Problems of Using Innovative Learning Media in the Digitalization Era of the Merdeka Program in Basic Education

Pance Mariati[1*], Anlianna[2], Rendra Sakbana Kusuma[3], Sunanto[4], Suryanti[5], Wiryanto[6]
[1,4]Universitas Nahdlatul Ulama Surabaya
[2]SD Negeri 1 Kendari
[3]STIKP PGRI Bangkalan
[1,2,3,4,5,6]Universitas Negeri Surabaya
[1*]pance_mariati@unusa.ac.id, [1]pance.22004@mhs.unesa.ac.id, [2]nanaanliyana@gmail.com,
[2]anlianna.22001@mhs.unesa.ac.id, [3]rendra.22008@mahasiswa.unesa.ac.id, [3]rendra@stkippgri-bkl.ac.id,
[4]sunanto.22002@mhs.unesa.ac.id, [4]alif30@unusa.ac.id, [5]suryanti@unesa.ac.id, [5]wiryanto@unesa.ac.id

Abstract: The purpose of this study is to describe the problems of using digital-based innovative learning media in the digitalization era which is an independent learning program in basic education. This problem is very important to study more deeply, considering that learning media is an important component that must exist in the implementation of learning. The method used in this research is descriptive qualitative. The research was conducted at SDN Sidosermo 1 Surabaya during December 2022. The data needed in this study included literature studies, direct observation, supported by questionnaire results and interviews with PPG students who carried out PPL at SDN Sidosermo 1 Surabaya. The results of this study note that there are still teachers who have not utilized digital-based innovative learning media during learning. Teachers still use the lecture method and simple media in the form of pictures and word cards to support learning. The lack of use of digital-based innovative learning media is not only seen in Sidosermo 1 Surabaya Elementary School, but also in several schools in Indonesia. This is known from data which states that around 60% of teachers in Indonesia still do not master information and communication technology. Based on the results of this study it can be concluded that the use of digital-based innovative learning media is still minimal and needs to be improved in the future. It is intended that there is a balance between technological advances and scientific advances in the school environment, which in turn can improve the quality of learning.

Keywords: Problematics, Innovative Learning Media, Digital Based, Basic Education

Abstrak: Tujuan dari penelitian ini adalah untuk mendeskripsikan problematika pemanfaatan media pembelajaran inovatif berbasis digital di era digitalisasi yang merupakan program merdeka belajar pada pendidikan dasar. Permasalahan tersebut sangat penting untuk dikaji lebih dalam, mengingat media pembelajaran merupakan salah satu komponen penting yang harus ada dalam pelaksanaan pembelajaran. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Penelitian dilaksanakan di SDN Sidosermo 1 Surabaya selama bulan Desember 2022. Data yang diperlukan dalam penelitian ini meliputi studi literatur, observasi langsung, didukung dengan hasil angket dan wawancara dengan mahasiswa PPG yang melaksanakan PPL di SDN Sidosermo 1 Surabaya. Hasil penelitian ini diketahui bahwa masih terdapat guru yang belum memanfaatkan media pembelajaran inovatif berbasis digital selama pembelajaran. Guru masih menggunakan metode ceramah dan media sederhana berupa gambar dan kartu kata untuk menunjang pembelajaran. Minimnya pemanfaatan media pembelajaran inovatif berbasis digital tidak hanya terlihat di SDN Sidosermo 1 Surabaya saja, akan tetapi juga di beberapa sekolah yang ada di Indonesia. Hal ini diketahui dari data yang menyatakan sekitar 60% guru di Indonesia yang masih belum menguasai teknologi informasi dan komunikasi. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa pemanfaatan media pembelajaran inovatif berbasis digital masih minim dan perlu untuk ditingkatkan kedepannya. Hal ini bertujuan agar terjadi keseimbangan antara kemajuan teknologi dan juga kemajuan ilmu pengetahuan di lingkungan sekolah yang nantinya dapat meningkatkan mutu pembelajaran.

Kata kunci: Problematika, Media Pembelajaran Inovatif, Berbasis Digital, Pendidikan Dasar

INTRODUCTION

The presence of information and communication technology (ICT) in recent years has significantly increased in every aspect of daily life, including education. The application and use of ICT in education can be more successful in reforming the education system. ICT facilities need to be applied in the field of education to improve the quality of the education system, both in terms of infrastructure, professional excellence in teacher training, and the production of quality teachers.

