



The Impact of Digital Learning on Media on Thematic Education

Elza SAFITRI^a, Lora PURNAMASARI^b

¹Biology Study Program, Universitas PGRI Sumatera Barat, Padang, Indonesia

²Student of Institut Pertanian Bogor, Bogor, Indonesia

*Corresponding author: safitri_elza@gmail.com

Abstract

Digital technology is used in education to support learning activities. Teaching using learning tools. This research was conducted to identify related impacts caused by the use of digital learning media on thematic learning for elementary school students. Research methods SLR (Systematic Literature Review) articles were used. In this research, seven articles in national journals met the criteria determined by researchers from 2015 to 2023. Watch learning resources. digital that can be used by junior high school students for thematic teaching Supported applications such as Google Classroom, WhatsApp group, and Canva with animations, learning videos, PowerPoint, and digital comics. According to literature research conducted, media use Students can improve their learning outcomes by using continuously updated digital technology. This is proven by students' ability to acquire and understand the material. learning, reducing student boredom and increasing student focus to understand this learning, which can be adapted to both the needs and transformations of the modern age.

Keywords: media, education, themes, digital technology, basic education

Acknowledgments: Thank you to the Biology Education Study Program, Universitas PGRI Sumbar, Padang, Indonesia for granting research permission.

For citation:

Safitri, E., & Purnamasari, L. (2023). The Impact of Digital Learning on Media on Thematic Education. *Journal of Digital Learning and Distance Education*, 2(3), 513-519. <https://doi.org/10.56778/jdlde.v2i3.228>.

Introduction

In an increasingly advanced industrial era, many updates occur in all aspects of life. Advances in information and communication technology (IPTEK) have had a huge impact on human life. The convenience offered by technology makes All actions practical and can be carried out quickly. Example update happens, namely science is increasingly developing, the use of digital

technology in various fields, to the emergence of terms such as AI, and big data, and with the emergence of the Internet of Things (IoT), it has become clear that humans need to adapt. to comply with the changes. The presence of technology in the field of education digital helps educators develop concepts and creativity in the process learn by using learning tools. Media comes from the word "medium", which means "tool" (Hillmayr et al., 2020). Its function is as a learning resource and system component to achieve learning goals. During the learning process, media can function as an intermediary between teachers and educators. to disseminate designed concepts and communication methods through the delivery of messages addressed to students. However, learning is an activity. transfer of knowledge carried out by a teacher to his students (Sejati et al., 2019). Learning is a process of interaction between teachers and students. Learning media are tools and activities used to improve knowledge, impart skills, and change everyone's perspective. Using the right learning media can attract students' interest in learning. The use of learning media increases theoretical mastery. According to (Sokolović et al., 2023) tests, training, and media are also needed that continue to be developed.

The teacher's inability to convey information through words or phrases Certain problems can be overcome by using learning media in the process. Learning is considered as a tool for teachers to teach. but more than that, in situations where learning media are used to connect messages from the messenger (teacher) to the recipient of the message (student). One of the possible media types used to support learning in the current era of computers and the internet smartphones or electronic devices. Digital learning is an educational tool used in line with current developments. According to (Alenezi, 2023) explains that digital learning sources are all types of physical communication in the form of software that is created, used, and monitored to meet the needs of learning to increase the effectiveness and efficiency of the teaching and learning process. Digital learning helps improve active learning, construction of knowledge, research, and export of students (Alshammmary & Alhalafawy, 2023); (Reichert-Schlax et al., 2023). Digital media can play a role in the learning process, providing opportunities and opportunities for students to seek further information with internet access, improve critical thinking skills, and solve problems through Communication and working together. Providing learning materials using digital technology. interesting, interactive, and contextual in audio and visual form (Sailer et al., 2021), By considering the previous explanation, it can be concluded that learning media digital is a tool that functions as an intermediary between instructors and students in the delivery process of concepts and dissemination of knowledge to expand knowledge, change perspectives, and instill skills through the use of visual and audio software contextual, interesting and interactive.

