

THE EFFECTIVENESS OF 'FACEBOOK' AS INDONESIAN LANGUAGE LEARNING MEDIA FOR ELEMENTARY SCHOOL STUDENT: DISTANCE LEARNING SOLUTIONS IN THE ERA OF THE COVID-19 PANDEMIC

by

Submission date: 12-Aug-2023 12:58PM (UTC+0700)

Submission ID: 2144722884

File name: uident_Distance_learning_solutions_in_the_era_of_the_Covid-19.pdf (1.26M)

Word count: 6835

Character count: 38047

7 THE EFFECTIVENESS OF 'FACEBOOK' AS INDONESIAN LANGUAGE LEARNING MEDIA FOR ELEMENTARY SCHOOL STUDENT: DISTANCE LEARNING SOLUTIONS IN THE ERA OF THE COVID-19 PANDEMIC

Muhsyanur

Institut Agama Islam As'adiyah, Sengkang, Indonesia

Azam Syukur Rahmatullah

Universitas Muhammadiyah Yogyakarta, Indonesia

Misnawati

Universitas Palangka Raya, Indonesia

Dumiyati

Universitas PGRI Ronggolawe, Tuban, Indonesia

Syamsul Ghufron

Universitas Nahdlatul Ulama Surabaya, Indonesia

ABSTRACT

The purpose of this study is to describe the effectiveness of 'Facebook' social media as a learning media for elementary school students: a solution to distance learning during the Covid-19 pandemic. Since the Covid-19 pandemic, educational activities especially learning in schools, have been stopped by replacing distance learning, where teachers teach from home. Students learn from their homes. 'Facebook' social media is central support and an intermediary in the teaching process for teachers and students so that the learning process occurs. This type of research is qualitative research with descriptive methods. The data source of this research is sourced from the activities of teachers and students using social media 'Facebook' as a medium for learning Indonesian. Collecting research data is done by observing, documenting, and interviewing. The data collected is processed by selecting and organizing. Analysis was conducted on the data using descriptive interpretation techniques. The results showed the use of social media 'Facebook' as a medium for learning Indonesian in the midst of the Covid-19 pandemic was considered very effective with several findings; improve students' critical thinking skills; improve students' creative thinking skills; increase student confidence; improve students' speaking skills; directing students to more easily and quickly understand the learning material; students are not only required to learn to know, but also learn to do; train students to communicate and interact socially; directing students to not only understand the essence of Facebook as a medium of virtual social communication, but can also be used as a learning medium in precise and accurate terms; learn students in processing and utilizing advanced technology; develop student creativity; provide authentic learning experiences for students; learning seems comfortable and enjoyable for students without the limitations of study time and classrooms, and improve student literacy skills.

ARTICLE INFO

Keywords:

social media, Facebook, learning media, Covid-19 pandemic, effectiveness

Article History:

Received: 25 Jun 2021

Accepted: 20 Dec 2021

I INTRODUCTION

Education has a vital role in all aspects of human life. The education process is the process of humanizing human beings. The education process shows that there is access to involve all human resources. According to Bhardwaj(2016), education is the main thing for every human being. Education is a human or community need, the basis of life to become better physically and mentally and in character. Education plays a role in various aspects so that there is no life without education.

Education is like food for human spirits throughout his life. Education can ensure the continuity early life of every human being. Education is part of the norm that can guide humans. In addition, education can realize quality human resources so that they can be helpful to the nation. They were especially participating in national development. Thus, the development of a nation is essentially not measured by the size of the buildings built and the number of buildings owned. However, it is measured by the quality of its human resources. Because in the process of education, humans are not only now to acquire knowledge, but the number of various skills.

Etymologically, the word 'education' comes from the Latin word 'educate', which means to raise and to open up. According to some opinions, the word 'education' comes from the term 'educere', which means to lead 'to get out'. The meaning shows that education is a process that seeks to maintain good quality and a pull toward better to each individual. Education seeks to develop all the physical and mental potential of every human being. Thus, education is not just a process but also produces products. The product in question is basic knowledge and experience (Novak, 1990).

According to Idris et al.(2012), education is an investment that can contribute to the development of the country and the benefit of society. Because education can provide a change in behavior and quality of life. In addition, Dembo(1994)also explained that education is a process of directing someone from ignorance to knowing. Education can also be defined as the process of imparting and gaining knowledge or habits through instruction or learning(Good & Brophy, 1990;Good & Brophy, 1995).

As described in the previous section, the difference in meaning and definition of education is more direct to the writer to define education comprehensively. Thus, education can be defined as an act carried out consciously, intentionally or intentionally, both in a variety of psychological, sociological, scientific, and philosophical paradigms that can bring development to each individual to the fullest, both psychologically concerning the soul or physically or body(Slavin, 2019). Education is a process that can meet the needs of individuals or society. Education can maximize the life of every human being through a set of processes.

As a series of activities or processes carried out consciously, it is evident that education has a purpose. The purpose of education is to direct or make people more directly in the general sense. There are two educational contexts: non-formal education and formal education. First, in the context of non-formal education, education is the process of interactions, either consciously or unconsciously, to obtain helpful information to be used as the basis of the views or behave or act. This information can be obtained from various things without being bound by time, circumstances, and place. Second, informal education is a process of interaction carried out consciously through educational institutions such as universities and schools and is formal. Formal education is institutionalized, intentional, planned, and provided by the public, both recognized organizations and private bodies.

