

Research article

Child-friendly Website-based Madrasah E-Learning During the COVID-19 Pandemic

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Abstract.

The Madrasa e-learning is a child-friendly online learning platform that is free and user-friendly. The platform provides comprehensive content and has more features than any other similar platform. The COVID-19 pandemic has severely affected the education industry; as a result, online learning systems were implemented by the government of Indonesia at all levels of education. Digital media has become an essential source for student learning; however, its unrestricted and easy access can have adverse effects on students, particularly those at the elementary level. Therefore, a learning platform that is child-friendly and suitable for teachers and parents accompanying the students should be selected. A systematic literature review of all articles on online learning applications published between 2015 and 2021 was conducted. The articles were accessed from SINTA, DOAJ, Scimago, lens.org, and Scopus. The results indicated that while the existing online learning platforms did facilitate children's learning needs, little attention was paid to the other features that were completely irrelevant to the development of elementary school students. Besides, teachers are required to use these platforms as available with no room for creativity and innovation in learning. The madrasa e-learning platform on the other hand allows teachers to integrate their design so the teaching and learning process is more structured, innovative, interactive, and exciting for students. Parents are calmer in monitoring and supervising children during the classes as all of their children's learning needs are in one single place.

Keywords: Website-based madrasa e-learning; a child-friendly platform for online learning

1. Introduction

The COVID-19 Pandemic has tremendously impacted Indonesia's education process [1]. The government has decided to require the online learning process at all levels of education [2], from early childhood to college students. Policy steps from the government to learn without meeting face-to-face can still be implemented via the internet, technological tools, and various applications [3].

Educational institutions must determine and adequately sort out the use of online learning platforms that are suitable for use by all school components, from students, teachers and even parents. [4]. In addition, the online learning platform is economical,

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practical, and affordable in terms of material and has complete features and is user-friendly so that it can support online learning activities optimally and make it easier for teachers, students, and admin operators to use the platform. [5].

Unlimited and easily accessible digital media [6] can help the distance learning process but needs to be supported by the presence of child-friendly digital learning [7]. However, in reality, almost some people have not used the technology properly. The inappropriate use of digital technology can negatively impact the individual and social lives of the nation's future children. Therefore, child-friendly digital learning is needed in the learning process from home while also maintaining the child's personality [8].

The division of developmental stages of school-age children can be grouped into two, namely middle childhood (6-9 years) and late childhood (10-12 years) [9]. Children in median age have different characteristics; children have experienced very rapid development at this stage. Their brains begin to think critically, their attitudes and actions have changed a lot since they were five years old [10].

Based on the stages of development of SD/MI age children, which is the peak they try to media, then in the implementation of digital learning, assistance is needed. This correlates with their basic abilities that have been taught in school, namely reading, writing and arithmetic [8].

To compensate for the characteristics of students who are familiar with social media from an early age, teachers must adapt. Teachers who can use social media to interact with students will create personal engagement relationships outside the classroom. These skills are increasingly needed during a pandemic like today. Teachers who can use social media in the context of education will undoubtedly find it easier to interact with their students when face-to-face learning cannot be done perfectly. This is where child-friendly digital knowledge is needed, especially for elementary/MI age children [11].

Madrassa e-learning as a means of online teaching and learning process issued by the Ministry of Religion is considered practical and valuable as online learning and teaching during the Covid-19 Pandemic [12]. Corona Virus Disease requires educators to adopt a learning innovation, namely self-directed learning based on digital literacy [13].

Online learning innovations using madrasa e-learning help students learn during the pandemic. In online learning, teacher professionalism is needed using e-learning madrasas to create fun and meaningful learning. Application improvements are also required to make madrasa e-learning easier to use (user-friendly)—collaboration between madrasas, parents, teachers, and students [14].

Madrassa e-Learning in the form of a website is a platform for online teaching and learning activities that is free, user-friendly and has more complete features than other platforms. In the form of this website, E-Learning Madrasas can apply teachers' designs to support the processes of teaching and learning activities in madrasas to be more structured, innovative, interactive, and exciting. Here the teacher is expected to develop creativity and innovation in developing learning. It is easier for students to understand and accept all the learning processes very pleasantly. [15].

2. Methods

The Systematic Literature Review Method of national and international accredited journal articles accessed from SINTA, DOAJ, Scimago, lens.org and Scopus lens.org using keywords can document and review all articles related to online learning applications for the 2015-2021 period. Then review, evaluate, and interpret all available research. In this kind of method, the researcher reviews and identifies journals in a structured manner, which in each process is as shown in the following figure1 sequence.

