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Impact of Distance Learning on Reading and Writing Ability in Elementary School Students

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A B S T R A C T S

Online learning is a new challenge for teachers and students, there must be many positive and negative impacts that occur, especially on the ability to read and write. This study aims to describe the impact of the implementation of online learning on the literacy skills of elementary school students based on previous studies and direct surveys of elementary school students to find out what impacts occur on students' literacy skills when learning is carried out online, both it's a positive or negative impact. This study uses a qualitative method with a descriptive design, while the research results are taken in the form of a one-group pre-test and post-test design. The results of this study showed an increase after being given material in the form of learning videos, but the role of the teacher during this online learning period was very important to continue to provide guidance and direct students so that their reading and writing skills remained good.

A R T I C L E   I N F O

1. INTRODUCTION

The world is currently being hit by an extraordinary disaster, namely the Covid-19 pandemic. Therefore, teaching and learning activities that were originally carried out in schools are now learning at home (online). Online learning is carried out according to the abilities of each school, the new challenges that teachers and students must face, they are also required to have high creativity so that the distance or online learning process can continue to run smoothly and properly (Wahyu, 2020). Of course this is a new challenge for teachers and students, there must be many positive and negative impacts that occur, especially on the ability to read and write. In March 2016, UNESCO conducted a research entitled World's Most Literate Nations Ranked conducted by Central Connecticut state University, the results of the research showed that Indonesia was ranked 60th out of a total of 61 countries in reading interest. UNESCO also stated that the index of reading interest in Indonesia has only reached 0.001 which means that every 1000 residents only one has an interest in reading. (Fransiska, 2020). In general, the term literacy refers to the ability to read and write. Based on the description above, we are interested in conducting a research entitled "Impact of Distance Learning on Reading and Writing Ability in Elementary School Students".

There have been many studies that discuss the implementation of online learning for elementary school students. The results of the study show that learning activities can run well and effectively in accordance with the creativity of the teacher in providing material and practice questions to students, from practice questions done by students it can be used for students' daily scores (Wahyu, 2020). Instilling independent character during online learning is also needed for the learning to run effectively (Rida *et al*., 2020), but there will be some learning objectives that are not conveyed because basically the center of learning for elementary school students lies with the teacher (Sonia *et al*., 2020). Another thing is creativity that must be developed during online learning so that students' interest in reading and writing does not decrease (Fransiska, 2020). As for other research on the implementation of online learning conducted by elementary schools in Subang Regency, the results showed an effectiveness of 66.97% of 8 indicators that were randomly studied to 80 teachers (Acep & Asep, 2020).

Based on the results of previous studies, there are not too many studies that discuss the Impact of Distance Learning on the Reading and Writing Ability of Elementary School Students, so this study aims to describe the impact of the implementation of online learning on the literacy skills of elementary school students based on these studies. previous studies and direct surveys of elementary school students to find out what impacts occur on students' reading and writing skills when learning is carried out online, both positive and negative impacts. This study uses a qualitative method with a descriptive design, while the research results are taken in the form of a one-group pre-test and post-test design. The results of this study showed an increase after being given material in the form of learning videos.

2. THEORETICAL FRAMEWORK

With the current disaster that is hitting the world, namely the Covid-19 pandemic, educators need to find other ways to keep learning activities going well in the midst of a pandemic. Along with the development of technology, a new way of learning is also developing, namely distance learning. Through online learning, students can take part in learning at home through various platforms that can support student learning (Wahyu, 2020).

Literacy is important for every learner to get new information or knowledge in everyday life and in educational activities. The ability to read and write is included in literacy. From the many opinions of experts regarding literacy, it can be concluded that literacy is something

that must be owned by every individual, because literacy has very good benefits for every individual such as helping to eradicate poverty, realizing peace and help us far from evil. Therefore, reading and writing literacy really needs to be learned and honed from an early age, especially at the elementary school level (Fransiska, 2020).

3. METHODS

This study uses a qualitative approach with a descriptive design, to explain the impact of distance or online learning on the reading and writing skills of elementary school students. Researchers collected data by giving pre-test and post-test questions to students. The population in this study were 10 elementary school students. The sample used in this study was 10 elementary school students via Google Form which was distributed in the Whatsapp group chat. This data collection was carried out in 3 stages, the first stage was we giving the pre-test questions to the students, then the second stage we gave the learning video to the students, and the third stage we gave the post-test after the learning video was given. The pre-test and post-test questions were given to determine the extent of student development before and after being given the material. The instrument designed is in the form of a two-choice Likert scale (Yes or No). The data that has been obtained is then processed and compared to conclude the results.

4. RESULTS AND DISCUSSION
4.1. Demography

This research was conducted in elementary schools. The first step in this research was to conduct a survey and interview the principal and 2 teachers. Then we selected samples from the population and obtained details of men as much as 30% (3 students) and women as much as 70% (7 students).

