

The Level of Ability of Public Elementary School Teachers in Use Digital Technology-Based Learning Media during the Covid-19 Pandemic

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Abstract

This study describes the diversity of digital technology-based learning media used for learning Indonesian during the Covid-19 pandemic, especially the learning media used by public elementary schools in Bandung Regency. The discussion of this paper is limited to describing the variety of learning media for Indonesian digital technology learning by Public Elementary Schools, especially by the higher classes (grades 3-6) at the time of the Covid-19 Pandemic. In short, this study generally aims to explain various digital technology-based learning media used by teachers in Public Elementary Schools, and to show the role of digital learning media in learning Indonesian in elementary schools, especially public elementary schools in Bandung Regency. In particular, this study aims to describe the ability of SDN teachers to use various digital technology-based learning media for Indonesian language learning during the Covid-19 Pandemic, the Availability of Supporting Facilities for Public Elementary School Teachers in Bandung City. The district government will teach Indonesian through digital technology-based learning media during the Covid-19 Pandemic and explain the use of various digital technology-based learning media for Indonesian language learning carried out by SDN teachers in Bandung Regency during the Covid-19 Pandemic.

Keywords

Digital Technology-Based Learning Media, Public Elementary School Teachers, the Covid-19 Pandemic

1. Introduction

Gillard, Bailey, & Nolan (2008) argue that with the progress of information and communication technology which is very fast and continues to increase, educational institutions and educators are required to be able to keep up with advances in information and communication technology. This is a very valuable investment, especially in terms of adopting new technology for educators. They must adapt by adopting new technology, whether in the form of hardware, software, programming languages, books, teaching supplements, samples, and exams.

In the current era, especially in the fourth industrial revolution (Industry 4.0), media influences people's lives greatly. This media appears in form of radio, television, music, movies, newspapers, magazines, even the Internet. By using a mobile phone, nowadays those media become very accessible. Slowly, media, in particular, digital technology-based media grows very close to people's lives, particularly in the time of the Covid-19 pandemic situation as it is today. The Covid-19 Pandemic situation directs people to do more home-based activities and avoids physical encounters as much as they can. This pandemic situation also enforces teachers and students to do the learning process from home.

Media, especially digital-based ones, are experiencing rapid development. These developments have presented challenges for the education system as well as for teachers and parents. Teachers and parents must be able to supervise and protect their children from the 'flood of information', especially from negative content. That way, their children do not become victims of the development of media technology. But it is hoped that the presence of the development of media technology will make them more competent in literacy.

Respondents who were tested used Android smartphones and Blackberry OS for more than 3 hours/day (> 3 hours/day) to check social media and play games. They were included in the "less good" category in seeking information and learning with a score of only 121 people (58.5%). They only do this when they are at home and during school breaks (Muflih, M., Hamzah, H., & Puniawan, 2017). Based on this research, it turns out that the internet is not good enough. However, this impact is influenced by user behavior in using social media and playing games.

The negative impact of the internet has made parents and teachers wary of using the internet. Indeed, the role of parents and teachers is increasingly important in mediating what the media are trying to convey. Therefore, parents and teachers must be able to filter information and guide students and their children in an appropriate way. Good guidance from parents and teachers will at least reduce the negative impact of the media, especially during the Covid-19 pandemic like now. This pandemic encourages teachers and students to deal more with digital technology-based learning media, especially with the internet and its various platforms.

However, the existence of various digital technology-based learning media, especially those related to the internet, not only has a negative impact but on the contrary, has a positive impact on teachers and students in learning. One of the positive impacts of implementing internet-assisted learning is that it does not depend on location and time. Learning can be done according to the wishes of students. They can review lessons and do exercises as they see fit (Hui et al., 2001).

This statement is clear evidence that there is a positive impact on the use of technology-based learning media. This impact, in particular, affects the development of student knowledge, creativity, innovation, both inside and outside of school. It all depends on their level of media literacy skills. In addition, teacher innovation in taking persuasive steps to use digital technology-based learning media in schools. These two things are very important in the effective use of technology-based learning media.

