

Pandemic and Language Education: Lessons for Literacy Learning in Elementary School

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ABSTRACT

Distance learning is presently followed via way of means of instructional establishments global to offer college students with ongoing education for the duration of the COVID-19 pandemic. The impact of the pandemic was felt at all levels of society, including in elementary schools especially in the learning activities. This study aims to determine the use of teaching materials used before and during the pandemic, as well as changes in learning activities in elementary school students. Design of the research is descriptive qualitative research. The data were collected through online questioner, documentation and interviews. Participants in the survey were the teachers of elementary school in Indonesia. Using examples of curriculum changes, student surveys, and exemplary student responses, this study provided departmental scholars with the opportunity to reassess their education system online and offline and renew their role as teachers. The findings were analyzed using a structural equation model. This research contributes as an evaluation material in the learning system during a pandemic so that it can improve the quality of learning both offline and online.

Keywords: literacy learning, pandemic, elementary school

INTRODUCTION

The pandemic Covid-19 has affected almost all aspects of human life. In order to break the chain of transmission of the virus, many restrictions have been put in place by the government in the affected countries, including the Indonesian government. One of the aspects most affected by the pandemic is the education sector. The education system has undergone many changes, starting from the curriculum, the learning process to the learning media used. The pandemic affects the entire world, leaving many implications on social, economic and political aspects, each with its own challenges and lessons for humanity (Mirhosseini, 2021:1). Despite the challenges of transforming online (Chang 2021; Yandell 2020; Mirhosseini, 2021:1), other areas of language education can be discovered by looking at the history of this pandemic. Elementary school is one of level education impacted of pandemic, moreover for the students who still under age so that they felt shocked of it. Mostly elementary school attempt to change the system learning.

So far, the distance learning systems are carried out simultaneously (Sun et al, 2020; Lestari and Gunawan, 2020:59). Therefore, the distance learning makes all elements of education are required to adapt to the learning system from conventional to online. Moreover, teaching and learning material are crucial elements for a meaningful learning. New insights into the online learning experience of students during pandemic have highlighted some key concerns, including internet connectivity issues and teaching learning material (Agung et al., 2020; Basuony et al., 2020; Yan et al., 2021:3). Tomlinson (2012a, 143-144; Tarrayo & Anudin, 2021:1-2) describes material development (MD) as a "process used". Practitioners who create and / or use materials for language learning, including evaluation, adaptation, design, production, use, and research of materials. "Material" can be It covers everything used to facilitate language learning, including coursebooks, videos, games, websites, mobile interactions, and more. However, most literature focuses on printed books such as textbooks.

The pandemic Covid-19 has given us the opportunity to pave the way for the adoption of digital learning (Dhawan, 2020; Pokhrel & Chhetri, 2021:134). In this study, certain shortcomings include weaknesses in the online education infrastructure, limited exposure of teachers to online education, information gaps, disadvantaged environments for home learning, equal opportunities, and academic excellence associated in language education focusly on literacy. This article assesses the impact of the pandemic on educational and learning processes in Indonesia. Online and further educational challenges and opportunities during the pandemic are summarized and further actions are suggested. Based on the explanation above, this article purpose to investigate the teaching learning material during and post pandemic and the teacher's perspective about the learning system.

LITERATURE REVIEW

Pedagogy for Further Education Online

The pandemic has changed the way people communicate and socialize, including educational interactions. Distance Education (PJJ) is a solution for almost two years. Online learning, distance learning, and continuing education have become this unprecedented global panacea, despite the challenges faced by both educators and learners. The transition from traditional face-to-face learning to online learning can be a completely different experience for learners and teachers to adapt, with few or no other options. Education systems and educators are adopting emergency education through

various online platforms, forcing them to adopt systems that are not ready (Pokhrel & Chhetri, 2021:134). However, the intensity of efforts to initiate face-to-face lessons in almost every region was limited. PJJ relies on the characteristics of learning during a pandemic, the large-scale use of digital technology in learning. The use of digital technology is both a fundamental need and a solution that adapts teachers, including students and parents, to make this a new fact of common sense in the world of education. Teachers' learning methods have changed dramatically during PJJ. This was usually done classically at school and replaced learning from home using technology. In general, the PJJ method can be divided into three types: on-network (online), off-network (offline), and combination. During the PJJ period, the majority of teachers choose the online PJJ method. It relies on digital infrastructure, digital devices, digital literacy, and engagement. Digital infrastructure such as internet networks and base stations (BTS) determine the quality of PJJ. Moreover, in language learning like as the literacy aspect, distance learning has become a new habit, especially for elementary school students. It is because literacy learning was originally done conventionally but had to be changed to an online system.