The process of education, especially in formal education such as in schools, is identical with a series of planned, structured, and systematic processes, including learning activities. The essence of learning activities is identical to the student-centered learning process. According to the National Education Association, NEA (1969), learning is a process of communicating, namely conveying messages and receiving messages. Therefore, education is a system that provides relationships.

Learning is a process of interaction with all conditions and environments of students. Learning is the process of seeing, observing, trying, and understanding something from the sender to the recipient of the message. Learning can be done individually, in groups, or with other assistance as a guide or support for learning activities. Learning activities generally occur in a school environment consisting of two or more people, namely the teacher and student elements. The two elements collaborate, the teacher teaches, and students learn. Naz&Akbar (2008) states that teaching and learning are complex processes influenced by various factors. Including media or teaching aids that can involve students to learn actively and interactively.

In learning activities, apart from teachers and students interacting, there is also a link between teaching materials or teaching materials and the required learning media. The relationship between teachers, students, teaching materials, and learning media is dynamic and complex. Therefore, to achieve success in teaching and learning activities, teachers must develop several components, including learning objectives, learning approaches and methods, learning techniques and strategies, learning models, teaching materials, learning media, and learning evaluation. In the era of globalization, the industrial era 4.0, teachers are required to be smarter in designing more creative learning, including the use of technology-based media. This is in line with the statement of Muhsyanur et al.(2022), that the digitalization era is marked by the increasingly stringent use of information and communication technology. Almost all areas of life are controlled by digital.

The learning process is packaged in various activities in formal education, including teaching activities. Brooks(2002), explains that teaching is an approach that centered the students intending to learn students. Thus, the essence of teaching itself is to teach students or make students learn so that interaction occurs(Gay, 1994). Therefore, the essential thing in teaching is the learning process carried out by students and controlled by the teacher. Wilson & Peterson (2006)mentions that **learning is a process of interaction and involves elements of the mind, learning as a social phenomenon, and learning empowers all abilities and skills of students.**

The whole learning activities consist of several main elements to realize the teaching-learning process to the fullest(Çubukçu, 2012). The main elements in learning activities, namely, as described in the section of this paragraph. First, the teacher is a person who has the authority to teach, control, control, guide, educate, and evaluate learning activities(Dias &Diniz, 2014). Second, students are the subjects or people learned(Akgun&Ciarrochi, 2003)—students as an essential element in learning. Because learning is the student-centered, third, subject matter, the subject matter is also called teaching material, regarding some data processed into information to be conveyed to students(Shulman, 1987;Pask& Scott, 1972). Fourth, the media are only as a support, intermediary, or liaison that can facilitate the teacher in delivering material or assisting teachers in learning(Ullmer, 1994). That is, in learning, media can or may not be used. **The use of media depends on the needs of teachers and students.**

This research focuses on the effectiveness of Facebook social media as a learning medium for elementary school students amid the Covid-19 pandemic. There are two forms of learning: conventional learning and modern learning. Both have differences. First, conventional learning or traditional learning is applied when previous people were not familiar with advanced technology or modern learning media such as computers or elective media and the like(Kamsin, 2005). Modern learning is synonymous with digital-based learning, and even digital systems are not only used in education as in learning activities(Keppell et al., 2011). But, it is also used in various aspects or almost in all activities of human life.

Compared, the modern learning process is far more different from conventional learning. Conventional learning can occur if the teacher is ready to teach, participants are prepared to be taught and learn, and the material is available. However, in conventional learning, learning materials are only alternatives. The teacher can arrange the material based on basic knowledge and experience that can be adjusted to the needs of students. In conventional learning, the material delivered or taught does not have to be from or through books as a source for learning. Because (Anggraini&Murni, 2018)conventional learning is, in principle, teaching and learning is the process of transferring or conveying information(Perkins & Salomon, 1992;Cree & Macaulay, 2000). The information in question is any information that can be used as material in learning so that learning activities can take place.

The conventional learning activities and processes described above are very different and cannot be applied. Now it is called "a period of stiffness and fear" for the Indonesian people, particularly since the outbreak of Covid-19 of the viruses that shook the world as a whole. The virus is a Coronavirus. The full name of the virus is **Corona Virus Disease 2019 or more commonly known as Covid-19**(Su et al., 2020).

Covid-19, or Coronavirus, is a virus that is very frightening for all citizens in the world(Mehrpour&Sadeghi, 2020). Covid-19 is a type of virus that has not yet been found a patent medicine, both chemical drugs and traditional medicine(Arpino et al., 2020). It is known that Covid-19 began to emerge and attack the citizens of Wuhan, the capital of Hubei Province, China, **at the end of 2019. Then it gradually spread to each and even almost all countries.** The Covid-19 pandemic is genuinely troubling. Covid-19 does not only infect people and requires hospitalization. However, it has claimed many people in every country without knowing their status and age. Many health workers died because of Covid-19. Including in the country of Indonesia. (Parvin et al., 2020)As in the headline published in the **Vicelator (2020)** on 18 April, Indonesia shows the most ASEAN and 11th place in Asia as a country exposed to the Covid-19 case.

