

# Use of Online Learning Media In The Time of Covid-19

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**ABSTRACT:** This article is the result of an analysis of various research articles using online learning media during the Covid-19 pandemic with article publications in 2020-2022. The aim of the study was to analyze the use of online learning media which was dominantly used during the Covid-19 pandemic based on the results of analysis of research methods, media used, research results, and article publications. This type of research is a literature study using a systematic scheme that provides an overview of article publications with the number of data searches found 30 articles after using the review process to produce 20 articles that match the criteria. The results of the study found that online learning media with whatsapp groups were more dominantly used compared to other media such as quizzz, googlemet, google classroom, zoom meeting, youtube, powtoon, madrasah e-learning, interactive video, and power point. The use of whatsapp groups based on research has not been effective in learning because of the lack of teacher explanations and difficult to understand but is often used by teachers and students because of easy access, does not require a large quota, and is easy for parents to understand in the context of its use.

**Keywords:** Learning Media, Online Learning, Covid-19

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## INTRODUCTION

The Covid-19 outbreak that has hit all countries in the world including Indonesia has brought drastic changes in daily life, both in the world of work, public places, the community environment, to the education sector. The changes that occur are the impact of the covid-19 outbreak which forces all activities carried out by humans to rest for a long time to prevent the spread of covid-19 from getting worse (Abdelmola, A et al., 2021). The impact that is being felt in the world of education due to the Covid-19 outbreak is that learning in schools to tertiary institutions must be carried out using a distance or online learning system so that the learning process can continue (Zulkifli & Ferdiansyah, 2021). These regulations are not only carried out in Indonesia but throughout the world also stipulate the same rules (Aji, 2020). Distance learning regulations are an effort to implement physical distancing to prevent transmission of Covid-19 to students, university students, and teaching staff (Jogezai, et al., 2021).

Distance or online learning is a new activity in the world of education in Indonesia. In general, learning at schools to tertiary institutions is carried out offline or face to face directly without any media or applications used as intermediaries for the learning process (Abdulatif, 2021). This is a new challenge and change that occurs so fast that it also requires fast adaptation, especially in the learning process activities between teachers and students or lecturers and students (Mu'minah et al., 2021). Because online learning is different from conventional learning that occurs in the classroom because online learning is carried out in separate rooms between teachers and students (Aisyah & Kurniawan, 2021).

Online learning is learning that is carried out by utilizing electronic media such as cellphones, laptops, or computers connected to the internet network so that they can access learning material (Arviansyah & Şahin, 2022). Online learning can run well, of course, requires the right learning media to be used in the online learning process. Learning media are all forms of communication tools that are channeling messages from message sources such as teachers or lecturers to recipients of messages such as students or students in the learning process (Asmariani, 2016). The use of instructional media has an important role in the online learning process because it can be a factor in arousing student interest and motivation in learning so that learning objectives can be achieved (Rahmawati et al., 2020). Therefore, a

teacher must choose online learning media that is suitable and in accordance with the situation and conditions of his students.

In this Covid-19 pandemic situation, the role of parents as guardians of students is very necessary and plays an important role in the smooth running of the online learning process. This is because students are not accompanied directly by the teacher like conventional learning but are accompanied by parents who must replace the position of a teacher for their children (Maknunah & Nurrus, 2022). In addition to accompanying their children in learning, parents are also expected to be able to master the learning media used because a student, especially a lowgrade elementary school student, is not yet fully able to use online learning media using either a mobile phone, laptop or computer. The use of learning media in the online learning process will be one of the determining factors for the level of student understanding in receiving teaching material delivered by the teacher (Fakhriyana, 2021). The use of appropriate learning media and in accordance with the circumstances of students will make learning activities run effectively and efficiently.

Then in general studies or research discussing the use of online learning media have been carried out by previous researchers such as (Mu'minah et al., 2021) discussing the use of madrasah e-learning on student learning motivation during the co-19 pandemic in science lessons which focuses research on the use of e-learning in science learning. Then (Rahmawati et al., 2020) discusses the use of power point interactive media in online learning which focuses research on the use of power point media. If you look in depth at the research that discusses the use of online learning media during the Covid-19 period, no one has highlighted it, so researchers are interested in discussing the use of online learning media during the Covid-19 period. The purpose of this study is to analyze the use of any online learning media used in the online learning process during the Covid-19 pandemic in order to create effective and efficient learning.

