The transformation of digital learning communication in Xaverrius 4 Palembang

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ABSTRACT

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In this case, of course, learning will adapt more quickly to the learning carried out by the teacher via YouTube and also the concept of learning carried out through Google Schooler to create special assignments and websites provided by SD Xaverius 4 Palembang school. Technological development is of course very helpful in the process of teaching and learning activities. The teachers will of course find it easier to apply and explain the learning material that will be provided by the students, of course, with the existence of learning media that has been designed in such a way that it can help teachers in the teaching and learning process. The transformation used is of course adjusted and matched with the development of technology and teaching materials for teachers at SD Xaverius 4 Palembang. The research method this time is descriptive qualitative by looking at how the teacher's process in teaching and learning activities is designed and updated more deeply in the activities of the learning process.

1. Introduction

The development of digital media has consequences for production and quickly reaches students who need it. In particular, due to this condition, the abundance of information sometimes creates difficulties for information users in accessing the information they need (Drotner & Schroder, 2010). This has been proven by the availability of facilities and infrastructure, such as a computer laboratory, a library which not only provides information in printed form, but information can be obtained via a computer with a Wi-Fi connection to fulfill students' search for information in completing student assignments (Liu et al., 2020).

In the use of technology that produces new habits in the subsequent learning process so that the new habits that are instilled in students become a culture for students and teachers to apply digital media in the learning process (Lardo et al., 2017). Digital media culture really requires a strategy or model that needs to be applied in online learning during the Covid-19 pandemic so that it can run well and effectively (Nayal et al., 2022). In digital media, students are not only given assignments that make students bored and tedious, but they are also given several digital media insight training so that students, teachers and parents have further insight into digital media (Pratiwi et al., 2022).

With this, learning will of course adapt more quickly to the learning carried out by teachers via YouTube and also the learning concept carried out via Google Schooler to create special assignments and websites provided by the Xaverius 4 Elementary School in Palembang. The development of technology certainly really helps the process of teaching and learning activities.

It will certainly be easier for teachers to apply and explain the learning material that will be given to students, of course with the existence of learning media that has been designed in such a way that it can help teachers in the teaching and learning process. technology and teaching materials for teachers at SD Xaverius 4 Palembang.

2. Method

In this research design, the researcher carries out research with a qualitative approach in which to find out and observe everything that characterizes something. According to Denzin and Lincoln in Moleong (2017), explain that qualitative research is research that uses natural settings, with the aim of interpreting phenomena that occur and is carried out by involving various existing methods

The qualitative research method is a research method based on the philosophy of postpositivism, used to research the conditions of natural objects (as opposed to experiments) where the researcher is the key instrument, sampling sources and data is carried out purposively and snowballing (Savitri et al., 2021). The data collection technique was carried out using triangulation (combination), data analysis was inductive, and the results of qualitative research emphasized meaning rather than generalization (Sugiyono, 2021).

In qualitative research, research is carried out on natural objects, meaning that objects that develop are as they are, not manipulated by the researcher and the presence of the researcher does not really influence the dynamics of the object:

3. Result and Discussion

3.1. Analysis and Reflection on the Initial Picture of Learning

The results of the analysis of student evaluations before implementing the constructivist approach, in which to find out the percentage, achievement of the highest score, lowest score, average score, number of students who have passed and students who are below the passing limit can be seen in Reflection.

Based on the initial conditions of learning as described above, it can be concluded that learning activities that are routinely carried out by teachers can identify problems that occur in the field, namely that students are not given the opportunity to be more active in exploring learning (Aguirre et al., 2023). Here, learning emphasizes students to master as much of the material presented by the teacher as possible just by relying on memory, therefore improvements need to be made so that learning is more meaningful.

Action Planning. In the planning stage, the researcher arranges several stages to be implemented so that the implementation of the action runs according to the objectives (Aytaç, 2021).

Observation. Initial Activities At the apperception stage: The researcher digs up initial knowledge and some answers. Researchers looked at how the learning process was carried out by teachers to build student motivation so they could learn well and of course also utilize existing digital media. After doing this, the researcher continued the learning activities at the next stage, namely the exploration stage (Nada rahmi et al., 2022).