Since the Covid-19 pandemic, all governments worldwide have issued policies and appeals for ways to prevent Covid-19(Favero& Pedersen, 2020). Including the Indonesian government has issued strict requirements for Indonesians to remain at home, not to visit emergency areas, avoid crowds of people, guard, wear masks, every corner of the city until the corners of the village available anti-bacterial fluids, maintaining physical distance, and even the existence of a requirement that residents may not leave the house at all packed in the rules of large-scale social restrictions on action or known as the PSBB(Handayanto&Herlawati, 2020;Hasrul, 2020).

The most troubling thing since the Covid-19 pandemic, all activities from aspects and fields in human life stopped. The wheel of the economy stopped, so that the majority of Indonesians who traded became paralyzed, and many people even had to lose their jobs. Likewise, in education, specifically, the learning process is also stopped at school. Education practitioners such as service staff who used to work in the office were replaced with work from home activities. Teachers who teach at school are changed to teach from home, and students who used to be more active studying at school are changed to learn from their own homes.

Teaching and learning activities from home for students and teachers, of course, using the internet

network through the features of applications that can be downloaded as an intermediary for learning, especially establishing communication between teachers and students (Becker & Riel, 2000). However, as long as using the internet network through applications raises the community's spotlight, including the parents of students themselves. They consider that learning through the internet, especially by having to use a new application, is difficult for parents of students to operate. This is understandable because the level of knowledge and skills of parents of students varies. Of course, it also influenced the level of parental education. According to the recognition, most parents of students, that the application is difficult to operate, also relatively take credit or internet quota so of course it also requires a fee.

As a solution to the various complaints of parents about internet learning using the application features, the teachers, especially elementary school teachers, took alternative and general steps, namely using Facebook social media as a learning medium. Because for parents of students, Facebook is straightforward to operate, and even all parents or relatives of students have a Facebook account. Thus, students can also use the Facebook account of their parents or relatives without creating an account again. However, in the modern and sophisticated era, 'maybe' or certainly all students have their accounts.

Facebook social media is a social communication service that is commonly used. Almost everyone in the world uses Facebook as a medium of communication. Children, teenagers, and adults have Facebook accounts. People who have never received formal education, though, use Facebook. Wibisno & Mulyani (2018) revealed that the emergence of social media such as Facebook and so on is clear evidence of the development of world technology that is increasingly sophisticated. These technologies cannot be avoided because they have become a necessity.

Of the various ways of communicating available, one of the communication systems that are currently widely used is Facebook. Since the advent of Facebook in 2004, Facebook has become a favorite means of communication for all people, including in Indonesia. Facebook usage in Indonesia in the last few months shows a significant increase. The average increase in users in Indonesia per month reaches 10%, beating the United States, only 5%. Based on an Inside Facebook survey by e-marketers, recently, Indonesia ranked second on Facebook users after the US, followed later by the Philippines, Turkey, Italy, and India (Antarnews.com in Mujahidah, 2013: 102).

As a communication media, Facebook social media has a significant influence on the changes in human interaction. Facebook can Menem bus to the rest of the world without knowing prepared a and how people will interact via Facebook. Through Facebook, people can find friends who have never met and communicated for decades and can even make friends of unknown origin and pedigree. Facebook can now be accessed not only through computers. However, it can also be via mobile phones so that it can be used anytime and anywhere (White, 2010; Wang, 2015).

2 THEORETICAL BASIS

Educational media, in general, are teaching and learning tools. Everything that can be used to stimulate thoughts, feelings and raise concerns and abilities or skills of students to facilitate the process of learning. Martin & Briggs (1986) explained that the physical media of learning media deliver content or learning material in books, films, videos, and so on. Advanced technology is developing as it can now be used as an educational medium. Argued that media and technology in education can be defined as communication tools, whether in print, graphics, animation, audio, or audiovisual (EI, 2014). The technology-based media as an intermediary will make it easier and accelerate the process of students' understanding of the material delivered in learning (Silfa, 2021).

Media can be used effectively in various student learning situations, both learning independently and in groups. Thus the case can facilitate the teacher in the delivery of material. The media plays an essential role in education. The use of media, in general, is more in the classroom to be used to instruct a material to students (Heinich, 1996). As a means of instructing material or teaching activities, media needs to be designed to the maximum extent to create an engaging and effective learning environment (Locatis & Atkinson, 1990). Thus, the media influences the success of learning, especially making it easier for students to understand the subject matter.

Learning media at a time like this, since the Covid-19 pandemic, has an essential role in continuing learning activities that have stopped for some time. In the current situation (since the Covid-19 pandemic), using media as an intermediary in distance learning activities is sufficient without using approaches, techniques, strategies, and models such as when learning directly in school. Because (Akrim, 2018) states that the media as a tool makes teachers easier in learning. Therefore the current pandemic Covid-19, there is no room for teachers and students to teach and teach in schools to prevent the spread of the virus. The principle that must be held is better to prevent than cure. Learning activities can also be pursued with various alternatives.