Learning is a process that can be carried out through formal or non-formal education. When formal education is being offered, teachers and students are encouraged to be more creative to achieve the desired educational goals (Abdul Istiqlal, 2018). In childhood, social interaction skills become one of the central competencies that need to be developed from an early age (Ngoc, 2021). Social interaction is very important because it influences the next child's life, especially socializing and spreading thoughts. One of the media for children to learn to interact socially is at school. Teachers as facilitators of social interaction education for children must realize the importance of social interaction skills for children, where through education children will more easily achieve interaction competence with their surroundings (Mariati et al., 2022). During the teaching process, a teacher's job is not just to impart knowledge to students; Teachers must also be able to inspire and motivate students to be more active During the teaching process, a teacher's job is not just to impart knowledge to students; Teachers must also be able to inspire and motivate students to be more active (Mariati, 2020).

It should be understood that education is a system with several components that interact with each other to achieve a goal. Some of the components include: objectives, teaching materials, methods, tools or media, four and evaluation. Education is a system, so the effectiveness of each component of the system must interact for education to be effective. As the most important component of this system, the media serves as a means of nonverbal communication. As the only component of the system, this means that media must exist or must be used in every lesson. This is said because if only one component is missing then the result will not be very good (Suda, 2019).

Utilizing media during teaching is the single most effective solution to various problems related to teaching effectiveness. The use of appropriate media will increase students' interest in the material being taught. Interest and motivation can be increased through media assistance, students will concentrate more and it is hoped that the learning process will be better so that in the end students' understanding of learning material can be improved. Therefore, the use of media as a teaching tool must be appropriate and able to help students understand the material presented (Emda, 2011: 150) in (Abdul Istiqlal, 2018).

Factually, in the world of education, namely at the basic education level, learning has so far been dominated by cognitive aspirations. Most of the learning in the classroom still uses the teacher's approach or the teacher's more role or teaching center (Azhar Arsyad, 2008). In teaching practice it is often seen that the teaching process is monotonous, the class atmosphere is passive and wordy, students are only given directions and given assignments, and the teacher carries out lessons with (verbal) narrative only. It is rare to find further learning activities such as applying innovative learning media, discussing or making discoveries. Situational learning can be demonstrated by sitting, listening, taking notes, and memorizing very carefully (Alwi, 2017).

This is in accordance with the educational conditions that take place in several elementary schools in Surabaya. According to current data, the situation of school learning media is rather concerning. Government assistance providing education in schools can assist teachers in teaching, but is not widely utilized. There are still many teachers who have not been able to take advantage of these innovative learning media. Therefore, teachers must increase their proficiency in using innovative teaching materials in all subjects (Wahyu et al., 2020). In science lessons, for example, there are lots of learning media that can be utilized, such as visual media, auditory media, and

audiovisual media. Even advanced schools already have several laboratories such as Science Laboratories, Language Laboratories, ICT Laboratories and so on.

Hasrah discussed other issues related to the application of ICT in education, including the role of teachers' ICT knowledge on student success. We all know that teachers are the driving force behind classroom education initiatives. In this learning process, ICT serves as a tool that can help instructors do their job better so that students can benefit from education both inside and outside the classroom. Therefore, mastery of ICT by teachers has become an obligation in order to increase teaching professionalism (Hasrah, 2019).

Based on the problems described above, the authors are interested in conducting research related to the Problems of Utilizing Innovative Learning Media in the Era of Digitalization of the Merdeka Program in Elementary Schools. This is very important to do, considering that learning media is one of the main components in the learning process which can have a positive impact on student learning outcomes. Besides that, in order to keep up with the rapid development of technology and knowledge, education in schools must also be able to keep up. This is one of the teacher's duties in transferring knowledge when in the school environment.

METHODS

The purpose of this research is to identify problems related to the use of innovative media in the digitalization era of the independence program in elementary schools. This type of research uses descriptive qualitative. The method used in this study is qualitative with the aim of obtaining information about media and the use of learning media in elementary schools. The research was conducted at SDN Sidosermo 1 Surabaya during December 2022. The data needed in this study included literature studies, direct observation, supported by questionnaire results and interviews with PPG students who carried out PPL at SDN Sidosermo 1 Surabaya. The purpose of the interviews was to gather information about the use of digital-based innovative learning media. Documenting the implementation of learning and documenting tools are also used to find out whether innovative media in schools are available and utilized or not.