Digital learning media creates interesting and active learning, increasing student creativity, helping overcome problems, and increasing students' critical and creative reasoning power. One integrated teaching model is thematic learning instruction), an educational system that combines students, both individual and group to actively investigate and discover scientific ideas complete, significant, and original (Kamalov et al., 2023) according to reality in this way, thematic learning creates an engaging learning approach to several subjects that provide students with meaningful experiences (Yu, 2024); (Darling-Hammond et al., 2020) added that thematic learning methods in elementary schools combine between combine knowledge, perspectives, abilities, and other elements, utilizing the skills each student has to interact and complement and integrate the abilities of each student, Using this model, students face challenges as they continue to identify their abilities by relating their different sensory organs to their environment to become more active and critical in student-centered learning. This research aims to find related influences use of digital educational tools for thematic learning used by elementary school students, both positively and negatively for the world exercise.

Methodology

This research was structured with the concept of a literature review and approach Systematic Review of Literature (SLR). Identification, investigation, evaluation, and interpretation of the complete research available. Researchers examined articles that were relevant to the research questions. Carried out in an organized and systematic manner during each process by following situations that have been defined (Snyder, 2019). Next, researchers carry out a thorough examination of the articles discussed previously. Method Systematic Literature Review is carried out in five stages, namely: (1) creation formulation of research questions, (2) identifying and finding articles under the research questions, (3) carrying out inclusion and classification and exposition or consideration based on a selection of articles that have been collected, (4) presenting and processing data, (5) understanding the results of the research and concluding.

Results and Discussion

The research data included in this literature study is the analysis and a summary of articles related to the use of digital learning tools on thematic learning for elementary school students. Examples of digital learning resources that elementary school students might use via Android applications such as Google Classroom, WhatsApp group, and Canva. Canva is an editor application that can be used to create educational media. (Dimitriadou & Lanitis, 2023); (Ang et al., 2021), that Through Canva media, technology-based learning can improve the creativity and ability of teachers and students, as well as act as a facilitator allowing teachers to deliver lesson material. Attractive screen design The Canva application can make students more focused on following lessons. has many editing options, including images, text, and videos, so that various presentation themes can influence students' perceptions of thematic education (Zamiri & Esmaeili, 2024); (Palioura & Dimoulas, 2022). The use of Canva application media has an impact on student learning activeness. Students are directed to develop relevant concepts and designs. materials and assignments independently with Canva (Yu, 2024).

WhatsApp and Google Classroom have developed into very important electronic applications. important in education since the COVID-19 pandemic. At the time, Due to limited direct interaction, learning activities are slightly hampered. thus requiring teachers and students to switch to teaching and learning activities online with digital learning facilities available through the application. (Mulyono et al., 2021) explains the WhatsApp application. is one of the most popular social media for interactions and online discussions between teachers and students using the group chat feature. Teachers can provide study material to students, questions, or follow the practice questions in the thematic printed book. Several metrics, mentioned earlier show that the medium of WhatsApp groups influences the results of student education, where students strive to complete assignments on time and strive to get good grades, and students easily ask teachers or friends if do not understand the information shared through the group Google Classroom exists allows teachers to talk to students and provide lesson material, Attach learning information and questions in the same container. Teachers too can provide assessments and feedback, including criticism or input on the results of students' answers individually and in large groups (Carless & Boud, 2018).

Students use Google Classroom actively in their learning culture to develop their curiosity, build a ready personality use class time for useful activities, and help friends who are experiencing difficulties in organized (Getie, 2020). Several of these examples can be used simultaneously. according to individual learning needs. additional examples of the use of digital media in thematic learning can be applied interactive PowerPoint and animation digital learning videos, and digital comics (Nurkhodri & Dafit, 2022). Several of these examples can be used simultaneously. according to individual learning needs. Use appropriate learning media. Student learning outcomes are greatly influenced by advances in digital technology. Animation or colorful images in the media used can attract students' attention (Rahiem, 2021). to remember the information given during learning. It can reduce students' boredom and improve their focusing power to understand the learning, which has a positive impact on student learning outcomes.

Conclusion

In an increasingly advanced industrial era, many updates occur in all aspects of life, including in the field of education. The presence of electronic technology helps teachers develop concepts and creativity during the learning process teaching using digital learning tools experience used to keep up with current advances. Media strategy digital in the learning process can provide opportunities and opportunities for to students use the internet to search for more information, develop the ability to think critically, and solve problems by speaking and collaborating. Presentation of learning material through digital media, such as audio as well as contextual, interesting, and interactive visuals that can be used by junior high school students for thematic teaching Supported applications such as Google Classroom, WhatsApp group, and Canva with animations, learning videos, PowerPoint, and digital comics.

Conflicts of Interest

The authors declare no conflict of interest.