The application of media in learning must be adjusted to student development. At present, mindsets emotions s changed. Facebook social media cannot be used as a medium for communication or virtual social

interaction. However, it is also interesting to be a real learning media based on the distance for teachers and students so that learning activities continue. When Facebook, known as virtual media, is used as a learning medium, it will bring students and teachers to teaching and learning in real terms. In other words, from virtual to real and from abstract to concrete.

One of the experts states that many internet-based social media tools are available in the form of sites (Ziveria, 2017). The site can be used as a suggestion for social networking interactions. One of the most popular social media in the world is Facebook. Facebook features as social media can support the implementation of lectures at all tertiary institutions (Johnson et al., 2016). Class activities as a form of interaction between lecturers and students and between students associated with teaching and learning activities.

There is no denying that Facebook is one of the most exciting web 2.0 tools on the internet today. Although initially designed as a social networking tool, it is very suitable for fulfilling educational activities as a medium for learning. One of them is fulfilling distance learning (Ventura, 2021). Learning using Facebook has been done by a class of students of the Web and Design Study Program at the Open University, Philippines. The result gives an exciting impression. That is because the average student's Facebook account page, such as a wall magazine displayed in front of the class, contains a variety of material information packaged creatively. Indeed, not only students and lecturers who as friends of social interaction are interested in reading, but also the general public (Esteves, 2030).

As also stated by Nguyen (2017) that Facebook, which is currently the most popular social networking site globally, cannot be avoided. Facebook is always needed and integrated with various aspects of life, even in learning at all levels of education. Facebook social media stores many features that can be used in education. Facebook can broadcast activities directly and also through uploaded videos. In addition, Facebook also provides space for discussion through the comments column so that learning materials can be shared widely.

Another advantage in using Facebook as a learning media, namely as a solution in all types of education, including health. This was revealed by (Thalluri & Penman, 2015) that in 2013, Facebook was used in teaching and learning to solve clinical problems in pathology and clinical science at one of the universities in South Australia. In the first year, the university involved several students in media radiation. Of the 152 students enrolled in pathology and clinical sciences, 148 students participated in the Facebook group. Of 148 students, 61 (41%) completed questionnaires. At the same time, 17 nursing students conducted education at regional universities. In these activities, who participated in the Facebook initiative, only 10 (59%) completed the post-intervention questionnaire. Both groups of students found Facebook useful in innovative learning activities and fostering open and wide-ranging interaction between fellow students, staff, and teachers.

If the student level can use social media, Facebook, as learning media, of course for elementary school level students can also use Facebook as a media or intermediary in supporting learning activities. Research conducted by Daraei (2015) with 13 weeks or 52 hours showed significant results. The use of Facebook can create positive effects when used in education. In addition, Facebook can make distance learning effective compared to conventional learning in schools or traditional education systems.

Based on several explanations adjusted beforehand, Rifai (2021) asserted that Facebook learning media no longer refers to the teacher as the center of learning resources, but rather the students as the source of learning and the Centre of learning activities. Through Facebook, students can reconstruct their knowledge by learning independently through the internet. In this case, the teacher is just a facilitator and evaluator. With Facebook learning media, students are trained to learn independently, responsibly, actively, cooperate with others in solving problems, collaborating, developing learning strategies, and training students in ICT mastery.

The purpose of learning Indonesian in elementary schools for students is to develop Indonesian language skills. The purpose of learning Indonesian is in accordance with the skills, needs and interests, while for teachers it is to develop students' Indonesian potential, and be more independent in determining linguistic teaching materials according to conditions, school environment and student abilities (BSNP, 2006). In addition, the general purpose of learning a language is to have a central role in the intellectual, social and emotional development of students and is a supporter of success in learning all fields of study. With language learning Brown (2000) and Muhsyanur (2019), it is possible for humans to communicate with each other, share experiences, learn from each other and to improve intellectual and literary abilities is one means to achieve that understanding.

3 METHOD

This type of research is a qualitative study using descriptive methods based on the design. The descriptive method describes various information or data obtained (Giorgi, 2009). Data sources and data of this study are sourced from the learning activities of several elementary school students on Facebook media, both ongoing or live broadcasts or in the form of videos or photos of uploaded activities. In other words, that

the primary source of research data is sourced from teachers and students as elements involved in learning.

The research data collection techniques there are three, namely observation, documentation, and interviews. First, researchers made observations by visiting the Facebook pages of students and teachers to identify data and information. Second, documentation is done by taking information and data from the teacher and student Facebook pages, both in videos, images, and text. Third, researchers conducted interviews regarding the question and answer process with teachers and elementary school students. In addition, researchers also conducted interviews with parents of students as support in completing data and information as needed and to strengthen research. Researchers conducted interviews with teachers, researchers with students, and researchers with parents of students, namely through remote communication via mobile phones and video calls using WhatsApp. The telephone number is obtained from the Facebook messaging feature. Because physical interviews directly it is not possible because of the Covid-19 pandemic.

Moreover, the government has insisted on limiting activities, especially not having physical contact. Students, teachers, and parents of students used as sources of information and data in this study are called respondents or informants. Respondents or informants provide feedback and responses and the information needed in research activities.