4.2. Pre-test and post-test results

Currently, learning activities in elementary schools are carried out online. The tools and media that are often used in online learning are Whatsapp. We introduced the students through the Whatsapp group chat. This method is done as a solution to get closer and create interactive learning with elementary school students. In this media, we also distributed a questionnaire in the form of a Google Form and distributed it to students to find out the extent of students' interest in literacy and the impact of online learning on their literacy skills.

The first questionnaire that was distributed was the pre-test questionnaire. This questionnaire aims to determine the extent to which students have an interest in reading and writing literacy and the impact of online learning on students' literacy skills. The students filled out a questionnaire containing 10 questions. After getting the pre-test data, we then gave a learning video containing tips and benefits in improving reading and writing skills when learning online. After distributing the learning videos, we distributed a second questionnaire, namely the post-test with the same questions to find out whether there was an increase in students' reading and writing interest and also whether there was a change in the impact of online learning on students' literacy.

Table 1 shows the results of the pre-test and post-test of students with the same questions. The result, there was an increase after the students were given learning videos by us.

Table 1. Student pre-test and post-test results.

Number	Question	*Pre-test*	*Post-test*	*Gain*
1	When learning online, are all learning activities carried out properly?	**39.9%**	**75.2%**	**5.3%**
2	When taking online learning, are there many obstacles that hinder you?	**85.8%**	**50.7%**	**-35.1%**
3	When learning online, does the teacher provide media that helps increase learning abilities?	**80.0%**	**81.1%**	**1.1%**
4	Did you decrease your interest in reading and writing during online learning?	**83.2%**	**47.2%**	**-36.0%**
5	Are you someone who likes to read?	**58.5%**	**87.5%**	**29.0%**
6	Do you often write during online learning?	**65.2%**	**81.5%**	**16.3%**
7	Is the media provided by the teacher less enthusiastic about reading and writing interest?	**87.3%**	**75.3%**	**-12.0%**
8	Has the teacher provided enough reading and writing materials online?	**78.5%**	**80.0%**	**1.5%**
9	Are you having trouble finding media to improve reading and writing skills?	**90.5%**	**73.5%**	**-17.0%**
10	After seeing the learning video, are you interested in increasing interest in reading and writing while learning online?	**85.0%**	**87.0%**	**2.0%**

Based on the results above, it shows some additional points:

(i) Question number one results in an increase of 5.3% after being given an understanding through learning videos.

(ii) Question number two results decreased by 35.1% after being given an understanding through learning videos.

(iii) Question number three results increased by 1.1% after being given an understanding through learning videos.

(iv) Question number four results decreased by 36.0% after being given an understanding through learning videos

(v) Question number five results increased by 29.0% after being given an understanding through learning videos.

(vi) Question number six resulted in an increase of 16.3% after being given an understanding through learning videos.

(vii) Question number seven the results decreased by 12.0% after being given an understanding through learning videos.

(viii) Question number eight results decreased by 1.5% after being given an understanding through learning videos.

(ix) Question number nine results decreased by 17.0% after being given an understanding through learning videos.

(x) Question number ten results increased by 2.0% after being given an understanding through learning videos.

Based on the data in the **Table 1** above, it can be concluded that the average of the results of the pre-test questions given is 83.0% and the average of the results of the post-test questions given is 84.0% and there is a difference of 1.0%. The data also shows that there is an increase in students' interest in reading and writing and a decrease in the negative impact obtained from online learning on students' reading and writing skills before and after being given a learning video by us.

The data also shows that teachers do not provide material or media that can improve students' reading and literacy skills. A teacher is required to have high creativity in providing learning models to students, including the current online learning model, teachers must be able to apply this model first before students. In this era of online learning, teachers' digital literacy skills are needed so that when students enter this online learning model, teachers are ready and able to provide direction and provide interesting material to students (Acep & Asep, 2020).

There is a need for collaboration between teachers, students and parents. As the digital literacy abilities of elementary school students are still limited, students are still often assisted by parents to access learning media, both those provided by the teacher and those that are not provided. Online learning has a lot of impact on students' reading and writing abilities, but if there is collaboration between teachers, students and parents, the negative impact of online learning will decrease a lot and the positive impact will increase a lot. In addition to cooperation, communication between teachers, students and parents must run smoothly (Wahyu, 2020).

5. CONCLUSION

The conclusion of this study is that there are still many obstacles experienced by students during online learning on students' reading and writing skills, the majority of students have difficulty finding media that can improve students' reading and writing skills and teachers who should provide a lot of learning materials are deemed insufficient for students. The results of the research show that the average of the results of the pre-test questions given is 83.0% and the average of the results of the post-test questions given is 84.0% and there is a difference of 1.0%. This means that there is an increase after being given a learning video containing tips and tricks to improve reading and writing skills when learning online. Of course, the positive and negative impacts obtained by students are very much related to teachers, teachers must be able to provide media that can improve students' reading and writing skills so that they feel enthusiastic and sufficient with this online learning.

6. ACKNOWLEDGEMENTS

7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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