References

- Alenezi, M. (2023). Digital Learning and Digital Institution in Higher Education. *Education Sciences*, 13(1), 88. <https://doi.org/10.3390/educsci13010088>
- Alshammery, F. M., & Alhalafawy, W. S. (2023). Digital Platforms and the Improvement of Learning Outcomes: Evidence Extracted from Meta-Analysis. *Sustainability*, 15(2), 1305. <https://doi.org/10.3390/su15021305>
- Ang, K. C. S., Afzal, F., & Crawford, L. H. (2021). Transitioning from passive to active learning: Preparing future project leaders. *Project Leadership and Society*, 2, 100016. <https://doi.org/10.1016/j.plas.2021.100016>
- Carless, D., & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment & Evaluation in Higher Education*, 43(8), 1315–1325. <https://doi.org/10.1080/02602938.2018.1463354>
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Dimitriadou, E., & Lanitis, A. (2023). A critical evaluation, challenges, and future perspectives of using artificial intelligence and emerging technologies in smart classrooms. *Smart Learning Environments*, 10(1), 12. <https://doi.org/10.1186/s40561-023-00231-3>
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 1738184. <https://doi.org/10.1080/2331186X.2020.1738184>
- Hillmayr, D., Ziernwald, L., Reinhold, F., Hofer, S. I., & Reiss, K. M. (2020). The potential of digital tools to enhance mathematics and science learning in secondary schools: A context-specific meta-analysis. *Computers & Education*, 153, 103897. <https://doi.org/10.1016/j.compedu.2020.103897>
- Kamalov, F., Santandreu Calonge, D., & Gurrib, I. (2023). New Era of Artificial Intelligence in Education: Towards a Sustainable Multifaceted Revolution. *Sustainability*, 15(16), 12451. <https://doi.org/10.3390/su151612451>
- Mulyono, H., Suryoputro, G., & Jamil, S. R. (2021). The application of WhatsApp to support online learning during the COVID-19 pandemic in Indonesia. *Heliyon*, 7(8), e07853. <https://doi.org/10.1016/j.heliyon.2021.e07853>

- Nurkhodri, M., & Dafit, F. (2022). Development of Powerpoint-Based Interactive Media on Theme 8 Subtheme 1 in Elementary School. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 6(2), 329–339. <https://doi.org/10.23887/jppp.v6i2.51217>
- Palioura, M., & Dimoulas, C. (2022). Digital Storytelling in Education: A Transmedia Integration Approach for the Non-Developers. *Education Sciences*, 12(8), 559. <https://doi.org/10.3390/educsci12080559>
- Rahiem, M. D. H. (2021). Storytelling in early childhood education: Time to go digital. *International Journal of Child Care and Education Policy*, 15(1), 4. <https://doi.org/10.1186/s40723-021-00081-x>
- Reichert-Schlag, J., Zlatkin-Troitschanskaia, O., Frank, K., Brückner, S., Schneider, M., & Müller, A. (2023). Development and Evaluation of Digital Learning Tools Promoting Applicable Knowledge in Economics and German Teacher Education. *Education Sciences*, 13(5), 481. <https://doi.org/10.3390/educsci13050481>
- Sailer, M., Schultz-Pernice, F., & Fischer, F. (2021). Contextual facilitators for learning activities involving technology in higher education: The Cb-model. *Computers in Human Behavior*, 121, 106794. <https://doi.org/10.1016/j.chb.2021.106794>
- Sejati, A. E., Kasmia, S., & Ikhsan, F. A. (2019). The relationship between learning process interactions and student's learning outcomes in environmental sustainability matter geography-social science education subject. *IOP Conference Series: Earth and Environmental Science*, 382(1), 012026. <https://doi.org/10.1088/1755-1315/382/1/012026>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Sokolović, B., Šidānin, I., Duđak, L., & Kokotović, S. (2023). Professional Training of Employees in Media Organizations in Serbia and Its Implications on Career Development. *Sustainability*, 15(5), 4105. <https://doi.org/10.3390/su15054105>
- Yu, H. (2024). The application and challenges of ChatGPT in educational transformation: New demands for teachers' roles. *Heliyon*, 10(2), e24289. <https://doi.org/10.1016/j.heliyon.2024.e24289>
- Zamiri, M., & Esmaeili, A. (2024). Methods and Technologies for Supporting Knowledge Sharing within Learning Communities: A Systematic Literature Review. *Administrative Sciences*, 14(1), 17. <https://doi.org/10.3390/admsci14010017>