Reading Literacy

Literacy cannot be separated from the world of education. Literacy is an important tool to recognize, understand and apply the knowledge acquired in school. The UNESCO Institute summarizes literacy as the ability to identify, understand, interpret, create, communicate and calculate, using printed and written materials related to various contexts (Montoya, 2018:1). Basic reading and math skills are crucial problems that are mostly experienced by students in National and even international assessments (National Assessment of Educational Progress, 2009; National Center for Education Statistics, 2013; Organization for Economic and Cultural Development [OECD], 2013a; Goldman et al. al., 2016:220)

Increasing literacy is currently being intensively implemented, especially in education programs. Literacy is characterized by literacy, literacy or education, which is closely related to literacy. Strategies to improve literacy, school and family environments need to include more reading activities. It is not easy to make children enjoy reading, especially children who have different interests (Rosdiana, Sunendar & Damaianti, 2021:163). Therefore, during this pandemic the role of the family becomes very important in cultivating a literacy culture for students. Reading literacy can impact on positive characters for elementary school students (Suarni, Taufina & Zikri, 2019:1020). Therefore, teachers are expected to design literacy learning that is in line with the curriculum but also refers to the diverse character of children (Schmidt, 2018:14).

Teaching Learning Material

The era of the industrial revolution 4.0, the education system must be able to face changes in science and technology in accordance with the times and the global market. In this regard, educators have a big role to play in creating a more quality learning atmosphere and learning process for students. In other words, the demand for teacher professionalism will be greater. In this era of rapid development of science and technology, the improvement of teaching and learning activities must be maximized so that the quality of teaching and learning activities is carried out optimally education increases. One of the influential aspects in the field of education, especially in classroom learning activities, is in the form of teaching materials. Nowadays, the pandemic has rapidly changed the world order. One aspect that is affected is the world of education.

Kapur (2019) stated that teaching-Learning Materials (TLMs) are the equipment which are utilized by instructors and teachers to facilitate gaining knowledge of and understanding the lesson amongst students. These are the academic substances which are used inside the school room placing to assist the gaining knowledge of objectives, as set-out inside the lesson plans (Teaching Learning Materials, n.d.). Therefore, teaching material or educational tools just like the pens and pencils, they are an educational tool for students without disabilities because they allow them to access all the materials that can make them competitive in the classroom and outside of the classroom (Bah & Artaria, 2020:65). Instructional material contains the content, whether written, mediated, or supported by the teacher, that a student uses to achieve the goal, it also contains information that students use to guide progress (Dick Carey & Carey, 2009:230). The teaching material is of course intended to be read by students. However, the existence of these learning resources often does not encourage students to read and explore the information they contain. This may be because the learning resources are presented carelessly, lack information and enrichment such as unattractive pictures or illustrations, or the resources or teaching materials presented are too complicated, difficult, and monotonous. So that, it important to investigate the teaching material for being the best tool in teaching learning activities during and post pandemic Covid-19.