Cognitive science is indispensable for educators, but it is not enough. Teachers must exclusively master media literacy related to pedagogy (media literacy pedagogy) and be able to evaluate media literacy effectively (Westbrook, 2011). In the current era, mastery of media literacy in learning cannot be underestimated. Teachers must have competent media literacy pedagogy skills. The presence of technology-based media is expected to make learning effective and enjoyable for students. This can be realized through the ability of teachers to use media literacy effectively.

Media literacy skills create opportunities and risks in using digital technology-based learning media. This provides an incentive for the author to examine the diversity of digital technology-based learning media in Indonesian language learning during the Covid-19 pandemic, especially the technology-based learning media used by public elementary schools in Bandung Regency. In addition to the variety of digital technology-based learning media, another thing that is no less interesting to highlight is the ability of teachers to use it, especially in learning the Indonesian language in schools.

During the Covid-19 pandemic like now, learning is done online. Students are required to have good media literacy skills to perform well. For that, teachers must make every effort to take advantage of digital media and help students in the learning process. In the development of technological media, especially in today's digital era, teachers are allowed to make maximum use of technological media. This utilization is not only as a learning medium but as a learning resource (Tafonao et al., 2019).

Referring to the above statement, mastery of digital media in learning is one of the competencies that teachers must have in learning. They must not only be able to plan and organize learning, but also must have good verbal and nonverbal presentation skills, teamwork skills, question strategy skills, and mastery of learning material skills. In addition, teachers must also be able to stimulate students to be involved in the learning process and coordinate learning

activities, learning theory knowledge, digital learning knowledge, and learning planning knowledge. This can be realized if the teacher can master the learning media.

This study took a problem regarding the various uses of digital learning media in Indonesian language learning during the Covid-19 pandemic in Public Elementary School (SDN) students in Bandung Regency. This paper is limited only to describe the types of digital technology-based learning media used in Indonesian language learning by Public Elementary Schools, especially by the higher classes (grades 3-6) during the Covid-19 Pandemic, especially in the region. Bandung Regency, West Java Province, Indonesia.

The problems in this research include: How are the various digital technology-based learning media used in Indonesian language learning in Public Elementary Schools in Bandung Regency during the Covid-19 Pandemic? What is the level of ability of Public Elementary School Teachers in the Bandung Regency area in using various digital technology-based learning media for learning Indonesian during the Covid-19 Pandemic? How is the availability of supporting facilities for Public Elementary School teachers in the Bandung Regency to use various digital technology-based learning media for Indonesian learning during the Covid-19 Pandemic? How was the use of various digital technology-based learning media for Indonesian language learning carried out by Public Elementary School teachers in the Bandung Regency during the Covid-19 Pandemic?

Studies on the various uses of digital learning media in Indonesian language learning during the Covid-19 pandemic in Public Elementary School (SDN) students in the Bandung Regency have never been carried out. This encourages me to do so. This research is expected to provide benefits for parents, teachers, and students in optimizing the role of the various uses of digital learning media in Indonesian language learning during the Covid-19 pandemic in Public Elementary School (SDN) in Bandung Regency.

2. Literature Review

Egetenmeyer (2019), Lifelong learning has links at various levels of policy and practice. This is a complex form of interaction. This linkage is not only a top-down or bottom-up process in issuing policies but there are relationships with one another. Lifelong learning includes the formation of identity, self-awareness, emotional literacy, and responsibility (Crick, 2008). Therefore, in order for this learning to be more effective, students must be able to master the following objectives.

- 1) Personal Goals; this goal is related to the formation of identity, meaning, and spirituality in students.
- 2) Social and community goals; social and community goals are always associated with (participation), citizenship, and interpersonal relationships.
- 3) Professional goals; this goal is related to workability or lifelong learning competencies that are always sustainable.