## METHOD

The type of research used is a literature study using a systematic review that provides an overview of article publications. The data listed comes from sources that can be accounted for based on research recommendations. All data was obtained from searches via Google Scholar, Sinta, Garuda with the help of "Publish or Perish 7". This is done with the aim of accelerating data discovery with the keywords "learning media", "online learning", "online learning media". The data search carried out found 35 articles stored in research data documents. Then the articles were analyzed according to the criteria by looking at the use of online learning media which produced 20 articles that met the criteria. The 20 articles were chosen because they were considered the most relevant to the research conducted by the researcher. Data analysis techniques are descriptive and objective. After being analyzed and discussed, conclusions can be drawn as the final result of the research conducted. As additional data, namely a diagram showing the number of references used from each source. The process carried out can be seen in Figure 1 below.

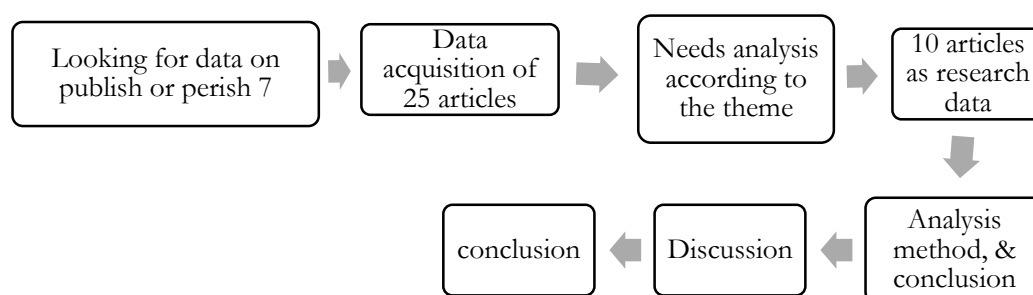
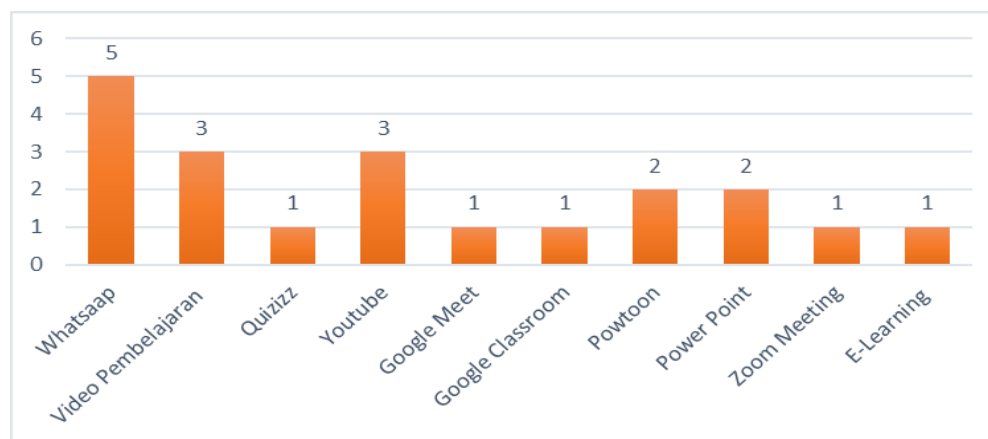


