WHO epidemiologist, said on March 20, 2020, "Thanks to advanced technology, today we can stay connected in many ways without actually being in the same room with other people and physically meeting face-to-face". Thus the teaching and learning process can still be done by utilizing existing information technology. distance learning, which is carried out online or in a network aims to meet educational standards by utilizing information technology by using computers or devices that are connected to each other between students and teachers as well as between students and lecturers so that through the use of technology the teaching and learning process can still be carried out properly. good. The use of information technology is expected to be able to help the teaching and learning process so that it can continue to run well even though it is currently in the Covid-19 emergency period, this is possible to do well because the majority of Indonesian people currently use the Internet.

E-learning is a learning model that utilizes information and communication technology facilities to support the distance learning process. In addition to e-learning, there are several other uses of technology that are used to improve the teaching and learning process through distance learning, including using communication media such as WhatsApp, Google Classroom, YouTube, and the Zoom application which can bring together teachers and students virtually so that the teaching and learning process can be carried out. well conveyed. Online learning that is carried out remotely is an open and distributed learning system using pedagogical tools or known as educational aids, acquired through the internet and network-based technologies to facilitate the formation of learning and knowledge processes through meaningful action and interaction. E-learning is information and communication technology to enable students to learn whenever and wherever E-learning has two types, namely: first Synchronous which means at the same time. The learning process occurs at the same time between educators and students. This allows direct interaction between educators and learners online. In implementation, synchronous training requires educators and students to access the internet simultaneously. Synchronous training is a picture of a real class, but it is virtual (virtual) and all students are connected via the internet. Synchronous training is often also referred to as a virtual classroom. Second, Asynchronous means not at the same time. Learners can take different learning times with educators providing material. Asynchronous training is popular in e-learning because students can access learning materials anywhere and anytime. Students can carry out learning and complete it at any time according to a predetermined schedule. Learning can take the form of reading, animation, simulation, educational games, tests, quizzes and assignment collection. The components that make up e-learning are e-learning infrastructure, e-learning systems and applications and e-learning

content.There are other learning models that can be used by teaching staff as a medium for delivering knowledge, namely online learning and mixed learning (a combination of two learning methods, namely face-to-face and online learning). The online learning method does not require students to be present in class. Students can access learning through internet media. Hidayat explained that the National Joint Committee on Learning Disabilities (NJCLD) defines "Barriers to Learning Development" as a general term relating to barriers in heterogeneous groups who really have difficulty understanding and using their hearing, speaking, reading, writing, thinking skills. or math. Electronic learning online or in a network and some call it online learning is a learning activity that utilizes networks (internet, LAN, WAN) as a method of delivery, interaction and facilities and is supported by various other forms of learning services (Brown, 2000; Waryanto, 2006, p. 12). Online learning is useful for classroom learning activities (classroom instruction), namely as: (1) Supplements, as a supplement if students have the freedom to choose whether to use online learning materials or not, in this case there is no obligation for students to access learning materials on line. (2) Complement, as a complement if online learning materials are programmed to complement the learning materials received by students in class. Online learning materials are programmed to be enrichment or remedial materials for students in participating in conventional learning activities. (3) Substitution, as a substitute if online learning materials are programmed to replace learning materials received by students in class (Soekartawi, 2003; Waryanto, 2006, p. 12-13). According to Hanum (2013, p. 92) online learning or e-learning is a form of learning model that is facilitated and supported by the use of information and communication technology. E-learning can be defined as a form of information technology that is applied in the field of education in the form of a virtual world (Hanum, 2013, p. 92). Munir (Hanum, 2013, p. 92) says that the term e-learning is more appropriately intended as an effort to make a transformation of learning that is in schools or colleges into digital form that is bridged by internet technology. According to Seok (in Anugrahana, 2020) states that "e-learning is a new form of pedagogy for learning in the 21th century. E-teachers are e-learning instructional designers, facilitators of interaction, and subject matter experts". E-learning is an open source learning system, a learning system that uses web applications that can be run and accessed with a web browser (Wulandari, & Rahayu, 2010; Anugrahana, 2020). E-learning is an educational system that uses electronic applications to support teaching and learning with other computer network media. Education is a system that develops a fairly broad mission related to physical development, skills, thoughts, feelings, abilities, social to the problem of trust or faith. So that whatever obstacles or obstacles education continues to run well. The obstacle in this case is the obstacle experienced by teachers in the midst of this Covid-19 condition, learning is carried out online and cannot be carried out face-to-face in class. These conditions require teachers to innovate in the learning process, especially online learning (in the network). The solution carried out during the pandemic is to find solutions by using network-based learning. Teachers are required to be innovative in using online learning models. This is in line with the opinion of Tjandra, DS (Anugrahana, 2020, p. 283), stated that teachers only facilitated with class libraries, modules, textbooks, and supporting books, and most importantly internet access, and provided several computers for students who did not bring laptops. The form of e-learning (electronic-based learning) will still exist and continue to grow (Anugrahana, 2020, p. 283-284).