RESULT AND DISCUSSION

Teachers are an important resource for ensuring that students meet their learning goals in ways that are adapted to their cognitive, emotional, and social abilities. Student achievement in class is the single most reliable indicator of teacher competence in class, according to Rohmah and Marimin (2015). In order to provide proper guidance to students, learning should be done carefully. Utilization of learning media is the single most important component of the educational goals of the support system. The assumptions of media experts about how to use media for learning imply that this is true. When educational activities are carried out with integrity in planning, use and evaluation, educational media will be very helpful if used by teachers (Budiyono, 2020).

The quality of education is not as high as we expect. There are some educational problems behind it. This was also stated by Sukmadinata in Mutakin (2015) and refers to the relatively low level of learning opportunities. In addition, the problem also includes quality that has not been carried out seriously. This is the result of a lack of proper professional teacher training. On the other hand, according to Sanusi in (Munandar, 2020), teachers cannot be compared with certain performance standards because they do not have the required qualifications in the fields of research, education, didactics, methodology, and social affairs, especially in the areas of discipline and motivation, as well as collaboration with teachers. others and educational leaders (Mariati, 2021).

According to research findings, there are several obstacles that prevent teachers from using effective and interesting teaching materials that can increase students' motivation to learn. One of the problems is that teachers have to deal with school administration besides creating and preparing innovative media. Another obstacle is that teachers think that learning media are expensive, so they are reluctant to make or buy them. Teachers feel inadequate or unable to create innovative learning media even though workshops and training have often been held both at school and outside of school. Innovative learning media are not available in schools which makes teachers unable to apply them in class. There is a lack of appreciation received by teachers for the innovations that have been produced, so that teachers are less enthusiastic about making innovative learning media (Alwi, 2017).

Regardless of this, the teacher still has an obligation to advance knowledge and understanding of the material to students. This obligation must be encouraged with new skills and ideas from the teacher. As for the skills possessed by a teacher, namely the ability to monitor, grow, and encourage student academic, occupational, social, and managerial growth. But so far the teacher has not been able to carry out his responsibilities as expected by the community due to several obstacles. One of the factors hindering progress in this area is the fact that the instructor's own capacity to carry out his responsibilities is not fully developed. Some of the teacher's abilities referred to here are the ability to use and provide educational technology and media (Wahid, 2018). Educational technology in question is a behavioral science and educational model that implements and manages technology to facilitate and solve learning problems (Almalki, 2020; Son et al., 2019) in (Mariati et al., 2022).

Lack of Utilization of Innovative Learning Media in Schools

According to Everet M. Roger in Saharuddin (2011), now the advancement of information and communication technology has reached the era 4.0 or interactive communication, previously namely the era of telecommunications (3.0), print (2.0) and the longest, namely the era of writing (1.0). The rapid development of technology is capable of bringing about significant changes to all sectors of life, including changes to learning media (Budiyono, 2020).

Technological developments in the field of education that are running rapidly must be balanced with the ability of educators to utilize learning media. The use of learning media is expected to integrate technology in it, so that learning can run optimally, effectively and attract students' attention. The use of technology in learning media besides having good benefits for improving the quality of learning, also raises problems for teachers and the school.

The minimal use of digital-based innovative learning media also occurs at SDN Sidosermo 1 Surabaya. The use of innovative learning media in these schools is still less effective and less than optimal. This is because there are several teachers or homeroom teachers who are still mostly fixated on textbooks and worksheets, so teachers rarely create digital-based innovative learning media to help students in their learning process. From the observations it was found that students also sometimes feel bored and bored when the teacher only explains the material with the help of textbooks and worksheets, coupled with the lecture method which makes students more bored and less enthusiastic about learning.

The following is a documentation of the implementation of learning that occurs in class with the lecture method carried out by the teacher.

Figure 1. Implementation of Learning with the Lecture Method

In the picture, it can be seen that only a few children look enthusiastic and actively participate in learning. The teacher only explains the subject matter directly without using the help of learning media. Thus, students do not fully understand the material presented and look less enthusiastic in participating in learning. The minimal use of learning media was also seen during observations in grade 5. In this learning activity, the class teacher used simple media in the form of pictures of the digestive system and digestion cards. The learning media is not made by the teacher but is made directly by students.

The following is a picture of the implementation of learning using simple learning media in the form of pictures of the digestive system and digestive cards made by students.

Figure 2. Utilization of picture media and word cards in learning

Based on this picture, we can see that the use of learning media used by teachers is still not digital-based. Teachers only use simple learning media in explaining learning material. So that students are less enthusiastic and interested in learning. Current learning, as we know, must be able to activate students' abilities with innovative and interesting learning media approaches. One of the innovative and interesting learning media is by using digital-based learning media. The use of media in the learning process should be a part that must get the attention of the teacher as a facilitator in every learning activity (Ghufron et al., 2022).