Figure 1. Literature Review and Study Process

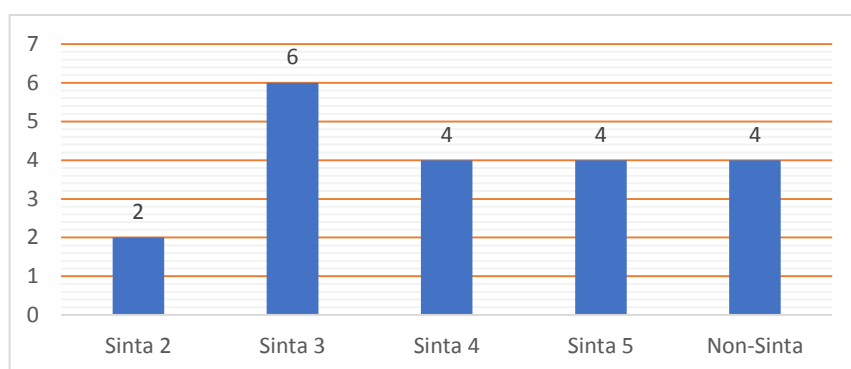
## RESULT AND DISCUSSION

The results of this article review look at the use of online learning applications that are often used in online learning during the Covid-19 pandemic. Online learning applications are a new breakthrough and a solution that can be done during a pandemic so that learning can take place. The results of this review look at the applications used, research methods, analysis techniques and the resulting findings. The findings obtained by researchers based on the results of a literature study can be seen in Figure 2 below.



**Figure 2. Use of Online Learning Media**

In accordance with the picture above, it can be concluded that there were 10 online learning media used during the Covid-19 pandemic. The learning media used are 5 whatsapp, 3 learning videos, 1 quizizz, 3 youtube, 1 google meet, 1 google classroom, 2 powtoons, 2 power points, 1 zoom meeting, and e-learning by 1.



**Figure 3. Article Review Data for 2020-2022**

The article data seen in the publication consisted of articles that were nationally accredited, namely 2 articles ranked 2nd, 3rd ranked 6 articles, 4th ranked 4 articles, 4th ranked 5th, and 4 articles no-synta. The results of the analysis of 20 national and international journal articles related to the use of online learning media during the Covid-19 pandemic. For more details regarding the analysis of articles on the use of online learning media, it can be seen in table 1.

**Table 1. Article Analysis**

Writer	Research Title	Methods	Journal Type	Online Learning Media
Siti Aisyah, & Alif Kurniawan (2021)	Use of Online Learning Media during the Covid-19 Pandemic	Descriptive Qualitative	4	whatsapp group
Farihatul Widad, dkk (2021)	Implementation of Using Online Video-Based Learning Media in Elementary Schools	Descriptive Qualitative	4	Media Pembelajaran Berbasis Video
Mirzon Daberi, dkk (2020)	The Effectiveness of WhatsApp as an Online Learning Media.	Descriptive Qualitative	3	whatsapp group

Gamar Al Haddar & Maulana Adam Juliano (2021)	Analysis of Quizizz Learning Media in Online Learning for Elementary School Level Students	Descriptive Qualitative	3	Quizizz
Dina Fakhriyana & Salma Riayah (2021)	Optimization of Learning in the Network (Online) with Interactive Video Learning Media for Students' Understanding of Mathematics	Studi Literatur	3	Video Interaktif
Humaidi, dkk(2022)	Student Responses to the Use of Youtube Videos as Mathematics Online Learning Media	Descriptive Qualitative	2	Youtube
Lim Halimah Mu'minah, dkk (2021)	The Use of Madrasah E-Learning on Student Learning Motivation during the Covid-19 Pandemic in Science Lessons	Pre-eksperimen	4	E-Learning Madrasah
Muhammad Reza & Sani Safitri (2022)	The Effect of Learning Media on the Teaching and Learning Process during the Covid-19 Pandemic	Studi Literatur	2	Youtube
Novita Lorentina Nanlohy, dkk (2021)	Evaluation of Online-Based Mathematics Learning During the Covid-19 Pandemic at SMP Negeri 7 South Tanimbar	Qualitative	5	whatsapp group
Piki Setri Pernantah, dkk (2021)	Use of the Google Meet Application in Supporting the Effectiveness of Online Learning During the Covid-19 Pandemic at SMA Negeri 3 Pekanbaru	Descriptive Qualitative	3	Google Meet
Ommi Alfina (2020)	Application of LMS-Google Classroom in Online Learning During the Covid-19 Pandemic	Studi Kasus	non-sinta	Google Classroom
Zulfah Anggita (2020)	Using Powtoon as a Learning Media Solution during the Covid-19 Pandemic	Descriptive Qualitative	3	Powtoon
Nuraini Sri Bima (2021)	The Effect of the YouTube Online Learning Platform on Mathematical Ability in the Covid-19 Pandemic Period	Quantitative	5	Youtube
Roihatussa Diyah & Ezik Firman Syah (2022)	The Effect of Using Powtoon Learning Media in Reading Fairy Tales in Class 3 of SDN Cijeruk, Serang Regency	Quantitative	5	Powtoon
Dessy Kurnia	The Kinemaster	Pengembangan	non-sinta	Media

