

Covid-19 pandemic makes the world of education apply technology

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Abstract

The Covid-19 pandemic has provided an overview of the continuity of the world of education in the future through the help of technology. On the other hand, technology still cannot replace the role of educators in interacting learning between students and teachers because education is not only about acquiring knowledge but also about values and competencies. This article aims to provide a separate understanding for each individual in developing creativity in the use of technology, not only transmitting knowledge, but also how to ensure learning is conveyed properly. The research method used is a literature study obtained from documents and articles related to online learning during the Covid-19 pandemic. The result of this study is to explain how this pandemic period also provides an opportunity for Indonesia to get out of the pandemic and become a green nation. Then explain how the processes and problems that exist during online learning. In addition, it provides some input that can be done to solve problems that exist in online learning during the Covid-19 pandemic, so that learning can run well to achieve the actual learning objectives.

Keywords: Covid-19, education technology

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INTRODUCTION

On December 31, 2019 there was a similar case with unknown pneumonia in Wuhan, China (Lee, 2020). The case was caused by the corona virus known as COVID-19 (Corona Virus Disease-2019). The Corona virus has also been detected first in Indonesia since the beginning of March. To date May 12, 2020, there are 17,514 confirmed positive cases spread across 34 provinces and 415 districts / cities (Task Force on Accelerating the Handling of COVID-19 Indonesia, 2020). The impact of the COVID-19 pandemic has changed various aspects of human life. Various policies have been issued by the Indonesian government to reduce the rate of spread of coronavirus by imposing social distancing and physical distancing to the implementation of PSBB (large social restrictions) in some areas in Indonesia so as to cause panic. Everywhere. Policies issued to limit the spread of COVID-19 have an impact on various fields around the world, especially education in Indonesia.

Given the current pandemic, time, location and distance are big problems (Kusuma & Hamidah, 2020). So that distance learning becomes a solution to overcome difficulties in carrying out face-to-face learning directly. This challenges all elements and levels of education to maintain the quality of learning even though schools have closed. Changes in online learning have occurred almost all over the world during the COVID-19 pandemic (Goldschmidt & Msn, 2020). Teachers and educators, as an important element in the sharpening, are required to make unprecedentedly large-scale changes from traditional face-to-face education to online education or distance education (Bao, 2020; Basilaia & Kvavadze, 2020). This is supported by technological developments that are not limited to the current industrial revolution 4.0. Online learning is

effective for carrying out learning even though educators and learners are in different places (Verawardina et al., 2020).

Current conditions are urgent for innovation and adaptation related to the utilization of available technologies to support the learning process (Ahmed et al., 2020). The practice requires educators and learners to interact and transfer knowledge online. Online learning can take advantage of platforms in the form of applications, websites, social networks and learning management systems (Gunawan et al., 2020). These platforms can be used to support knowledge transfer supported by discussion techniques and others. However, the phenomenon on the ground states that government policies in the application of online learning are considered less effective in view of the many problems and obstacles faced by students, teachers, and parents due to the lack of careful preparation.

Based on the description above, the review of the article with the aim of research to provide an overview related to The Covid-19 Pandemic Makes the World of Education Apply Technology. This is important in providing information and improvements of the policies carried out.

RESEARCH METHOD

This study uses descriptive content analysis study methods. This method is content analysis intended to describe the content of a particular information or text (Munirah, 2015). The analysis was conducted on various scientific articles related to online learning during the COVID-19 pandemic. Scientific articles are obtained from international, national and various other similar sources.

RESULTS AND DISCUSSION

Social distancing and physical distancing policies to minimize the spread of COVID-19 encourage all elements of education to activate classes even though schools are closed. School closures are the most effective mitigation measures to minimize the spread of the outbreak in children. This is in accordance with government policy in Circular Letter No. 4 of 2020 on the Implementation of Education Policy in the Emergency Period of Corona Virus Disease Spread (COVID-19). The solution provided is to enforce learning at home by utilizing various supporting facilities that support it.

During the COVID-19 pandemic, home or online learning became a solution for continuing the rest of the semester. Online learning is defined as the experience of knowledge transfer using video, audio, images, text communication, software (Basilaia & Kvavadze, 2020) and with internet network support (Zhu & Liu, 2020). This is a modification of knowledge transfer through the website forum (Basilaia & Kvavadze, 2020) and digital technology trends as a hallmark of the industrial revolution 4.0 to support learning during the COVID-19 pandemic. Integration of technology and various innovations characteristic of online learning (Banggur et al., 2018). In addition, the most important thing is the readiness of educators and learners to interact online. Infrastructure that supports online learning for free through various discussion rooms, such as Google Classroom, Whatsapp, Smart Classes, Zenius, Quipper and Microsoft (Abidah et al., 2020). Whatsapp features include Whatsapp Group, which can be used to send text messages, images, videos and files in various formats to all members (Kusuma & Hamidah, 2020). Google Classroom also enables educators and teachers to develop creative learning.

Discussion and knowledge transfer face-to-face is like meeting through various teleconference video platforms that are widely available for free, such as Zoom and Google Meet. The platform makes educators and learners meet and interact virtually with instant messaging facilities and presentation activities (Wiranda & Adri, 2019). These services can be used as a support for knowledge transfer in discussions related to learning content. This is also done by utilizing all local resources nationally, such as television channels for education (Zhou et al., 2020).

In Indonesia, television on TVRI channels is used to broadcast educational content nationally. The content that is broadcast is classified based on the level of education in accordance with the curriculum in Indonesia.

The variety of platforms and the available power help support the learning process during the COVID-19 pandemic. Learning activities that can be done range from discussions, presentations to assignments. This is in line with Firman and Rahayu's (2020) research that online learning trains learning independence. This will require greater student engagement to improve observational learning behavior. This behavior can be done by reading, interpreting discussion posts and discussing videos or learning content (Zayapragassarazan, 2020). This will familiarize learners to collect and manage information related to the task provided without the limitations of space and time. This is because online learning allows access to information and knowledge at home and anywhere tailored to the convenience of learners.

Online learning demands the role of educators evaluating effectiveness and being tailored to learning needs. This is important to do to still meet aspects of learning such as the process of knowledge, morals, skills, intelligence and aesthetics (Dai & Lin, 2020; Zhu & Liu, 2020). Given that the change to online learning indirectly affects the absorption of learners (Dewi, 2020). It is important to note the communication of parents and educators to realize the independence of learning of learners during the COVID-19 pandemic.

Many benefits obtained, of course, are obstacles felt by educators and learners in online learning. The obstacles faced are the diverse regional conditions in Indonesia causing not all areas to be reached by internet services and the spread of slow internet networks at any time (Khasanah et al., 2020). It also allows high internet use to have an effect on the health of learners. Another obstacle found is the ability of parents to provide online education facilities (Obiakor & Adeniran, 2020) such as the use of internet networks that require costs (Jones & Sharma, 2019; Purwanto et al., 2020).

CONCLUSION

Online learning provides convenience in providing information transfer in various situations and conditions. The benefits of online learning facilities are supported by various platforms ranging from discussions to face-to-face virtually. However, this needs to be evaluated and adjusted to local conditions, considering the ability of parents to provide different online learning facilities. The key is collaboration between learners, teachers, and technology in pandemic conditions like this.

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