Core activities. At the exploration stage, Teachers start learning by using the digital media they use. Previously only some used digital media, but now almost all students use digital media. The school facilitates a tab that is held one by one by students to carry out the teaching and learning process. With this digital media, students are more focused on learning and of course students feel the latest atmosphere in the learning process. Researchers walked around observing and guiding students (Charlesworth, 2020).

At the discussion and concept explanation stage, the researcher looked at the atmosphere in the classroom during the teaching and learning process. The students were mostly quiet and some were enthusiastic about the learning process. There are also those who just focus on the tablet without seeing the teacher explain the material in front of the class. However, if you look at it, the class is more conducive and the teacher can organize the class better and more conducively so that the teaching and learning process can run smoothly (Yudes et al., 2020).

End activities. Finally, in the concept and application development stage, the researchers got the results, namely that with the learning transformation process using digital media, students were more active in learning, more focused and of course the atmosphere in teaching and learning activities was more exciting. Teachers also have more and more ideas to make students more focused and of course teaching and learning activities are more fun without reducing the material presented.

3.2. Discussion

Teacher and Student Activities During the Learning Process Using the Constructivism Approach. Student activities during the teacher's learning process using the constructivist approach experience changes at each stage. In the first stage, there was still adaptation to teaching and learning activities using digital media, but in the second stage students began to show positive changes in attitudes by starting to take part in learning with activities through the concept of learning communication in a better direction than before, students began to have the courage to ask questions (Hoşgörür, 2016). The students also have high enthusiasm and motivation to learn, the attention and actions of communicating and collaborating with each student are starting to grow, apart from that the students also seem to show a responsible attitude in learning, this indicates that changes in student learning activities have been seen shows progress in a positive direction and is better than before. Of course, this can influence the student's learning development process (Hambali et al., 2021).

Student Learning Results After Applying the Constructivism Approach. Students' responses to learning by applying a constructivist approach were considered to be quite good, so that students did not experience difficulties either in following the learning process or working on the questions given.

Transformation of learning communication provided by teachers through digital media. The cycle provided shows that there are differences in the responses given by students when teachers carry out the teaching and learning process using digital media. Students tend to be more understanding, happy and also interested in the teaching and learning process so that it is increasingly visible in activities that the number of students are active in asking questions and also more enthusiastic in participating in the teaching and learning process.

4. Conclusion

The So the conclusions obtained are as follows: (1) Seeing how the communication transformation process is carried out in the interests of teaching and learning activities with existing activities equipped with adequate facilities and infrastructure so as to make the activity process more dominant and have a good process during teaching and learning activities. (2) There is a significant relationship between communication climate and learning motivation together with student communication science learning outcomes. This explains that the more conducive the communication climate and the higher the learning motivation, the higher the learning outcomes.

A good communication strategy, characterized by the following characteristics: (a) Messages must be designed and delivered in such a way that they attract the attention of the intended target. (b) The message must use signs that address the same experience between the source and target, so that both can be understood. (c) The message should arouse the target party's personal needs and suggest some way to obtain those needs. (d) The message must suggest a way to obtain this need, which is appropriate for the group situation in which the target is located at the time he moves to provide the desired response.

The results of this research show that there is a positive and significant relationship between learning motivation and student communication science learning outcomes. This confirms that learning motivation has a big role in improving student communication science learning outcomes. Thus, students need to have motivation to learn, so that students have communication science learning outcomes in the high category.

Several suggestions that can be put forward in this research are: (1) It is hoped that teachers, especially at SD XAVERIUS 4, will always create conducive learning communication and provide opportunities for students to be creative in learning. (2) Teachers, especially at SD XAVERIUS 4, are expected to have effective learning communication strategies, so that messages in learning can be well received by students, which in turn students have a good understanding of communication science courses. (3) Students are expected to receive learning activities that are in accordance with a good learning process and of course a comfortable atmosphere.

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6. References

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