Mulyani (2022)	Application as an Online Learning Media in Islamic Religious Education Subjects	R & D		Pembelajaran Berbasis Video
Arindra Evandian Bhagaskara (2020)	Whatsapp-Based Online Learning at Yapita Elementary School	Qualitative	4	whatsapp group
B. Fitri Rahmawati, dkk (2020)	Use of Power Point Interactive Media in Online Learning	Kuantitatif	3	Power Point
Ni Putu Sri Agustini (2020)	The Use of WhatsApp Social Media in Learning Hinduism for the Pandemic Period	Kuantitatif	non-sinta	whatsapp group
Farah Putri Salsabila & Khavisa Pranata (2022)	The Influence of Google Classroom Application-Based Interactive Power Point Media on Social Studies Learning Outcomes in Elementary Schools	Kuantitatif	non-sinta	Power Point
Nina Wibowo, dkk (2022)	Online Learning Strategy Through Zoom Meeting	Qualitative	5	Zoom Meeting

Based on the table above, the results of the study show that it can be concluded that the use of WhatsApp is more widely used than other online learning media. The data in the table is the result of a review of 20 articles stating that there were 5 uses of WhatsApp, 3 use of learning videos, 1 use of quizizz, 3 use of YouTube, 1 use of Google Meet, 1 use of Google Classroom, 2 use of Power Point, 2 use of Powtoon, using zoom meeting 1, and using e-learning 1. To see the results of using online learning media carried out by previous researchers can be seen in table 2 below.

**Table 2. Analysis of Previous Research Results**

Writer	Results
Siti Aisyah, & Alif Kurniawan (2021)	The use of learning media that is often used by teachers and students is the whatsapp group. This is because the WhatsApp group is easy to use and access and doesn't require. many quota to access it. However, students had relatively many difficulties understanding the subject matter and assignments given by the teacher.
Farihatul Widad, dkk (2021)	The use of video-based learning media is effectively used at SD Sdidomulyo Surabaya in the learning process. This can be seen from the responses of students who feel helped in understanding teaching material and teachers become more creative and innovative in delivering subject matter. However, there are inhibiting factors, namely limited cellphones (having to take turns using cellphones with siblings or parents) and network constraints.
Mirzon Daberi, dkk (2020)	The use of whatsapp as an online learning medium is less effective in achieving learning objectives. This is due to various factors including the lack of a simple explanation from the teacher, boring, bad network, and the lack of attention from parents in accompanying their children.
Gamar Al Haddar & Maulana Adam Juliano (2021)	The use of quizizz learning media in learning attracts students' learning interest, motivates students to learn, and makes learning fun and can evaluate student learning outcomes independently. However, the obstacle faced is an unstable internet network, requiring more quota than WhatsApp.