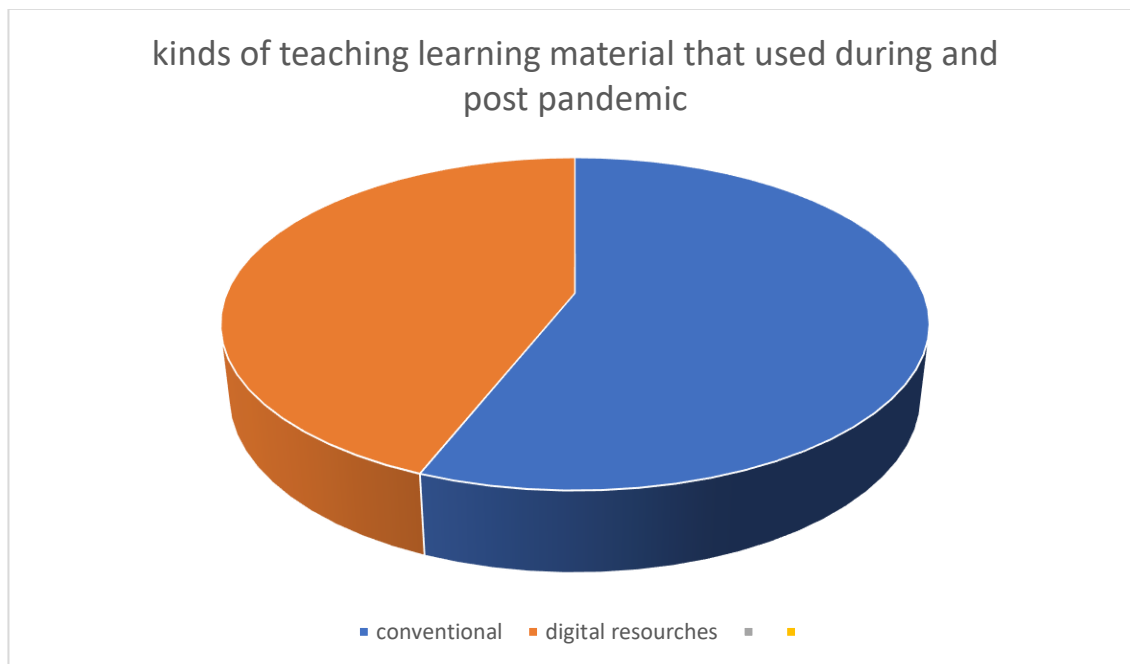
RESEARCH METHOD

The researcher reads and analyzes as well as concludes and determines the appropriate learning design can be used during the COVID-19 pandemic. Framed of this research in a qualitative descriptive approach with literature study which will examine various literatures and related scientific sources, this study utilized online individual semi-structured interview and Online Questioner. The interview was conducted to explore teacher of elementary school perspective in teaching learning activities during pandemic. The participant of this research is the elementary school teachers in South Sumatra and Central Java in the selected area. The data were analyzed in several steps: evaluating the questionnaire, determining the percentage, interpreting the data analysis, and drawing the conclusion. In the meantime, the recorded interview data has been transcribed. The Indonesian transcripts were then translated into English. Next, the relevant data from the interview was used to support the data from the questionnaire result.

