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ENHANCING POST-PANDEMIC LEARNING AT THE PRIMARY EDUCATION LEVEL: AN IN-DEPTH EXAMINATION OF MULTIMEDIA-INFUSED PEDAGOGY'S EFFICACY

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Abstract

This study discussed the effectiveness of using multimedia in children's learning after the pandemic. To prove which zodiac sign is effective in multimedia learning, we have conducted a series of scientific publication studies on several books and other scientific literature that actively discuss issues related to the effectiveness of multimedia in learning Covid paste. The study involved a data coding system, evaluation, and conclusion to get a valid answer to this hypothesis—the data search we did electronically on several kinds of literature released ten years ago. After a series of studies and discussion of the results, we can conclude that multimedia-based learning is one of the innovative learning because it involves a variety of relevant media for elementary school learning for elementary school children. After all, learning has been disrupted. Thus, this discussion received essential and valuable input for further studies.

Keywords: *Multimedia-based Learning, Accelerated Learning, Basic Education Level and Post-Pandemic*

INTRODUCTION

Along with the changing times due to technological advances, the international community is also increasingly concerned with the demands for the quality of education for the younger generation (Brooks et al., 2021; Putra et al., 2020; Putra &

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Aslan, 2020). This is due to the demand to create and run many high-demand jobs. Along with that, education is also expected to be able to help students to develop new knowledge and skills needed by the world so that the young generation who fills future development can succeed in every career in the future in an era where everything is increasingly globalized with technological transformation and driven by changing world demands (Fiandra et al., 2021). Since then, the role of technology in accelerating learning has been believed to be effective and accelerated learning with a variety of technologies whose goal is to streamline the use of applications and technology in education which is a demand and belief of world experts technology can accelerate learning. Looking into the world of education where technology support in learning is believed to help educators design both group learning and personalized learning programs to help develop new knowledge needed in the modern age (Karma et al., 2021; Widjaja & Aslan, 2022). In the era of the century where learning life has begun to modernize the presence of teacher replacement video robots and all other technological devices that have the potential to make learning spaces more accessible and livelier as well as create a more innovative learning environment, develop collaboratively and create student curiosity, allowing teachers to collect data on how students learn and the results of the evaluation. However, keep in mind that if it is a tool that can be used to achieve educational goals, the presence of educators who are supported by this technology will complement the needs of students so that accelerated learning, along with technological advances, can bring effectiveness (Ara & Mahmud, 2021). As for the role of technology in the world of education, namely: replacing the role of humans by automating a task or process. Strengthening the role of humans, namely presenting information, tasks, or processes. Restructuring or making changes to a task or process. So that there is an acceleration of learning as is done in developed countries where the role of technology has proven to be very innovative and transformative (Khan et al., 2021).

Talking about the effectiveness of technology-assisted learning is a conversation that may be very challenging and full of demands. According to Anderson et al., (2017) more than 30% of schools have technological infrastructure in the school room; However, the desire to learn is very high because technology with all artificial intelligence is not controlled optimally, especially by teachers how to use it this will bring value from technology as it happened during crisis pandemic. The government, through schools, encourages students and parents to be more familiar with the technology so that education can develop due to the contribution of technology that can innovate learning content online and offline. Considering that online learning is very urgent if this pandemic requires much adaptation so that access to technology can be something that does not have a negative impact, such as in schools in regions in Indonesia, where before the pandemic, many schools did not have the multimedia infrastructure, let alone reliable internet connections (Peterson, 2017).

However, more discussion about the subject should be integrated into technology so that it helps students like those in remote parts of the country because they need openness to information (Ko & Rossen, 2017). From the outside, because they have less access and also their schools' assets, various problems occur for those in the regions. This fact does not allow teachers to adopt technology in the classroom because most students are in rural areas without the internet. So that is the reason that teachers will find it difficult to use technology. Finally, ideas and thoughts to use technology to accelerate learning, sharpening cognitive lessons through students must be understood because they are limited in terms of using technology, ideas and thoughts to utilize technology to accelerate learning, sharpening cognitive lessons through students must be understood must understand because they are limited in terms of the use of technology. So for that, we need a series of policies and the willingness of the government and the community to work together to create a mentality close to technology which, as understood by technology, is very counterproductive to access. They can learn innovatively through technology and multimedia in an educational environment (Al-Hashimi et al., 1994).