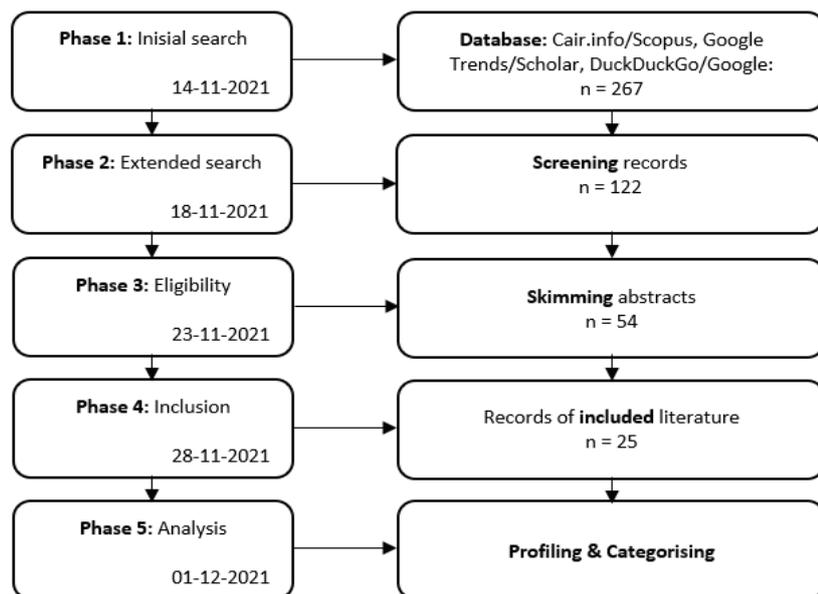


Figure 1

The research methodology includes the following phases:

1. Stage 1 (Identification): 267 results were found by searching all databases using the keywords: "Website-based madrasa e-learning; a child-friendly platform for online learning".

2. Stage 2 (Screening): After initial screening, it was found that 59.55% of papers (159) from stage 1 were irrelevant because they were out of scope or context. Further, more

focused searches are carried out using a specific combination of keywords “platform for Elementary School online learning during the pandemic.”

3. Stage 3 (Feasibility): The 267 results were reduced to 122 by analyzing the abstracts of the documents. Only relevant studies are retained.

4. Phase 4 (Inclusion): All remaining papers (54) are now recorded in a structured and systematic format. The articles have been read, and a final weeding process removed all but 25 papers.

5. Phase 5 (Profiling tables): Profiling tables are generated for 25 sources considered relevant to the research topic and stored for detailed analysis.

2.1. Finding and discussion

In implementing online learning, of course, it cannot be separated from the role of technology [16]. Technology can facilitate everything related to the teaching and learning process [17]. Digital technology in an educational institution is an essential means of supporting learning, both as a means of accessing the information on learning resources and supporting learning activities and related tasks. [18]. Along with the development of an increasingly advanced technological era, currently many platforms can be used to help carry out online learning such as E-Learning, Google Classroom, Edmodo, Moodle, Learning Houses, even platforms in the form of video conferencing, such as Google meet, Zoom, and Visco Webex [19].

In the millennial era today, teachers also need to be digitally literate and proficient to adapt to technological advances in addition to the skills and teaching skills previously possessed. Moreover, children in today's era are accustomed to adapting to the development of digital technology. Creativity is a must-have for teachers or prospective teachers. The learning media created must be multimodal or present in various formats. Teachers must create visual media in the form of diagrams or infograms, audio media such as podcasts or audiobooks, or audio-visual media such as learning videos. [20].

Therefore, every parent with elementary/MI age children must know how to use technology to encourage children's academic abilities. Indeed, this may not be easy, especially for less-skilled parents in using technology. However, parents still have to guide their children to use technology appropriately. So it takes good cooperation between parents and teachers in learning through this digital [21]. Articles reviewed by search engines found the following articles:

TABLE 1: Related Search Results Articles Website-based madrasa e-learning; a child-friendly platform for online learning.

Articles Website-based madrasa e-learning; a child-friendly platform for online learning	learning platforms other than website-based e-learning	the role of parents in online learning	website-based e-learning
The Use Of Teaching Media In Arabic Language Teaching During Covid-19 Pandemic [22]			
Smart Techno Parenting: Alternatif Pendidikan Anak Pada Era Teknologi Digital [21]			
Arabic Learning For Elementary School During Covid-19 Emergency In Indonesia [23]			
Teachers' Elementary School In Online Learning Of COVID-19 Pandemic Conditions [24]			
<i>Pembelajaran Pada Masa Pandemi Covid-19</i> [25]			
Peran Teknologi Audio-Visual Dalam Pengembangan Pembelajaran Anak Di Sekolah Dasar Karya Anak Bangsa Di Manado [The Role Of Technology And Audio-Visual Media In Learning Development At Anak Bangsa Elementary School, Manado][11]			
Challenges Of Learning English In 21st Century: Online Vs. Traditional During Covid-19[26]			
Distance Learning During The Covid-19 Pandemic: Strengthening Of Character, Productivity, And Stem Competency[27]			
Mediated Arabic Language Learning For Arabic Students Of Higher Education In COVID-19 Situation[28]			
Student's Responses On Learning In The Early COVID-19 Pandemic.[29]			
Impact Of Corona Virus Outbreak Towards Teaching And Learning Activities In Indonesia[30]			
The Use Of Madrasah E-Learning For Online Learning During The Covid-19 Pandemic[31]			
Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar[32]			
Peran Teknologi Dalam Pembelajaran Di Masa Pandemi Covid-19[33]			
Dampak COVID-19 Terhadap Implementasi Pembelajaran Daring Di Sekolah Dasar[34]			
Analisis Peran Orang Tua Dalam Mendampingi Anak Di Masa Pandemi Covid-19[35]			
Sosialisasi Peran Orang Tua Di Masa Pandemi Covid 19 Dalam Pembelajaran Daring Bagi Anak Usia Sekolah Dasar Desa Cikalongsari Karawang[36]			
Indonesia Education Readiness Conducting Distance Learning In Covid-19 Pandemic Situation[3]			
The Use Of E-Learning To Teach English In The Time Of The Covid-19 Pandemic[37]			

