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Abstract. The education system experienced many changes during the covid 19 pandemic, one of which was the application of online learning media. Data collection was done by the triangulation method through three stages, namely, participant observation, interviews, and documentation. Furthermore, the data were analyzed and described through three stages, namely data reduction, data presentation, and verification or drawing conclusions. The results of the study indicate that the transformation of learning media from classical to digital media during the covid-19 pandemic has not been adequately implemented in several remote areas in Indonesia, especially Tana Toraja. This is motivated by internal and external factors. The success of learning during the pandemic can not only be measured by the use of digital media but also requires awareness and motivation from the students themselves. This research is expected to contribute to education actors as a consideration in improving and developing the quality of education in order to educate the lives of the nation's children in the era of digitalization.

Keywords: Transformation, Learning Media, Digitalization

INTRODUCTION

Learning during the COVID-19 pandemic has undergone various changes, one of which is the use of learning media. This is based on an appeal from the Minister of Education and Culture of the Republic of Indonesia through Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19). By following up on the appeal, all elements of education take steps to solve common problems. The Online Method and Work From Home (WFH) is a learning system implemented by the government in order to reduce and stop the spread of Covid-19. This causes all national learning activities to be transferred to the online learning system. Various ways and efforts began to be considered by the teacher in order to fulfill the learning process optimally. One of them is the use of learning media that is adapted to the demands of the government during this COVID-19 pandemic. That means that learning that used to be face-to-face in the classroom must switch to learning that is done online. As far as possible, teachers from elementary school to tertiary institutions start to think about how to design good learning so that it can run effectively and efficiently. With the situation experienced, the learning process simultaneously occurs a transition or transformation of learning media from classical to digital. [1] in his research suggests that "The quality of education depends largely on the level and quality of the digital access".

Learning media is a tool or means of support in the learning process. Another term by [2], learning media is equated with technology, learning resources, or teaching aids. Furthermore, [3] mentions that the types of learning media, in general, can be in the form of original objects that exist in the surrounding environment or production

results. For this reason, choosing the right learning media will support the success of learning. This is as stated by [4] that the success or failure of the learning process is largely determined by the media used. In line with this [5] stated "The achievement of learning objectives is influenced by several things including the learning process, media, and teaching materials used". Some of the opinions above mention that it is important to choose learning media as a supporting tool in the learning process.

By using creative and innovative learning media, it will certainly motivate students' interest in learning. The situations and conditions experienced during this pandemic are a challenge for students to try things that they have not experienced before. Likewise, teachers are challenged to design various appropriate learning media so as to create an innovative learning process. Some of the online learning media commonly used by teachers are Zoom, Google Meet, Google Classroom, WhatsApp, YouTube, and various other media. In line with this, [6] state the same thing that "Online learning can use digital technology such as google classroom, study house, zoom, video conference, telephone or live chat and others". However, with the application of online media, there are challenges and obstacles to be found.

The obstacle experienced in the online learning process is the problem of inadequate internet networks in various parts of the country in Indonesia. This problem is also usually caused by the location of the residence that is less strategic. It is known that in Indonesia, where people live, surrounded by hills and mountains, it becomes an obstacle to an inadequate internet network. These problems are classified as external inhibiting factors as stated by [7] that "External factors are things that also influence online learning such as the environment and learning resources with limited facilities". Related to this, other factors such as filling up the limited internet quota are also felt due to the difficulty of the family economy. Facing this problem, the government, namely the Ministry of Education and Culture of the Republic of Indonesia, then programmed the distribution of free learning quotas for lecturers, teachers, students, and students.