RESEARCH METHOD

In the study method section, we will explain the implementation of a study that wants to discuss the effectiveness of multimedia-based learning for elementary school students (Khan et al., 2021). By reviewing several data sources in the form of academic work, we get answers that we believe are relevant in answering data search problems; the table is done electronically on the related literature sources then data analysis involves an in-depth interpretation coding system and drawing conclusions that answer the problem of the study. This study is designed in descriptive qualitative, where the study wants an explanation and scientific evidence that answers the effectiveness of the final multimedia-based learning. This is the most phenomenal strategy after the government's direction in responding to the pandemic in Indonesia. This included an explanation of the implementation of a literature review discussing issues related to government policies in closing education to respond to the pandemic. Thus, among others, the simple stages of scientific understanding of the effectiveness of multimedia-based learning in elementary schools (Shamsitdinova, 2020).

RESULT AND DISCUSSION

Multimedia-based Learning

Through various models supported by various equipment, the learning system presents images and all other media and is part of multimedia-based teaching. As learning in elementary schools, adopting technology in various forms such as audio, visual, games, and all kinds of fun that can be enjoyed through hearing and sight, not

only on the speaker; this is a learning system that is expected through the use of multimedia (Priyambodo & Sulistyani, 2014). Many studies have proven that multimedia is very relevant with considerable advantages when adopted in learning for elementary school students because multimedia capabilities can improve memory and students' interest in learning because it connects nature learning and presents content related to visualization and audio-lingual. This multimedia learning promotes all learning potentials, from understanding knowledge to excellent skills, and thus allows elementary school students to stimulate thinking to a sharper level (Saad et al., 2015). Multimedia tools such as text, sound, animated images, and all other examples are multimedia elements used in educational and teaching projects, especially among elementary school children. Solving problems against these obstacles in teaching needs to be solved and also to increase the retention of elementary school students so that they continue to be motivated in learning and able to identify themselves to solve problems. Also, it becomes more threatened, directed, and controlled learning to improve results. Another way is understanding multimedia-based learning, which is increasingly popular in teaching, especially during the pandemic (Nazir et al., 2012).

Talking multimedia in supporting the acceleration of education in Indonesia is a significant theme where students will maximize their learning with various technology applications translated into classroom learning (Qurtubi, 2021). Thus, students will be helped to understand various knowledge and skills according to their respective subject areas. In addition, students quickly make it easier to understand the lesson text by using existing knowledge, and multimedia will sharpen the understanding. In addition, for learning components that cannot be presented in the classroom, the presence of multimedia will allow students to get it. At the same time, multimedia will motivate students to continue learning, understanding, sharing, and collaborating. In the past, students were in the same class, but with multimedia technology, students could collaborate in other schools and even in different countries (Niron, 2020). Usually, traditional learning without multimedia is no longer possible today because technological advances will undoubtedly facilitate and expand the use of multimedia as needed. So the term multimedia, in general, can be understood that every learning activity is supported by applications that use various media, including animation, audio, lingual video, applications, and various social media information, and all of them will make it easier for students and teachers to improve understanding of learning satisfaction and achieving optimal results including multimedia in student learning (Putra, Liriwati, et al., 2020).