TABLE 1: Related Search Results Articles Website-based madrasa e-learning; a child-friendly platform for online learning.

Articles Website-based madrasa e-learning; a child-friendly platform for online learning	learning platforms other than website-based e-learning	the role of parents in online learning	website-based e-learning
Efektifitas E-Learning Madrasah Dalam Pelaksanaan Pembelajaran Jarak Jauh Masa Pandemi Coronavirus Disease 2019 (Covid-19) Di MIN 1 Rembang[38]			
Efektifitas Whatsapp Sebagai Media Belajar Daring[39]			
Analisis Proses Pembelajaran Dalam Jaringan (DARING) Masa Pandemi Covid- 19 Pada Guru Sekolah Dasar [7]			
Pembelajaran Online Berbasis Media Google Formulir Dalam Tanggap Work From Home Masa Pandemi Covid-19 Di Madrasah Ibtidaiyah Negeri (Min) 1 Paser[40]			
Analisis Kritis Penerapan Metode Pembelajaran Berbasis Online Di Madrasah Ibtidaiyah Masa Pandemi Covid 19 (Solusi Menyelamatkan Masa Depan Anak-Anak Indonesia)[41]			
Peran Orangtua Dan Guru Dalam Membangun Internet Sebagai Sumber Pembelajaran[42]			

Of the 25 international and national articles that we obtained from lens.org, they were classified into 3 groups, namely (1) learning platforms other than website-based e-learning, (2) the role of parents in online learning, and (3) website-based e-learning.

2.2. Learning platforms other than website-based e-learning

A learning platform other than website-based e-learning. Based on the qualifications above, there are 12 articles related to online learning platforms other than website-based e-learning used by elementary school students including WhatsApp, google form, youtube, and so on, namely [22], [23], [24], [25], [26], [28], [29], [34], [3], [37], [39], [40].

These 12 articles explain the many shortcomings obtained when elementary school-aged students use the online learning platform without parental assistance.

2.3. The role of parents in online learning.

The role of parents in online learning. Based on the qualifications of the article above, there are 10 articles that are not optimal in meeting the learning needs of students

without assistance and the role of parents at home, including: [21], [11], [27], [32], [33], [35], [36], [7], [41], [42]. These ten articles mention that the role of parents is very much needed in assisting students in using gadgets/HP, the worst impact of which is the destruction of children's morale because it turns out that the use of cellphones is more used for games than learning itself. Students' behaviour in using the internet is quite high, which is an average of more than two hours every day. The internet is used for the following purposes: social media, looking for learning materials/sources, looking for information, and playing games. However, it does not have a significant relationship with the use of the internet for learning. Parents are essential in implementing online learning, because parents are directly involved in guiding and supervising students in learning.

2.4. Website-based e-learning.

Website-based e-learning. The remaining three articles are [30], [31], [38] explained the benefits of having a website-based e-learning platform, especially for elementary school-aged children, one of which is the existence of structured student learning hours so that children are like studying at school even without face-to-face. The Madrasah E-Learning application designed by the Ministry of Religion of the Republic of Indonesia is intended to answer the challenges of the times of increasingly rapid technological advances. Provide a forum for teachers and students under the auspices of the Ministry of Religion to master information technology. The results of research related to teacher and student activities in Madrasah E-Learning applications in August 2020 the average percentage is above 75% in a positive direction or shows that indicators of using Madrasah E-learning applications for distance learning are increasing..

3. Conclusion

Digital technology in an educational institution is an essential means of supporting learning, so educational institutions must be able to determine and sort appropriately to use any online learning platform that is appropriate and can be properly used by all school components starting from students, teachers and parents who will be accompanying students, online learning platforms are not only economical, practical and affordable in terms of material but are also user-friendly so that they can make it easier for teachers, students and admin operators to use the platform, even more

importantly, it has complete features so that it can support online learning activities online. Maximum and optimal.

Website-based e-learning madrasa is an online classroom in a learning because it contains all the things needed by teachers and students in learning even though now learning is carried out by distance. Teachers can still carry out their teaching obligations even though they are online because they have to work from home, while students still have the right to receive learning materials even though they are online.

With the website-based madrasa e-learning, parents are calmer in monitoring and supervising children's learning using a cellphone/laptop/computer because all the learning needs of children are already in it, without having to open other features so that the use of this madrasa e-learning is very friendly and user-friendly.

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