The application of online learning is not a reason and obstacle for the government and education stakeholders to enforce it. For this reason, all levels of interest from the government, teachers, and parents together think about the best solution for the fate of the nation's children. During the period of more than one year during the COVID-19 pandemic, the transformation of classical to digital learning began to take effect. The utilization of digital learning media through smartphones or gadgets or laptops is used as fulfillment in online learning. In its application in the field, of course, it is not easy, the use of digital media has its advantages and disadvantages. Although it seems that some students are already familiar with digital, they also need special skills to study it more deeply. This is in line with the view of [8] that "Although digital learning has many advantages, in reality, there are many obstacles, both technical and non-technical". Furthermore, [9] stated "The teaching and learning process using smartphone media can improve students' scientific performance, depending on how the students use it". This is the basis for mentoring and mentoring learning to children at home while studying so that what is learned can be directed properly. This is also supported by the opinion of [10] which provides the understanding that "Learning guidance is guidance aimed at students to get an education that suits their needs, talents, interests, abilities and helps students to determine effective ways and efficient in overcoming learning problems experienced by students. Thus, as a companion or mentor must have sufficient knowledge in directing children in learning. In addition, parents must set aside sufficient time in accompanying their children. Given that distance learning through online learning has not been experienced before by all children. Therefore, the attention of teachers and parents is needed in motivating and assisting children in learning.

METHODS

This research was conducted using qualitative methods, namely by using field research techniques, namely conducting research and direct observations in the field. This research is located in the Kamali Pentalluan village, Makale district, Tana Toraja regency. Data were taken by random sampling from several sources which included several educators, students, and parents of students. The data collection technique was carried out by the triangulation method through three stages, namely, 1) participant observation, 2) interviews, and 3) documentation. The first stage is to make direct observations in the field by considering the target of the research subject, namely the number of respondents/informants involved; the selection of the place where the learning assistance is carried out; and the timeliness of implementation. Second, structured interviews were addressed to teachers, parents, and students to obtain adequate information about the situation experienced. Third, documentation by processing and

archiving the results of field data records. Furthermore, the results of the data from the instrument were analyzed through three stages, as stated by [11], namely, 1) data reduction, namely the data was selected and sampled according to the needs of data analysis. 2) presentation of data, data that has been collected, selected, and then analyzed, and 3) drawing conclusions/verification, namely re-checking the data that has been analyzed to determine its validity which is then drawn a conclusion.

RESULTS AND DISCUSSION

Learning media is a very important supporting element in the learning process. During the current COVID-19 pandemic, online learning is required. It indicates that digital media directly acts as a means or liaison in the learning process. For this reason, teachers must think of effective ways to choose the right learning media according to the needs of their students. Related to this, several online learning methods that are commonly used during the COVID-19 pandemic include; 1) Online Method, which is a method that utilizes an online network, and students can learn creatively from home by demonstrating the facilities around them. 2) Project Based Learning, namely giving training assignments to students to be able to collaborate, work together, and empathize with others. This method can be done by students by forming small study groups. By applying this method, of course, still paying attention to health protocols. 3) Home Visit Method, namely the teacher makes a visit to the student's home at a certain time. This is done as a form of learning assistance to children so that the material and tasks given can be understood well under the direct guidance of the teacher. 4) Offline Method, which is a learning model that is carried out outside the network. This method is applied to students who do not have the facilities and infrastructure that support the online system. It is also applied to students who are in the yellow or green zone by observing health protocols. 5) Blended Learning, which is a method with two approaches between face-to-face and online.

The application of this method is usually through video conferences in distance learning that connects virtual face-to-face between teachers and students. With the implementation of the above learning methods, it is hoped that it can reduce teacher anxiety in carrying out the online learning process. Thus, digital media becomes the main supporting tool in the online learning process. The government's recommendations were also fulfilled in order to decide on disease outbreaks during a pandemic. Online learning is also applied nationally in various regions, one of which is in the Tana Toraja area. However, many obstacles and obstacles emerged from various parties, namely from teachers, parents, and students themselves. The problems experienced have different reasons. For this reason, to clarify the problem, research was carried out by collecting data through interviews and filling out questionnaires to find out the conditions experienced.

Data collection was carried out by meeting informants directly in the field, including teachers, students, and parents. The questions were asked in a structured manner related to the use of learning media in the online learning process. The list of questions used as a reference in collecting data in the field is as follows.

List of Interview Questions

Questions for teachers and students:
1. 1. Do you prefer to learn online or face-to-face?
2. 2. What digital media do you prefer in online learning?
3. 3. Is the internet network adequate when studying online?
4. 4. What digital media are often used in online learning?
5. 5. How do you feel when you study using digital media?
6. 6. How long do you want to learn online through digital media?
7. 7. Are you accompanied when learning/teaching using digital media?
8. 8. How much do you master the use of digital media?
9. 9. What obstacles were found when using digital media in online learning?