The data or information collected is then selected and organized to facilitate researchers in identifying the data or information and finding the suitability of the data needed to meet the research objectives. After that, the next step is the data analysis process. The data or information is analyzed using descriptive interpretation techniques. Descriptive interpretation is the process of interpreting the data -data and authentic information in the description right.

4 RESULT AND DISCUSSION

Based on the process of collecting, processing, and examining data and information, the following are presented some data and information in the form of videos that are processed into images (screenshots) as samples in research taken from one of the Facebook account with the name of the account is Dymas (2020), an elementary school teacher at SDN 4 Maddukkelleng, Sengkang, Wajo Regency, South Sulawesi-Indonesia.

Fig.1. Students doing practice



Fig. 2. Students working on assignments

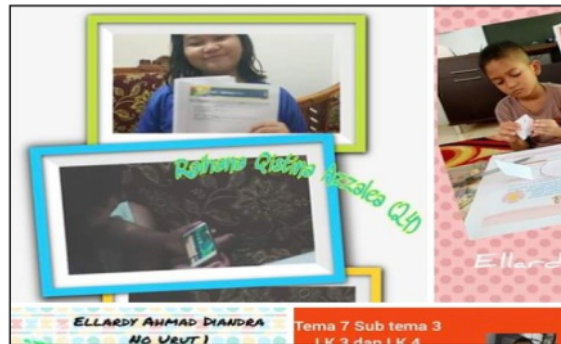


Fig. 3. Teachers and students attending the ceremony



Fig. 4. Students in the performance of one of the regional arts



Figure 1 is taken from the learning process in Mathematics. The subject matter, namely numeracy competence with sub material (1) measuring the weight of objects, (2) comparing the weight of objects, and (3) solving problems related to object weight. Two students are seen doing their learning activities by doing direct learning in the picture. The two students did a straightforward practice using sedation tools without paying a fee.

The tools used are only in household kitchen appliances such as tablespoons, vegetable spoons, knives, and clothes hangers. In addition to a straightforward tool, the appearance of the two students is also straightforward by wearing everyday clothes, namely casual clothes and pants that are usually used to hang out and play. Students do not have to be asked to wear formal clothes like when studying formally. The selection of these tools shows that students can empower their minds critically and creatively because they can use modest kitchen tools that can facilitate learning activities without having to use fancy equipment or be involved in school laboratories.

Figure 2 is taken from the learning process with Indonesian subjects. The primary material, namely literacy competence with sub material (1) write a few sentences and edit and (2) express ideas verbally. In Figure 2, we can see several students learning with various actions. Some students are writing and editing, some are recounting the results of their work, and some students are exhibiting the results of their work. The learning process shown in Figure 2 shows that students can learn independently, actively, and responsibly.

Figure 3 coincides with May 2 as National Education Day, which every year a flag ceremony is held simultaneously. On May 2, activities for education practitioners ranging from leaders, employees, staff, teachers, supervisors, school security guards, and students are required to carry out the flag ceremony to celebrate National Education Day. However, this year is very different from previous years. This year, the flag ceremony will only be centered at the Ministry of Education and Culture of the Republic of Indonesia in Jakarta. The celebration is limited to the provincial, regional and regional levels. Given that an effort to avoid the spread of the Covid-19 outbreak is increasingly mounting in Indonesia.

The implementation of the ceremony in the context of celebrating National Education Day can only be followed in their respective homes by following the ceremonial aired on national television. In figure 3, teachers and students attend the ceremony to commemorate National Education Day. Teachers and students record the ceremonial activities followed, then upload them on the social media 'facebook' as evidence and part of learning. Figure 3 shows that students have a great concern—the ceremony is part of learning for

students. Therefore, directing students to participate in ceremonial flag ceremonies through media intermediaries such as Facebook shows the process of providing real direct experience to students.

Figure 4 is taken from the learning process with Art and Culture subjects. The subject matter, namely dancing. In learning activities, students are directed to perform one traditional dance. In the picture, some students are performing a traditional dance. The traditional dance is staged, namely the shell dance. Temपुरung dance is an Indonesian traditional dance popularized by the Minangkabau community, West Sumatra. In these learning activities, students are directed to learn and do. The most important thing in learning to dance is broadening their horizons about regional wealth and cultural richness and increasing student confidence.

³⁹ Based on the analysis results and several information obtained, learning using social media 'facebook' in the middle of the ²⁸ covid-19 pandemic is considered very effective. The effectiveness is based on several findings, including: improve students' critical thinking skills; improving students' creative thinking skills; increasing student confidence; improving students' speaking skills; directing students to more easily and quickly understand the learning material; students are not only required to learn to know but also learn to do; train students to communicate and interact socially; directing students to not only understand the essence of Facebook as a medium of virtual social communication but can also be used as a learning medium in precise and accurate terms; learn students in processing and utilizing advanced technology; develop student creativity; provide authentic learning experiences for students; learning seems comfortable and enjoyable for students without the limitations of study time and classrooms, and improve student literacy skills.