Selvi (2010) states that one of the lifelong learning competencies is correlated with learning abilities and skills in using learning media to improve learning. One of the lifelong learning competencies refers to the responsibility of teachers for their own learning and development, especially in the use of instructional media. One of the obstacles for teachers in learning activities at school is the availability of learning media. Besides, teachers are expected to optimally utilize high-tech learning media so that they can be explored to improve the quality of learning. The use of these media must also be adapted to the characteristics of students (Aini, 2013).

Teachers must be able to adopt technology-based pedagogical tools, care about digital abilities, be able to empower students through increased sensory experiences and digital exercises and activities through a higher level of involvement so that the quality of learning increases (Crittenden et al., 2019). In the current era, the skills of teachers in using information and communication technology are very important for the needs of the learning process. The presence of information and communication technology is not an obstacle or a burden for teachers but the solution to make it more effective and enjoyable learning.

The use of information and communication technology in learning activities is very effective because there is a process of interaction and participation; live discussion and sharing; pleasure/entertainment in using the media; active and explorative learning; independence of students in the learning process; and multimedia-based curriculum materials. This is considered by students as something valuable, meaningful, and relevant in everyday life as Net-Generations (Lee, 2016). By following the development of information and communication technology, it means that the teacher can follow the development of students according to the times.

Marpanaji et al. (2018) explained that one of the duties of the teacher in the learning process is to choose and make learning media according to predetermined goals. Usually, the learning process does not only use one type of media. The combination of several types of learning media and also variations in the types of learning media will provide more interesting learning conditions and situations. Students can get a more and less boring learning experience.

The use of instructional media has had a positive impact on student interest and motivation in the teaching and learning process in the classroom. To facilitate learning activities, teachers must pay attention to the use of learning media in the classroom because learning media can also affect many aspects of students in the learning process. Teachers are required not only to know the use of one type of learning media in the classroom but also to try to find more types of learning media that can help students in the learning process (Sanjaya, I. B., Batan, G., & Myartawan, 2017).

Teachers are required to be creative and innovate in the digital era, especially in terms of learning media. This is done so that there is a balance between teachers and students in the use of learning media because students in the digital era are very good at being creative. By using learning media during the learning process in the classroom, students are expected to be stimulated by thoughts, feelings, concerns, and interests. This stimulus makes students able to accept and understand the subject matter well (Akrim, 2018).

Based on the results of research conducted by Sukmahidayanti (2015), it was explained that before the Covid-19 outbreak (normal conditions in 2015), elementary school teachers in Bandung only used three media, namely blackboards, books, and realia. The use of these three media is adjusted to the situation and conditions of the learning process in the classroom. The three of them can be used by the teacher at the same time in-class learning activities.

The Covid-19 pandemic has a major impact on the learning process. It can be seen that the learning pattern that was originally fully offline in class (conventional learning) has become online learning. One of the causes of the ineffectiveness of online learning can occur because the media required is very large and varied (Fauzi & Sastra Khusuma, 2020). In online learning, the presence of learning media is very crucial in the learning process, both for teachers and students.

Hagar & Haythornthwaite (2005) stated that in times of crisis, the role of information and communication technology and the use of the internet has an important function. This role is not only a tool for disseminating information but as an important source for interpersonal contact, information dissemination, and informal discussions. Especially like now, during the Covid-19 pandemic, people were prohibited from gathering/crowding and having to keep their distance from each other. The role of information and communication technology and the internet is indispensable in this situation.

In times of crisis, the reach of the internet is very important because it is the source and means of direct global communication. The Internet is fused in all aspects of crisis management as a communication system, information repository, strategic tool, and a populist medium for news, commentary, and action (Hagar & Haythornthwaite, 2005). The presence of the internet is also important in online learning during the Covid-19 pandemic. Especially the use of the internet in optimizing online learning media in the era of the Covid-19 pandemic.