Questions to parents of students:
1. 1. Do you prefer your child to learn online or face to face?
2. 2. Is the child accompanied when studying online?
3. 3. Do children have their own digital media tools when learning online?
4. 4. What are the obstacles faced in online learning with the use of digital media?
5. 5. How much money is spent in filling the internet quota for children in learning?

From the results of the sample interviews with informants, namely from teachers, students, and parents of students showed significant results. The most prominent issues raised were the advantages and disadvantages of using digital media, internet network problems, and the use of learning quotas, while other elements were still considered reasonable. Based on results of the analysis, it can be concluded that, out of 9 teachers, 55% admitted that they had not fully mastered the use of digital learning media such as Zoom, G-Meet, and G-Classroom on the grounds that a simulation had to be carried out before giving the subject matter. Furthermore, regarding the internet network, the teacher admitted that 66% of the network was not stable in certain areas or locations. Then regarding the use of learning quotas in online learning is stated that it is still balanced with its use being recognized as 88%. Furthermore, the results of interviews with students, regarding the use of digital media in online learning, namely 66% of 15 children who stated that they liked to use digital media in online learning, and some of them liked face-to-face learning. Regarding the internet network in online learning, students admitted that 53% of the network is not very stable because many of them live in villages that are not covered by the internet network. As for the availability of study quotas, 60% admitted that it was facilitated by their parents and some of them admitted that they were lacking due to family economic factors. Then the response from parents to the use of digital media in online learning, as many as 40% of 10 parents who claim that they prefer their children to learn face-to-face compared to online learning. This is due to 1) family economic problems, where parents do not all have the same economy to facilitate children to have smartphones; 2) children play more than study at home independently; 3) parents do not have much of the same knowledge in accompanying their children to study, and 4) parents find it difficult to allocate time to accompany their children to study because of homework and other work. While the use of internet quotas used by children in online learning through digital media is very limited, this is indicated by the response of parents as much as 50% who stated the reason for the lack of family economy so that they limited the purchase of internet quotas.

From the results of the analysis described above, it can be said that in the era of the COVID-19 pandemic, there were many problems in the online learning process. The application of learning media through digital media has challenges in the education system in Indonesia, especially in the Tana Toraja area. More training is needed for teachers and students on the use of digital media as part of curriculum implementation during the pandemic. So it is hoped that students and educators from an early age can adapt to the times. This means that the success or failure of the learning process is not only due to the role of technology, but is also influenced by the quality of human resources in using it [12]. In addition, it should be realized that the conditions and conditions of residence have different facilities and infrastructure. This is an obstacle in implementing online learning in all corners of the region.

With the experience of the current pandemic, it is a big challenge for all education actors, namely how to design effective learning media in online learning. It is known that online learning means transforming classical learning media into digital media. From the results of interviews with respondents, it is known that the use of learning media through digital media still has weaknesses in various aspects. Meanwhile, the government has carried out its duties in implementing online learning during this pandemic. However, this is not in line with the expectations that occur in the field. In this regard, research from [13] explains the same thing as this study that learning with digital media has advantages and disadvantages depending on the parties concerned how to allocate funds for sufficient internet quota for students so that they can support the learning media used. This is different from the research by [14] which states something different from this research, that the use of digital media as a learning resource is very feasible to help and support student learning activities at home during the covid-19 pandemic. This is the same as what was stated by [15] that online learning during the COVID-19 pandemic does not reduce students' interest and motivation in learning by using existing technological facilities as a medium. Thus, the basis for the problems above is how the government and education actors jointly provide solutions in implementing the learning system evenly. Please note that students or students have different life backgrounds. For this reason, special attention needs to be given in a fair and equitable manner for students and teachers who experience it.

CONCLUSION

From the results of the analysis and discussion, it can be concluded that the application of digital media in online learning during the covid-19 pandemic has advantages and disadvantages. The advantage is that it provides opportunities for the education system to innovate learning according to the demands of the times, while the weakness is that the application of digital media is not yet adequate in its entirety in remote areas, one of which is in Tana Toraja. This is motivated by several factors including, the problem of an unstable internet network, the lack of a family economy, and the limited ownership of digital media such as smartphones among students.

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