Principles of multimedia in learning

Presenting multimedia includes several design principles that will create a teaching model and how the learning process with multimedia will help both teachers and students in mastering learning content at school. The following principle is that

Marcella's multimedia brings advantages in presenting learning content while making children happier because multimedia has a variety of animation models as well as a variety of audio and words, and images, which in principle, is to provide modal strength for learning participants. The principle of modality can help students in the realm of thinking at a more critical level and can master the material even in small ways (Makransky & Mayer, 2022). The following principle is the immediacy that things that cannot be raised in the classroom in natural conditions but multimedia can present more transparently are more exciting and impressive. For example, the teacher ensures that students can connect with models of learning materials whose presentation is clearer to form carvings using visual and audio elements simultaneously to make children more fun in mastering the material. Another principle is that audio is very good at understanding the text and how individual differences in learning and audio provide closer attention to various objects and tools that are impossible to learn without multimedia. The principle of cohesion is possessed by multimedia learning systems that discuss learning with informative products and multimedia learning materials using fewer words. However, more audio and images are part of the learning content to help students master the content (Zumbach et al., 2022).

Multimedia and pandemic learning in primary education

Child primary education is learning to support the growth and development of children between the ages of 0 and 8. Play practice is considered the most reasonable strategy to help adolescents during their early years (Maghfiroh & Suryana, 2021). Since March 2019, the COVID-19 outbreak has caused adjustments to almost all implementations of learning systems in all countries. Around 98.5% of the world's student population was affected by the decision to close preschools, schools, and universities. The government has started implementing a distance learning system to continue the education process in Indonesia. According to the Organization for Economic Cooperation and Development, 2020, efforts to implement distance learning in Children's Basic Education Communication networks such as WhatsApp and phone calls can make distance learning accessible. Various learning methods can help determine the best method for transferring knowledge for ECCE distance learning. Distance learning requires innovative methods to effectively achieve the specified learning objectives (Sabani, 2019).

The presence of the COVID-19 pandemic outbreak to date has limited all direct human activities and activities, including the process of delivering da'wah messages. We are faced with situations and conditions that require us to be able to think creatively and innovatively to convey messages and values of religious teachings through the digitization of da'wah (Cukor et al., 2021). The digitization process, technology, and information are significant momentum and opportunity for humanity

to take advantage of all forms of development in the digital world. Humans can use this as a goal/choice to disseminate da'wah during a pandemic. The pandemic should not be an excuse to limit us in building space to create innovative things, including da'wah activities. The existence of digital media currently plays an essential role in efforts to strengthen ukhuwah and strengthen brotherhood among human beings. Covid-19, since it was declared a pandemic by the World Health Organization on March 9, 2020, indicates that this disease or virus has spread widely throughout the world (Akrim et al., 2020).

Global authorities have imposed travel bans, lockdowns, workplace hazard controls, and facility closures. The government has begun implementing a distance learning system to continue the education process in Indonesia. Distance learning necessitates innovative methods to accomplish the specified learning objectives effectively. Online networks like WhatsApp groups, text messages, and phone calls can make distance learning easier (Thoma et al., 2019). Teachers must provide significant innovations for distance learning by utilizing pertinent learning media, such as multimedia-based learning media. Traditional education methods are no longer an option for education in the 21st century that can enhance students' critical thinking skills and support learning activities by fostering imagination, creativity, and communication. Children's social development and readiness for primary school can also be improved through multimedia. In the early days of online education, scholars, educators, and policymakers debated whether digital technology should be used. Some theories contend that challenging stimuli foster critical thinking in children. However, there is a significant demand for the significance of play-based or other activity-based learning materials (Giri et al., 2019).

CONCLUSION

After a series of studies of various literature, sources discuss the effectiveness of multimedia-based learning for post-covid 19 elementary schools. The use of multimedia in learning after the impact of the pandemic is indeed very relevant learning to help elementary school students due to the school-age of the children. Who still enjoy a variety of multimedia offerings, including learning based on listening to singing, watching colorful animations, and various multimedia, which are very fun for elementary school learning. The reason for choosing multimedia, among others, has a variety of principles which, in essence, is to help students learn more interestingly and impressively so that it will automatically improve student learning outcomes. On the other hand, we see that post-pandemic multimedia and learning have provided many examples of how the government responded to the pandemic for schools but still opened classes remotely from where the children began to be more confident and get to know how media-based learning is enjoyable.

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