5 CONCLUSION

Learn ²⁶ Indonesian is a complex series of activities. It is said to be complex because it involves all aspects of language skills; listening, reading, writing, and speaking. Learning objectives can be achieved optimally if the teacher also manages learning by using various skills and skills possessed by the teacher. This includes using the Mediabook as an alternate ³⁵ medium during the pandemic. Learning with social media 'facebook' has many advantages. Apart from making it easier for teachers and students to learn, there are also many 'facebook' features that ⁴⁰ teachers can use. With distance learning media, 'facebook' is a solution to activate and streamline learning in the midst of the Covid-19 pandemic. Students seem creative in learning to create a pleasant learning atmosphere.

The use of modern media or tools in learning, especially Indonesian language learning, is not intended to replace good teaching methods, but to complement and assist students in delivering the assignments given during the Covid-19 pandemic. Thus, using the ⁴⁴ media, it is hoped that interaction between teachers and students both ⁴ in the network can be maximally so that it can achieve Indonesian language learning outcomes that are in accordance with the objectives. Actually there is no stipulation when a media should be used, but it is highly recommended for teachers to choose and use the media appropriately. ⁹

Many things can be obtained while using "Facebook" as a learning medium; (1) provide different and varied learning experiences so as to stimulate students' interest in learning; (2) develop certain attitudes and skills in the field of technology; (3) creating a learning situation that is not easily forgotten by students; and (4) provide in-depth knowledge to students about the essence of using Facebook, which can not only be used as a medium for writing statuses like other users in general, but can also be used as a learning medium for elementary school students.

²¹ Acknowledgements

The authors would like to thank all those who have provided support for the publication of this article, both motivation and assistance with publication costs. Each to the honorable, Chairman/Head of LPPM; (1) Institut Agama Islam As'adiyah, Sengkang; (2) Universitas Muhammadiyah Yogyakarta; (3) Universitas Palangka Raya; (4) Universitas PGRI Ronggolawe, Tuban; and (5) Universitas Nahdlatul Ulama Surabaya.

References

1. Akgun, S., & Ciarrochi, J. (2003). Learned resourcefulness moderates the relationship between academic stress and academic performance. *Educational Psychology*, 23(3), 287–294.
2. Akrim, M. (2018). Media learning in digital era. 2018 3rd International Conference on Education, Sports, Arts and Management Engineering (ICESAME 2018), 458–460.
3. Anggraini, R. D., & Mumi, A. (2018). Differences in students' learning outcomes between discovery

4. **E**arning and conventional learning models. *Journal of Physics: Conference Series*, 1088(1), 12070.
4. Arpino, B., Bordone, V., & Pasqualini, M. (2020). Reply to Dowd et al.: Dangerous to overemphasize the importance of specific COVID-19 risk factors based on (unadjusted) macro-level analyses. *Proceedings of the National Academy of Sciences*, 117(42), 25977–25978.
5. Becker, H. J., & Riel, M. M. (2000). Teacher Professional Engagement and Constructivist-Compatible Computer Use. *Teaching, Learning, and Computing: 1998 National Survey. Report# 7*.
6. Bhardwaj, A. (2016). Importance of education in human life: A holistic approach. *International Journal of Science and Consciousness*, 2(2), 23–28.
7. Brooks, J. G. (2002). *Schooling for life: Reclaiming the essence of learning*. ASCD.
8. Brown, H. D. (2000). *Principles of language learning and teaching (Vol. 4)*. Longman New York.
9. Cree, V. E., & Macaulay, C. (2000). *Transfer of learning in professional and vocational education*. Psychology Press.
10. Çubukçu, Z. (2012). Teachers' evaluation of student-centered learning environments. *Education*, 133(1), 49–66.
11. Daraci, S. (2015). A study about effects of Facebook on conceptual learning mathematics. *International Journal of Future Computer and Communication*, 4(1), 77.
12. Dembo, M. H. (1994). *Applying educational psychology*. Longman/Addison Wesley Longman.
13. Dias, S. B., & Diniz, J. A. (2014). Towards an enhanced learning management system for blended learning in higher education incorporating distinct learners' profiles. *Journal of Educational Technology & Society*, 17(1), 307–319.
14. El, A. (2014). Relevance of Educational Media and Multimedia Technology for Effective Service Delivery in Teaching and Learning Processes. *IOSR Journal of Research & Method In*.
15. Esteves, K. K. (2012). Exploring Facebook to Enhance Learning and Student Engagement: A Case from the University of Philippines (UP) Open University. *Malaysian Journal of Distance Education*, 14(1).
16. Favero, N., & Pedersen, M. J. (2020). How to encourage "Togetherness by Keeping Apart" amid COVID-19? The ineffectiveness of prosocial and empathy appeals. *Journal of Behavioral Public Administration*, 3(2).
17. Gay, G. (1994). *At the essence of learning: Multicultural education*. ERIC.
18. Giorgi, A. (2009). *The descriptive phenomenological method in psychology: A modified Husserlian approach*. Duquesne University Press.
19. Good, T. L., & Brophy, J. E. (1990). *Educational psychology: A realistic approach*. Longman/Addison Wesley Longman.
20. Good, T. L., & Brophy, J. E. (1995). *Contemporary educational psychology*. Longman/Addison Wesley Longman.
21. Handayanto, R. T., & Herlawati, H. (2020). Efektifitas Pembatasan Sosial Berskala Besar (PSBB) di Kota Bekasi Dalam Mengatasi COVID-19 dengan Model Susceptible-Infected-Recovered (SIR). *Jurnal Kajian Ilmiah*, 20(2), 119–124.
22. Hasrul, M. (2020). Aspek Hukum Pemberlakuan Pembatasan Sosial Berskala Besar (PSBB) Dalam Rangka Penanganan Corona Virus Disease 2019 (Covid-19). *Jurnal Legislatif*, 385–398.
23. Heinich, R. (1996). *Instructional media and technologies for learning*. Simon & Schuster Books For Young Readers.
24. Idris, F., Hassan, Z., Ya'acob, A., Gill, S. K., & Awal, N. A. M. (2012). The role of education in shaping youth's national identity. *Procedia-Social and Behavioral Sciences*, 59, 443–450.
25. Johnson, L., Becker, S. A., Cummins, M., Estrada, V., Freeman, A., & Hall, C. (2016). *NMC horizon report: 2016 higher education edition*. The New Media Consortium.
26. Kamsin, A. (2005). Is e-learning the solution and substitute for conventional learning. *International Journal of the Computer, the Internet and Management*, 13(3), 79–89.
27. Keppell, M., Souter, K., & Riddle, M. (2011). *Physical and virtual learning spaces in higher education: Concepts for the modern learning environment*. IGI Publishing (IGI Global).
28. Locatis, C. N., & Atkinson, F. D. (1990). *Media and Technology for Education & Training*. Columbus, Ohio: Charles E. Merrill Publishing Company.
29. Martin, B. L., & Briggs, L. J. (1986). *The affective and cognitive domains: Integration for instruction and research*. Educational Technology.
30. Mehrpour, O., & Sadeghi, M. (2020). Toll of acute methanol poisoning for preventing COVID-19. *Archives of Toxicology*, 94, 2259–2260.
31. Muhsyanur. (2019). *Pengembangan Keterampilan Membaca: Suatu Keterampilan Berbahasa Reseptif*. Sengkang: Uniprima Press.
32. Muhsyanur, M., Larisu, Z., Sanulita, H., Ertanti, D. W., & Widada, D. M. (2022). Indonesian netizens expressions potentially satire with the COVID-19 pandemic on social media Facebook: A digital ethno-literation research. *Linguistics and Culture Review*, 6(1), 55–69.
33. Naz, A. A., & Akbar, R. A. (2008). Use of media for effective instruction its importance: some consid-