This problem does not only occur at SDN Sidosermo 1 Surabaya. There are still many teachers in several schools in Indonesia who have not utilized innovative digital-based media in learning. According to the Head of the Education and Culture Information and Communication Technology Center (Pustekkom) of the Ministry of Education and Culture (Kemendikbud) Gatot Suhartowo (2019) stated that currently of the total teachers in Indonesia, only 40% are literate with information and communication technology (ICT). The rest, still 60% of teachers still stutter

with progress in this digital era. This problem is influenced by three factors, namely low teacher competence, minimal learning material content, and inadequate facilities and infrastructure in the regions.

One of the factors is low teacher competence, namely around 30% of teachers in Indonesia are over 45 years old and are nearing the end of their working period or retirement. There are usually a lot of teachers like this who use conventional learning methods and lectures. They tend to be comfortable with the learning methods used before. As we know, science is currently experiencing a lot of developments, especially in the field of technology. If the teacher cannot follow these developments, there will be a decrease in the quality of learning.

In order to overcome these problems, the Ministry of Education and Culture provides the PembaTIK program. PembaTIK is ICT-based learning where this program aims to improve teachers' ICT skills referring to UNESCO's ICT Teacher competence improvement framework. The benefits obtained after participating in this program are being able to improve ICT literacy competencies, improve ICT implementation competencies, increase ICT creation competencies, Increase sharing and collaboration competencies, Obtain certificates at each level on a national scale, and have the opportunity to become Ambassadors of Learning Houses (Kemdikbud, 2022).

Nadiem Makarim, Minister of Education and Culture, is targeting 75,000 teachers to attend this year's ICT training program (known as PembanTIK Program). Five thousand more people showed up this year than last year. One of the most powerful programs in the Ministry of Education and Culture's Center for Data and Technology is currently batik. In 2020, 70,300 teachers throughout Indonesia participated in the event, and for 2021 it is targeted that 75,000 teachers will take part in the technical education program. According to Nadiem's remarks, the PembaTIK training program is an effort by the Ministry of Education and Culture to respond to the increasing demands for technology integration into the classroom (Yopi Makdori, 2021).

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The second factor that affects the minimal use of technology is that the content of educational technology is still very little. The government has made efforts to continue to improve technology-based learning materials in the form of educational television, several social media and e-commerce applications and platforms that have had a positive impact on the development of education. The impact of technological advances has opened educational opportunities to a much wider audience than before. High human dependence on technology has pushed the education sector to experience similar changes. He hopes that by utilizing information and communication technology, the teaching and learning process will be more two-way. Students can also access educational resources such as the Ministry of Education and Culture's TV channels and online study rooms through apps and websites (Gatot, 2019).

The third factor is the availability of an internet network which is still inadequate, especially in underdeveloped, frontier and outermost (3T) areas. In order to overcome these obstacles, the Ministry of Education and Culture conducts training for 10,000 teachers each year so they are familiar with technology. As for internet network constraints, the Ministry of Education and Culture and Kominfo are trying to provide internet services in schools. According to Gatot (2018) there are approximately 1,420 schools in the area that have provided internet services.

The three inhibiting factors in the use of digital-based innovative learning media basically have been efforts by the government to provide solutions. All of that returns to the teacher again, are there any efforts to improve his competence or are he just comfortable with the abilities he has now.

CONCLUSION AND SUGGESTIONS

Based on the results of the research described above, we can conclude that more than 50% of teachers in Indonesia have not mastered technology in learning. This causes the minimal use of digital-based innovative learning media in the learning process. These problems consist of three factors including low teacher competence, little educational technology content and inadequate availability of facilities and infrastructure in the regions. There are also problems experienced by teachers in preparing innovative learning media, namely teachers feel bothered, teachers think that learning media are expensive, teachers feel inadequate or unable to make innovative learning media, and innovative learning media is not available in schools, and less teachers receive awards. There have been efforts from the government to overcome some of these problems, it's just that they haven't reached all teachers in Indonesia.

Based on the conclusions above, suggestions that the writer can give to increase teacher competence in the preparation of digital-based innovative learning media are as follows:
1. Teachers must realize that they are the main resource in helping students improve their abilities at school, therefore teachers must have high abilities in mastering science
2. The teacher must continue to update knowledge to keep up with the times so that students can get new knowledge in accordance with the latest developments
3. Teachers must be ready and willing to take part in training in order to improve their abilities, especially in the field of educational technology

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