The use of online learning media during the Covid-19 pandemic cannot be separated from the cause of the study at home policy. Teachers are no longer able to provide material face-to-face in class but must use several online media platforms in learning activities. Media is the main learning tool. Differences in the understanding of technology and lack of knowledge about how to use online media greatly affect teacher performance in the analysis process (Febrianto et al., 2020).

Muthuprasad et al.(2021), Students showed a positive attitude towards online classes, especially after the corona outbreak. For them, online learning provides advantages in terms of flexibility and convenience. Online learning is preferred because of the well-structured content. The content contains video recordings uploaded on the website. In addition, an interactive session with quizzes and assignments at the end of each class is still needed in optimizing the learning experience for students.

In online learning, students are required to be able to take steps to change the situation to suit their learning style. Besides, the interaction between student learning styles and online media requires teachers to be able to determine student

learning preferences to fit the curriculum; identify a learning experience to suit students' learning styles; take steps to change student learning styles to suit the situation (Smith, C. D., & Whiteley, 2002).

Cojocariu et al. (2014) The use of computers connected to the internet provides opportunities for online learning, open learning, web-based learning, computer-based learning, mixed learning, m-learning. This brings about the application of new learning patterns. Teachers and students can learn in any way and anywhere. They do not depend on place, time, and conditions. So that students can learn in various ways, especially they can learn from anywhere, anytime, in any situation.

The existence of technology is a separate obstacle in online learning. This causes feedback to be delayed and the teacher's inability to apply information and communication technology effectively. These two factors are taken into consideration in developing online learning courses to be more effective and productive (Muthuprasad et al., 2021). The technology most often used in education during the Covid-19 pandemic is divided into three forms: hardware, software, and mixed-use. The use of hardware includes webcams-enabled computers and mobile devices. The use of software in the form of Video-based communication platforms (Zoom, Web-Ex, Google Hangout) and Online Lectures (GitHub, Blackboard, Coursera, VoiceThride, Cloud Classroom, Google Cardboard). Meanwhile, mix-use in learning includes Artificial Intelligence and Virtual Reality (Vargo et al., 2021).

Hagar & Haythornthwaite (2005), Disasters can be a driver in presenting new ways of working and interacting. This is done primarily to overcome the constraints of unusual conditions resulting from a disaster so that technology provides an alternative for networking and communication. The existence of a disaster bias the boundaries of formal and informal learning, as well as the physical and virtual environment. This is happening at this time, especially when the Covid-19 pandemic hits the world.

The development of teachers to become professionals in mastering information and communication technology as well as effective pedagogy has become an investment in education systems around the world during the Covid-19 pandemic. This will make online learning activities creative, innovative, and interactive because the use of online learning media becomes more effective. In addition, these investments help and prepare the education system to deal with uncertainties in the future, especially in situations faced during a pandemic or disaster (Pokhrel & Chhetri, 2021).

3. Method

This research used a phenomenological descriptive study. I selected this method because this research involved problems that occurred in daily life, notably about Indonesian language learning at Public Elementary Schools in Bandung Regency during the Covid-19 pandemic. This research proposes to draw a description of the visible phenomena in order to interpret those phenomena. Phenomenology descriptive study is one of the clumps in the qualitative research approach. Schutz (1967) states that phenomenology is the study of knowledge that comes from awareness or how to understand an object or event through conscious experience about that object or event.

I process the research in accordance with the concept of Spielberg (1975) in Struebert and Carpenter (2011) through intuiting, analyzing, and describing stages. The first stage is the intuiting stage. I empathically engaged and appreciated the informants' expressions of the phenomena totally. I remained natural and had no intention to manipulate or influence the informant. During the analyzing stage, I identified the essence of the phenomenon about the various uses of digital technology-based learning media in Indonesian learning during the Covid-19 pandemic utilized by Public Elementary School (SDN) students in Bandung Regency based on data obtained from informants. At this stage, I identified the information carefully and thoroughly in order to obtain the accuracy and purity of the results according to the informant's experience.