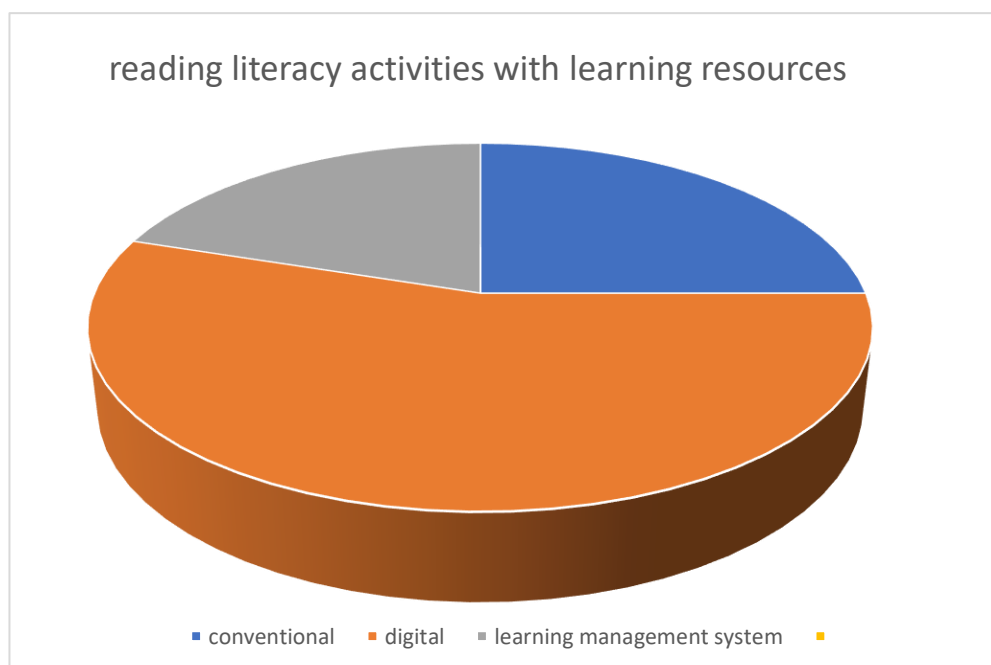
RESULTS

According to Circular Number four of 2020 regarding the Implementation of Education Policies for the Emergency Period of the Spread of Covid-19 in PDF format, this turned into signed with the aid of using the Minister of Education and Culture Nadiem Makarim on March 24, 2020. The standards carried out withinside the coverage in the course of the Covid-19 pandemic are the fitness and protection of students, educators, training staff, families, and the network are the pinnacle priorities in figuring out studying policies. This has an effect on social restrictions (social distance). Appeals from the authorities and the life of a Ministerial Circular. Minister Nadiem Anwar Makarim issued Circular Letter Number three of 2020 at the Education Unit and Number 36962 / MPK.A / HK / 2020 regarding the Implementation of Education in Period the Covid-19 emergency turned into performed online. This coverage is carried out with the aid of using diverting instructional sports from faculty to home.

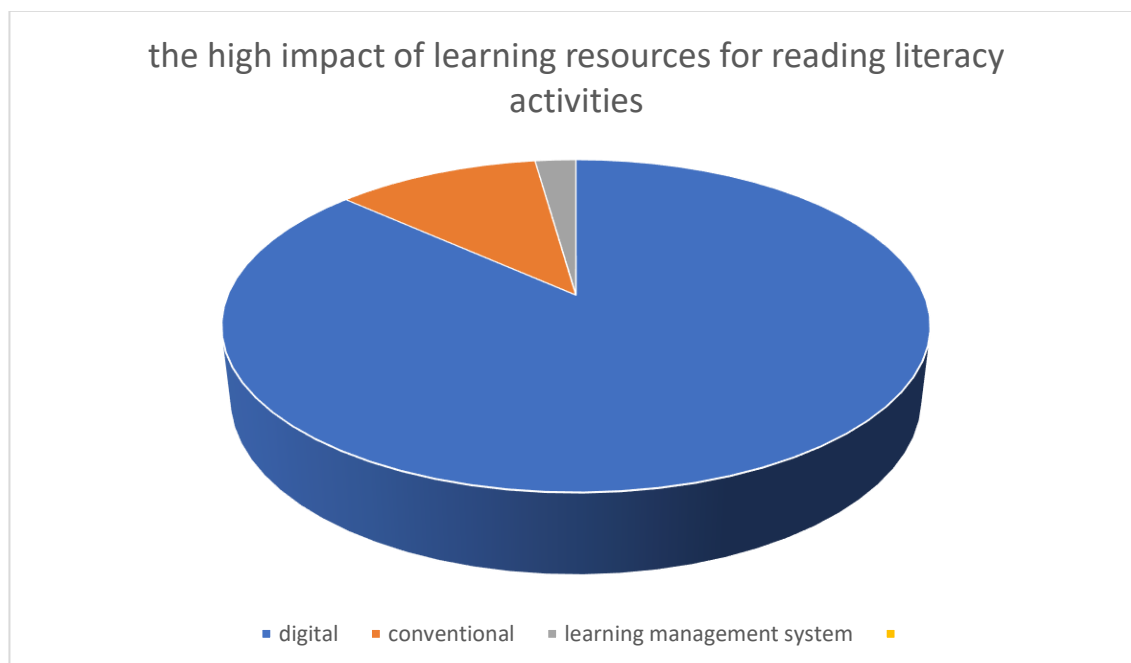
Below the following figure of questioner result as follows:



From the figure 1 above, 56% of the respondent answer digital and 44% of respondent answer conventional.