- eration. *Journal of Elementary Education*, 18(1–2), 35–40.
34. Nguyen, T. (2017). Undergraduate students' use of Facebook for educational purposes: Advantages, difficulties, and potential for connected learning.
 35. Novak, J. D. (1990). Concept mapping: A useful tool for science education. *Journal of Research in Science Teaching*, 27(10), 937–949.
 36. Parvin, G. A., Ahsan, R., Rahman, M. H., & Abedin, M. A. (2020). Pandemic of Novel Coronavirus Disease (COVID-19): Role of the Print Media in Asian Countries. *Frontiers in Communication*, 5, 100.
 37. Pask, G., & Scott, B. C. E. (1972). Learning strategies and individual competence. *International Journal of Man-Machine Studies*, 4(3), 217–253.
 38. Perkins, D. N., & Salomon, G. (1992). Transfer of learning. *International Encyclopedia of Education*, 2, 6452–6457.
 39. Rifai, A. (2021). URGENSI LITERASI DIGITAL BAGI GURU SMP YABUJAH DI MASA PANDEMI COVID-19. *SINAU: Jurnal Ilmu Pendidikan Dan Humaniora*, 7(2), 58–70.
 40. Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1–23.
 41. Silfa, W. (2021). Historical Awareness Through the Use of the WhatsApp Group Application as a Distance Learning Media. 6th International Conference on Education & Social Sciences (ICESS 2021), 370–375.
 42. Slavin, R. E. (2019). *Educational psychology: Theory and practice*.
 43. Su, L., Ma, X., Yu, H., Zhang, Z., Bian, P., Han, Y., Sun, J., Liu, Y., Yang, C., & Geng, J. (2020). The different clinical characteristics of corona virus disease cases between children and their families in China—the character of children with COVID-19. *Emerging Microbes & Infections*, 9(1), 707–713.
 44. Thalluri, J., & Penman, J. (2015). Social media for learning and teaching undergraduate sciences: good practice guidelines from intervention. *Electronic Journal of E-Learning*, 13(6), pp431–441.
 45. Ullmer, E. J. (1994). Media and learning: Are there two kinds of truth? *Educational Technology Research and Development*, 42(1), 21–32.
 46. Ventura, M. Della. (2021). From the Music Learning Process to Its Effective Design. *International Journal of Emerging Technologies in Learning*, 16(21).
 47. Wang, Y. (2015). Cloud-dew architecture. *International Journal of Cloud Computing*, 4(3), 199–210.
 48. White, M. (2010). Information anywhere, any when: The role of the smartphone. *Business Information Review*, 27(4), 242–247.
 49. Wibisino, T., & Mulyani, Y. S. (2018). Analisis dampak penggunaan media sosial terhadap prestasi akademik pelajar tingkat Sekolah Menengah Pertama. *Jurnal Ekonomi Manajemen*, 4(1), 1–7.
 50. Wilson, S. M., & Peterson, P. L. (2006). Theories of learning and teaching: What do they mean for educators? National Education Association Washington, DC.
 51. Ziveria, M. (2017). Pemanfaatan Media Sosial Facebook Sebagai Sarana Efektif Pendukung Kegiatan Perkuliahan di Program Studi Sistem Informasi Institut Teknologi dan Bisnis Kalbe. *Jurnal Sains Dan Teknologi*, 4(2).