Understanding the situation and condition of elementary schools, education practitioners including teachers in schools, especially elementary schools in carrying out their duties are still fixated on literal explanations and still rely on juklak (implementation instructions) and technical guidelines (technical instructions) programmed by the center/supervisor . These

conditions, looks different when compared to now. New developments in the world of education from that time to the present, which are marked by the emergence of the concept of School Based Management, School Based Competence, School Based Curriculum, Life Skills, and so on, of course bring many consequences. These consequences include the increasing rights, authority, and at the same time the obligations of educational institutions to plan, implement, and evaluate the program and its new policies and ideas. The policy and concept thought, is an effort to improve the quality of education in various educational institutions. Here and there efforts to improve the quality of National Education have actually been carried out. Even that increase from year to year has already begun to appear. However, efforts must always be made to improve the quality of basic education in this country. In cities, it has shown an encouraging improvement in the quality of education, it can even show that it is an "independent" educational institution. In our environment, there are already many schools that are in fact favorite class and even international standard (at that time). On this basis, so that the increase can be evenly distributed both in the city and in the village, education practitioners should be able to strive to be able to realize that increase. Therefore, this requires joint thinking in order to achieve a quality elementary school education unit level. To facilitate our understanding of learning media, there are several types of media and their groupings. Each media expert, in classifying the types of learning media is not always grouped into three, namely: (i) graphic media, which includes: pictures/photos, sketches, diagrams, charts/charts, graphs, cartoons, posters, maps/globes, boards flannels, and bulletin boards, (ii) audio media. These media include: radio, magnetic tape recorder, language laboratory, and (iii) silent projection media, which includes: frame film, serial film, transparent media, opaque media, film, television, video, and games and simulations. Currently, learning media can cover many things. The problem is given the existence of knowledge and technology that is growing rapidly at this time. This allows for computer and/or internet media, which is much needed. However, sometimes it is not available in some schools. Sardiman (2014, p. 83) in his new book also explains that learning media are grouped into two types, namely: media by utilization and media by design. Media by utilization is media that is inadvertently designed for learning media, but can be used to achieve competencies or learning objectives. Furthermore, Sardiman said that, in the media by utilization, Media on the market that are adapted to the subject matter to be taught can be used to achieve learning objectives. Media by design is media that is intentionally designed by teachers (and or lecturers of course) by utilizing existing items or those available in the environment. This is in addition to being able to meet the needs in learning activities, as well as to develop high creativity and innovative spirit from teachers/lecturers.

According to the **Table 1.,** it can be concluded that the obstacles that are often encountered in distance learning are unstable network constraints, minimal and inadequate quotas, and students' internal problems when studying from home. The platform used by teachers in the implementation of distance learning is whatsapp group. Teachers almost do not use virtual meetings as online learning suggestions due to the socioeconomic conditions of disadvantaged students. That way, teachers try to carry out learning activities as effectively as possible and learning can be accepted by various groups. The solution taken is to use infographics as an alternative learning media in distance learning in order to convey material in a concise and structured manner and does not require a large quota in the use of these learning media. Researchers provide a solution by developing a learning media that has the characteristics of providing feedback with automatic reinforcement, adjusting to the speed, opportunities, and needs of students, having visual appeal, providing a different, consistent,

effective, and efficient learning experience. . Infographic media is considered very suitable for delivering elementary school level material, because infographic media is one of the reading media that combines interesting information and graphics so that readers become enthusiastic and easy to read the information provided. Infographic media is a graphical visual representation of information, data or knowledge intended to present complex information quickly and clearly. Infographic media is very suitable for use in learning that requires high reading interest. High reading interest can be obtained with interesting data visualization. Infographics are the most effective form of communicating information in the digital era. Therefore, infographic media is very effective in presenting information in visual form. Infographic media contains illustrations that present information coherently and systematically. The illustration clarifies the material with a combination of images to make it easier for readers to study the contents of a manuscript. Illustration is the art of making images that serve to clarify and explain the text.

Table 1. Conditions for implementing distance learning

Interview instrument	Teacher's statement	Statement of parents of students
Obstacles during Distance Learning	Unstable connection, inadequate internet quota, unable to monitor the character of students directly, often delays in class hours, socio-economic conditions of students making it less possible to conduct virtual meetings	Inadequate internet quota, unstable network, difficulty managing students while studying at home
Learning Media used	WhatsApp groups, learning videos, giving materials	Items available at home to fulfill assignments given by the teacher, textbooks, picture books
Roles during Distance Learning	As a student facilitator in providing educational services and providing direction in distance learning	Supervise students so that they continue to carry out their learning obligations at home
Solutions done	So far, we have only carried out distance learning as much as possible with the aim of getting the material to the students	Collaborate with teachers to keep distance learning activities carried out

4. CONCLUSION

At the beginning of 2020 the world was shocked by the emergence of an epidemic corona virus. The corona virus or covid-19 was first discovered in Wuhan, China. The wider the spread of COVID-19, Indonesia has become a country that has been affected by the Covid-19 outbreak. The spread of the Covid-19 virus is very fast because it is a virus that is not visible to the naked eye. The Indonesian government issued a 3M policy, namely, washing hands, wearing masks, and maintaining distance when in public places. The Indonesian government has issued various policies related to the COVID-19 pandemic, including social distancing and

physical distancing to reduce the spread of COVID-19. The government encourages all elements of education to start activating distance learning (PJJ). Education must continue. Education is the right of every citizen which is an obligation for the government to seek education and must be applied under any conditions so that the goals of national education can be achieved. As for the obstacles that are often experienced during distance learning, the obstacles occur in heterogeneous groups who really have difficulty in understanding and using hearing, speaking, reading, writing, thinking or math skills. The socio-economic conditions of the community are also one of the obstacles to distance learning due to the decline in income so that it is constrained in meeting the needs and facilities that support distance learning. The solution taken is to use infographics as an alternative learning media in distance learning in order to convey material in a concise and structured manner and does not require a large quota in the use of these learning media. Researchers provide a solution by developing a learning media that has the characteristics of providing feedback with automatic reinforcement, adjusting to the speed, opportunities, and needs of students, having visual appeal, providing a different, consistent, effective, and efficient learning experience. Infographic media is considered very suitable for delivering elementary school level material.

5. ACKNOWLEDGEMENTS

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