During the describing stage, I created a broad and deep narrative about the phenomenon. The description of this paper aims to communicate the information of the various uses of digital technology-based learning media used in Indonesian learning during the Covid-19 pandemic by the public elementary school (SDN) in Bandung Regency according to the informants' information. The three steps above constitute a unity in understanding the data/information and I carried those steps sequentially.

4. Data Collection

I conducted research on several Public Elementary Schools in Higher Classes (3rd-6th) in Bandung Regency, especially those in Majalaya District. The choice of location tailored to the pandemic situation Covid-19, which restricts my mobility. Therefore, I can only access a public elementary school near my residence. I intended to avoid any physical or close contact as much as I can so that I do not become a carrier or spreader of the Covid-19 virus if there are teachers who tested positive for Covid-19 but had no symptoms.

5. Result and Discussion

Information and communication technology cannot be separated from its use in learning activities, both online and offline learning. The use of information and communication technology presents a limited challenge for teachers and students. So that sometimes they are constrained in using it. These obstacles exist because of limited knowledge or because they are not used to doing it in learning activities.

The presence of information and communication technology provides its obstacles in online learning activities. These constraints are caused by delays in feedback and teachers not being able to apply information and communication technology effectively. These two factors are considered to determine online learning to be more effective and productive (Muthuprasad et al., 2021). Whereas in this day and age, teachers must be able to optimally utilize technology media, both as a learning medium and as a learning resource.

The teacher's ability to master digital media for learning activities is an important competency. This competency must be possessed by a teacher figure. Teacher competence in using digital-based learning media can help students motivate themselves to be involved in the learning process. Besides that, it can also coordinate learning activities so that they are of higher quality. Especially during the Covid-19 pandemic like now which demands face-to-face learning in classrooms or online learning.

Teachers are required to be more varied in carrying out learning activities so that online learning is more effective, productive, and fun (not boring). One of the ways to achieve this is by utilizing digital technology-based learning media effectively and efficiently. With the help of technology, the learning system is no longer oriented to face-to-face (offline) or offline learning but with technology, it can be done online (online learning). So, the learning meeting process does not face to face (face to face) directly (physical / not virtual interaction), but can go through several digital platforms such as e-learning, Edmodo, Zoom, Moodle, Learning Management System (LMS), Rumah Belajar, Google Classroom, Google Meet, and Visco Webex.

This, in line with the Ministry of Education and Culture Circular Letter Number 4 of 2020 concerning Implementation of Education Policies in the Emergency of the Spread of Covid-19), learning activities are held from home, Learning from Home. The principle of Learning from Home activities is also in accordance with the Circular of the Secretary-General of the Ministry of Education and Culture Number 15 of 2020 concerning Learning from Home Implementation Guidelines during the Covid-19 emergency, namely that students get access to material and learning resources without limitation of time and place.

Currently, almost all schools are implementing the Learning from Home pattern due to the Covid-19 Pandemic that has hit Indonesia, even the world. This is a challenge in itself for the world of education, especially for teachers, students, and parents. The Learning from Home process requires teachers and students to carry out learning activities online. Teachers are required to be more innovative and creative in carrying out this learning. This demand also applies to teachers who teach at the primary school level, without exception. They are required to present online learning in an effective, productive, and fun way.

For online learning to be more effective and productive as explained above, teachers at Public Elementary Schools in Bandung Regency have made several efforts. During the Covid-19 pandemic, they studied and used various digital technology-based learning media for Indonesian language learning, namely: YouTube, Zoom, Microsoft PowerPoint, Microsoft Teams, Google Meet, Google Classroom, Google Form, Google Site, ClassDojo, WhatsApp Group (WAG), Kinemaster, Filmora, Explandio, Canva, Quizizz, Educandy, Apssgeyser, Word Swag, PowToon, Educational

Comics, Cherry App, and Clever Very Good App. They learn it all self-taught or through training held by the government or the teacher community.