THE EFFECTIVENESS OF 'FACEBOOK' AS INDONESIAN LANGUAGE LEARNING MEDIA FOR ELEMENTARY SCHOOL STUDENT: DISTANCE LEARNING SOLUTIONS IN THE ERA OF THE COVID-19 PANDEMIC

ORIGINALITY REPORT

10%

SIMILARITY INDEX

9%

INTERNET SOURCES

4%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	digilib.iainkendari.ac.id Internet Source	1%
2	iopscience.iop.org Internet Source	1%
3	m.amedeo.com Internet Source	<1%
4	Submitted to Sriwijaya University Student Paper	<1%
5	jurnal.ppjb-sip.org Internet Source	<1%
6	www.ojs.stkippgri-lubuklinggau.ac.id Internet Source	<1%
7	badanpenerbit.org Internet Source	<1%
8	www.mccaddogap.com Internet Source	<1%

9	jurnal.ustjogja.ac.id Internet Source	<1 %
10	vbn.aau.dk Internet Source	<1 %
11	Submitted to Universitas Sembilanbelas November Kolaka Student Paper	<1 %
12	www.antiessays.com Internet Source	<1 %
13	Submitted to Joliet Junior College Student Paper	<1 %
14	Rizal Aminulloh, Al Jupri, Dadang Juandi. "Students' Self-Regulated Learning During Online Learning In Vocational High School Bandung", (JIML) JOURNAL OF INNOVATIVE MATHEMATICS LEARNING, 2021 Publication	<1 %
15	journal.jis-institute.org Internet Source	<1 %
16	search.ijcsns.org Internet Source	<1 %
17	jtle.ejournal.unri.ac.id Internet Source	<1 %
18	yorkspace.library.yorku.ca Internet Source	<1 %

19	digilib.uinsgd.ac.id Internet Source	<1 %
20	hrmars.com Internet Source	<1 %
21	jees.umsida.ac.id Internet Source	<1 %
22	journal.uny.ac.id Internet Source	<1 %
23	primary.ejournal.unri.ac.id Internet Source	<1 %
24	vital.seals.ac.za:8080 Internet Source	<1 %
25	Arief Prayitno, Endang Sutrisno. "Policy of KODIM 0501 Central Jakarta for Handling of the COVID-19 Pandemic in Central Jakarta", Daengku: Journal of Humanities and Social Sciences Innovation, 2022 Publication	<1 %
26	bca.hkeaa.edu.hk Internet Source	<1 %
27	theses.gla.ac.uk Internet Source	<1 %
28	worldwidescience.org Internet Source	<1 %

29	www.isetl.org Internet Source	<1 %
30	zdocs.tips Internet Source	<1 %
31	Yazid Rahman Arif, Aji Gautama Putrada, Rizka Reza Pahlevi. "An Evaluation of a Modified Haar-Like Features Based Classifier Method for Face Mask Detection in The COVID-19 Spread Prevention", 2021 International Symposium on Electronics and Smart Devices (ISESD), 2021 Publication	<1 %
32	ar.scribd.com Internet Source	<1 %
33	archive.org Internet Source	<1 %
34	download.atlantis-press.com Internet Source	<1 %
35	ejournal.bumipublikasinusantara.id Internet Source	<1 %
36	ejournal.uin-malang.ac.id Internet Source	<1 %
37	jelt.unbari.ac.id Internet Source	<1 %
38	journal.upy.ac.id	

Internet Source

<1 %

39

jurnal.fh.unila.ac.id

Internet Source

<1 %

40

raiith.iith.ac.in

Internet Source

<1 %

41

www.essayhomeworkhelp.org

Internet Source

<1 %

42

www.nou.edu.ng

Internet Source

<1 %

43

Novialita Angga Wiratama. "APPLICATION OF PICTURE AND PICTURE MODELS IN IMPROVING WRITING SKILLS DESCRIPTION CLASS IV STUDENT SUB THEMES THE WORK OF MY PARENTS MI MODERN MUTIARA IMAN KECAMATAN NGUNUT DISTRICT TULUNGAGUNG", EDU SCIENCES JOURNAL, 2020

Publication

<1 %

44

Rezza Anugerah, Yohanes Gatot Sutapa Yuliana, Dwi Riyanti. "THE POTENTIAL OF ENGLISH LEARNING VIDEOS IN FORM OF VLOG ON YOUTUBE FOR ELT MATERIAL WRITERS", Proceedings International Conference on Teaching and Education (ICoTE), 2019

Publication

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On