From the figure 2 above, 55% of the respondent answer digital and 25% of respondent answer conventional and 20% of the respondent answer learning management system.



From the figure 3 above, 78% of respondent answer digital, 10% of respondent answer conventional and 2% of respondent answer learning management system.

From the figure result above can be conclude that the digital resources is the biggest impact for student that used by the teachers in reading learning activities.

DISCUSSION

Many schools have successfully the emergency remote teaching in learning activities, one of the factors to be influenced is the collected of teaching and learning material. In the midst of pandemic in which elementary school students live out of school, majority of studying establishments to e-studying which replacement the regular touch with the instructor in a bodily study room to a digital study room thru using the net and technological gadgets which include the phone, laptop and tablets. The have a look at discovered that majority of families in Indonesia do now no longer have net get entry to which had caused a web studying platform rolled out with the aid of using the Ministry of Education in Indonesia being suspended due to the fact majority of the scholars do now no longer have get entry to to net. Those who've get entry to to the net additionally whinge of excessive fee of facts package to absolutely get entry to this carrier and decorate their studying at the same time as home. Some of the respondents asserted to the truth that the net studying rolled out with the aid of using the Ministry in addition to a few schools may be very powerful however the accessibility has been the difficulty when you consider that you may want technological gadgets which include the clever telephones or the laptop and the net a good way to get entry to it. This has made studying withinside the residence at some stage in this pandemic very hard to them.

Based on the teacher's response to the influence of teaching materials during the pandemic, it became a special concern for the education system in Indonesia. learning conditions that force it to be carried out remotely so that teaching materials that are possible to use are in the form of digital teaching materials, this is reasonable because digital teaching materials are considered more effective, efficient and in accordance with the character of the digital native generation compared to conventional teaching

materials. Likewise with language learning, especially in reading literacy, students tend to be less enthusiastic when reading traditionally but they are more enthusiastic and focus on reading through digital because the display is more attractive and interactive.

CONCLUSION

The global covid19 pandemic has affected most institutions around the world, including business, industry, religion, and education. This study examined the impact of the Covid 19 pandemic on Indonesia's students' learning Based on the exposure of the survey results and several literature studies, the following conclusions can be drawn:

- Teaching and learning activities in several schools in Indonesia, most of them can run well. However, there are still shortcomings due to constraints, namely the limited ability to adapt and master information technology by teachers and students, inadequate facilities and infrastructure, limited internet access, and lack of willingness to budget. Solutions that can be done can be in the form of direct and indirect solutions. The direct solution is provided by the school, while the indirect solution is in the form of government policy through the Ministry of Education of the Republic of Indonesia.
- The positive impact is getting new experiences from online learning, increasing ability to technology, and more flexible time. While the negative impacts related to the obstacles experienced include the addition of internet quota fees, internet network disturbances, limited mastery of technology, completeness of subject matter that is not in accordance with curriculum achievements, parents must spend more time to accompany children's learning in reading literacy activities, interaction and communication. between teachers, students, and parents is reduced.
- The use of digital resources of teaching learning material is the best way for being learning activities running well during until post pandemic era. All the stakeholder in the school must be support the rule for supporting the learning system in education during and pasca pandemic.

LIMITATION

The following limitation of this study as follows:

- The application request was short-lived. Therefore, it is restricted number of applications for participation researcher. This reduces the number of certified researchers and the number of countries that can be covered in detail.
- The survey period was short due to the survey results. Needed quickly to understand the situation of COVID19, Notify appropriate important messages, guidelines, and recommendations Suitable for pandemics in crisis situations.

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DECLARATION OF CONFLICTING INTERESTS

Articles, original research reports, editorials, commentary, retention, book reviews, and Letters submitted to the journal must be accompanied by disclosure of conflicts of interest. A statement or statement by the author that there is no conflict of interest to declare. All This Conflict of Interest Disclosure must be attached to articles published in

the Journal. Statement that there is no conflict of interest, or statement that the author replied explain. If the magazine prints unsigned editorials, they shouldn't have been written by someone with it Conflict of interest.

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