The training that teachers participate in regarding the use of digital media above is one of the solutions for learning and understanding information and communication technology. Teachers who have studied and understood information and communication technology feel comfortable doing online teaching compared to face-to-face or offline physical teaching. Especially during the Covid-19 pandemic. Online learning through digital media is an alternative solution. However, for them, online learning only applies during the Covid-19 pandemic (Jain et al., 2021).

Online learning activities by teachers during the Covid-19 pandemic are a challenge for them. Online learning must be adapted to the use of digital technology-based learning media that is adapted to the situation and conditions that exist for both teachers and students. The choice of using digital technology-based learning media must be adjusted to the circumstances of the teacher and students. One of these circumstances or situations and conditions depends on the ability of teachers and students to operate digital technology-based learning media so that learning becomes more optimal.

Based on the results of interviews and observations, not all teachers in Bandung Regency make optimal use of all digital technology-based learning media. This is because the level of ability of each teacher in using digital technology-based learning media is different. Whereas their ability to adopt technology-based pedagogical tools and also a concern for these abilities is very important. The ability of teachers to adopt technology-based pedagogical tools is important today. Lots of digital technology-based learning media facilities can be used in learning activities. Therefore, teachers must pay serious attention to technology-based learning media, especially its use in varied learning.

Teachers must be able to adopt technology-based pedagogical tools, care about digital abilities, be able to empower students through increased sensory experiences and digital exercises and activities through a higher level of involvement so that the quality of learning increases (Crittenden, Biel, & Indah, 2019). The ability of teachers to apply digital technology-based learning media is expected to help students gain a more meaningful learning experience. The level of teacher ability in using digital technology-based learning media varies widely. This study only focused on the level of ability of elementary school teachers in Bandung Regency.

This level of ability is also more specific in using several digital technology-based learning media for learning Indonesian in the Covid-19 Pandemic Era. The level of ability in question is classified according to age categories, including very advanced users, advanced users, and less advanced users. Everything is based on the results of observations and questionnaires that have been distributed by the author. A more detailed explanation regarding the level of ability of public elementary school teachers in Bandung Regency is described in the following table 1.

Table 1. The Level of Ability of Public Elementary School Teachers in Bandung Regency

Age (Years Old)	The level of ability of Public Elementary School Teachers
23-45	Very Proficient User
46-54	Proficient User
55-60	Less Proficient User

First, the very proficient user. Their age range from 23-45 years old. They are very proficient in using various digital technology-based learning media. They are relatively young and able to perform well. They have excellent competence, performance, and motivation to use various digital technology-based learning media as mentioned above. They are able to access and take advantage of YouTube, Zoom, Microsoft PowerPoint, Microsoft Teams, Google Meet, Google Classroom, Google Form, Google Site, ClassDojo, WhatsApp Group (WAG), Kinemaster, Filmora, Explandio, Canva, Quizizz, Educandy, Apssgeyser, Word Swag, PowToon, Educational Comic, Ceri App, So Good Cerdik App optimally. They are even able to learn independently to operate various digital technology-based learning media without the guidance of others.

The second, the proficient user. They attain the age of 46-54 years old. The majority of these ages cannot afford to use various digital technology-based learning media independently, so they need others to guide them. For example, they are not capable enough to use PowerPoint or to convert PowerPoint material/ presentation into a video, so they need others to help them to do so. They have difficulty making use of Google Forms, applications for making videos (Kinemaster, Filmora, Explandio), Educandy, Google Site, PowToon, and Educational Comic individually. However, these ages are adequate to handle Canva, Quizizz, Appsgeyser, ClassDojo, and Word Swag independently.