Dina Fakhriyana & Salma Riayah (2021)	The use of interactive videos when online learning can improve students' understanding of mathematics. This is based on previous research and students' enthusiasm for learning increases when using interactive videos compared to ordinary learning.
Humaidi, dkk (2022)	Student responses to the use of YouTube video media in mathematics learning were very positive. The use of YouTube videos makes it easier for students to learn math material that cannot be explained directly by the teacher
Lim Halimah Mu'minah, dkk (2021)	The use of Madrasah E-Learning in online learning is effective and has increased motivation which is categorized as moderate.
Muhammad Reza & Sani Safitri (2022)	The use of YouTube learning media has an influence on student understanding in the online learning process. In some subjects, YouTube media is very helpful for students in understanding material that cannot be explained directly by the teacher.
Novita Lorentina Nanlohy, dkk (2021)	Evaluation of online learning at SMP Negeri 7 Tanimbar Selatan which was carried out using the whatsapp group was not effective due to various obstacles that made students not enthusiastic about the learning evaluation process such as the difficulty of internet connection and limited cellphones.
Piki Setri Pernantah, dkk (2021)	The use of the Google Meet application greatly supports the effectiveness of learning during a pandemic. This is because this application has the advantage of being able to help teachers explain material in detail so students can easily understand teaching material. In addition, both students and teachers can interact directly. However, the inhibiting factor is that it requires a stable network.
Ommi Alfina (2020)	The application of google classroom in online learning makes a real contribution in helping students to understand lecture material independently and systematically. In addition, it also has a positive impact in increasing learning outcomes, motivation and student enthusiasm in online learning.
Zulfah Anggita (2020)	The use of the Powtoon application can make it easier for teachers to provide material because it has many more interesting features. In addition, the use of this application can attract student learning interest, and improve student learning outcomes.
Nuraini Sri Bima (2021)	The use of the YouTube application in online learning has a positive effect on mathematical abilities. In addition, there was also an increase in mathematical ability after using the YouTube platform in learning.
Roihatussa Dihah & Ezik Firman Syah (2022)	The use of the powtoon application in learning to read fairy tales has a positive influence, namely it can attract students' learning interest.
Dessy Kurnia Mulyani (2022)	The use of learning videos made using the kinemaster application can be a solution as an online learning media that can attract student interest in learning. In addition, it makes it easier for teachers to convey material, and stimulates students to be active and motivated to learn.
Arindra Evandian Bhagaskara (2020)	The use of whatsapp groups in learning at SD Yapita is going well. Using whataapp groub facilitates the learning process for elementary school students and does not require a larger quota.
B. Fitri Rahmawati, dkk (2020)	The use of interactive power point shows that this media is effective on student learning outcomes. Because it's interesting, there are pictures and sound.
Ni Putu Sri Agustini (2020)	The use of the WhatsApp application makes learning Hindu religion in elementary school students go well by sending material, pictures and videos.



Farah Putri Salsabila & Khavisa Pranata (2022)	The use of power point media has a good influence on student learning outcomes. Because learning is more interesting, fun, and students are more independent.
Nina Wibowo, dkk (2022)	The use of zoom meetings is a solution that teachers make during the pandemic. With zoom meeting teachers can teach like learning in class in general with the learning strategy used is PBL.

The synthesis results show several findings from the use of online learning media that differ from one another. There are several factors that cause differences in the use of online learning media. The several factors that state these differences are (a) whatsapp group is a learning medium that is easily accessible to teachers and students, does not require a large quota (Bhagaskara et al., 2021), (Agustini, 2020). However, students find it difficult to understand teaching material so that it does not work effectively both during the learning process and during evaluation (Aisyah & Kurniawan, 2021), (Daheri et al., 2020), (Nanlohy et al., 2021). (b) interactive learning videos are used effectively because they attract students' learning interest and make it easier for students to understand the material (Widad et al., 2021), (Fakhriyana, 2021), (Mulyani, 2022). (c) YouTube has a positive influence on student understanding, especially in learning mathematics which requires a teacher's explanation (Humaidi et al., 2021), (Arviansyah & Şahin, 2022), (Bina, 2021). (d) Powtoon makes it easier for teachers to convey material because it has many features, and attracts students' attention to learning (Anggita, 2021), (Diyah & Syah, 2022). (e) power points make it easier for students to study independently because there are materials, pictures, videos and sound explanations regarding the material (Rahmawati et al., 2020), (Salsabila & Khavisa, 2022). (f) quizizz can attract students' interest in learning and make online learning more fun but requires large quotas and a stable network (Haddar & Juliano, 2021). (g) Google meet can help teachers explain material in more detail, teachers and students can interact but require a stable network (Pernanah et al., 2021). (h) google classroom helps students understand lecture material independently as seen from the increased enthusiasm of students (Alfina, 2020). (i) zoom meetings make teachers explain like in class so that students can easily understand the material but require a stable network (Wibowo et al., 2022). (j) e-learning madrasas are free learning media for madrasa products that are effectively used by increasing student learning motivation (Mu'minah et al., 2021).

## CONCLUSION

Based on the previous presentation, it can be concluded that this research has found the results of research on the use of online learning media which are predominantly used based on article publications in 2020-2022. It was found that the use of whatsapp groups was more dominant even though learning was not effective. Factors that maintain the use of whatsapp groups are that they are easy to access for teachers and students, do not require a large quota, and are easy to use for students and parents in general compared to other media which require large quotas, a stable network, and more knowledge about the use of learning media. online such as quizizz, powtoon, googlemet, google classroom, zoommeeting, and so on considering that not all parents understand how to use online learning media.

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