Third, the less proficient user. Their age varies between 55-60 years old. This age group is relatively close to retirement and they are very lacking in competence, performance, and motivation to use various digital technology-based learning media. They are only able to access YouTube, WhatsApp, and Microsoft Office (such as Microsoft Word and Microsoft Office in a simple way. In addition to the ability of teachers to use a variety of digital-based learning media, another thing that is no less important is the availability of supporting facilities. The existence of adequate facilities can improve the quality of learning. The ability of teachers and students is greatly helped in using digital learning media if it is supported by adequate facilities.

The availability of adequate supporting facilities can lead to increased productivity and quality of learning for students as well as the quality of teachers' abilities to manage, operate, and use equipment, tools, and materials effectively (Okolie et al., 2019). The availability of supporting facilities for Public Elementary School teachers in Bandung Regency to use all kinds of digital technology-based learning media for learning Indonesian during the Covid-19 Pandemic Era exists in the form of Wi-Fi, PC / Laptop. The majority of schools provide those facilities but there are also schools that are not fortunate enough to equip their teachers with those facilities. Therefore, the teachers have to equip themselves independently. In addition to utilizing school financial assistance, during the Covid-19 pandemic, teachers received free 60 GB of learning quota and 10 GB of internet quota from the Ministry of Education and Culture. The Ministry assists the teacher with the learning quota to access learning pages and applications and the internet quota (general) to access all internet pages and applications. However, the schools have not accommodated their teachers with multimedia space in the form of the room with accessories (cameras, lights, microphones, green background fabric where they can shoot a video (soundproofed) to make instructional videos.

Making digital media in online learning is a collaborative process with a group of people in a workflow, giving birth to various digital technologies, especially in online learning (Reyna et al., 2017). At the time of the Covid-19 pandemic, Public Elementary School Teachers in Bandung Regency used various digital technology-based learning media for applicative Indonesian learning with a combination of several selected applications. For example, after creating a learning video with Kinemaster / Filmora / Explandio, they publish it to YouTube or WhatsApp Groups for students to access.

6. Conclusion

This paper discusses the diversity of digital technology-based learning media used to teach Indonesian during the Covid-19 pandemic; specifically, the learning media used by Public Elementary Schools in Bandung Regency and is sum up into main points below:

- 1) The variety of digital technology-based learning media used in Indonesian language learning in Public Elementary Schools in the Bandung Regency during the Covid-19 Pandemic Era varies greatly according to the situation, conditions, and needs.
- 2) Teachers' competence, performance, and motivation determine the level of ability of Public Elementary School Teachers in the Bandung Regency area in using various digital technology-based learning media for learning Indonesian during the Covid-19 Pandemic.
- 3) Public Elementary Schools in Bandung Regency facilitates teachers sufficiently to use all kind of digital technology-based learning media for learning Indonesian in the Covid-19 Pandemic by providing Wi-Fi, computers/laptops, smartphones, both from school facilities and individual. However, the schools have not facilitated multimedia space in the form of the room with accessories (cameras, lights, microphones, green background fabric where they can shoot a video (soundproofed) to make instructional videos.
- 4) During the Covid-19 pandemic, Public Elementary Schools in Bandung regency optimally use various digital technology-based learning media for the Indonesian language. They were able to utilize various digital technology-based learning media such as YouTube, Zoom, Microsoft PowerPoint, Microsoft Teams, Google

Meet, Google Classroom, Google Form, Google Site, ClassDojo, WhatsApp Group (WAG), Kinemaster, Filmora, Explandio, Canva, Quizizz, Educandy, Apssgeyser, Word Swag, Powtoon, Educational Comic, Ceri Application, So Good Cerdik Application.

The use of online platforms, virtual learning environments, social media, and various virtual group forums need to be explored in depth even after face-to-face teaching has resumed after the Covid-19 pandemic has ended. This is an additional resource and guidance to students (Pokhrel & Chhetri, 2021). So, mastery of online learning media based on digital technology is very important even though the Covid-19 pandemic has ended. This is an important investment for teachers in improving the quality of learning and cannot be ignored.

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