LEARNING IN THE COVID-19 PANDEMIC

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ABSTRACT

The Covid-19 pandemic resulted in a remarkable change in learning activities, where all levels of education had to be transformed in order to adapt to learning from home through online media. This study aims to find out how to learn on the Covid-19 pandemic for students, schools, and people. This research was conducted with literature research. The source of research data is obtained from articles and publication journals collected using documentation techniques. Analysis techniques using content analysis of literature and articles that are the source of research data. The results showed that in the practice of implementing online learning, many obstacles occurred both from students, teachers, and parents. These constraints make online learning less effective

Keywords: Pandemic; Covid-19; learning; online

INTRODUCTION

Since its discovery in Wuhan City, the movement of Covid-19 has been so rapid that it has caused a global pandemic. On January 30, 2020, WHO declared the current condition as a public health emergency that disrupted the world which also had an impact on all sectors (Dewi, 2020). It also impacted the education sector so that on March 4, 2020, UNESCO gave advice to use distance learning methods (online) and open educational platforms that can support school activities from home. UNICEF, WHO, and IFRS also explained that when the spread of the Covid-19 virus is accelerating, schools must be closed but the education process must continue through online learning (Afriansyah, 2020).

The policy to conduct *distance education is* also carried out in Indonesia. This policy is shown through a Circular Letter issued by the government on March 18, 2020 which explains that all indoor and outdoor activities are postponed to reduce the spread of the Covid-19 virus. This is also supported by the Minister of Education and Culture of the Republic of Indonesia who also issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period of the Spread of Covid-19, where the circular letter explains that the learning process is carried out at home through distance learning.

The Covid-19 pandemic has caused tremendous changes in learning activities, where all levels of education must transform in order to adapt to learning from home through online media. This is certainly not an easy thing, because it happens suddenly which results in unpreparedness in various ways. Everything feels heavy for students and educators. Educators are required to be creative in delivering material through online learning media and of course it is also adjusted to the level of education and needs. The impact will cause physical and psychological (mental) pressure for educators. Therefore, positive, creative

and innovative thinking can help overcome various problems in the distance learning process by applying fun online learning media, resulting in learning outcomes that remain of high quality. Distance learning using online media expects all students to be able to participate in learning optimally (Jaelani et al., 2020).

Distance learning has become a major challenge for education. Training programs for teachers in the use of information and communication technology is an important aspect in improving distance learning skills. For smooth distance learning, it is not only enough for a teacher to have basic technology skills (such as using a computer and connecting to the internet), but also to have the knowledge to use recording devices and software, as well as methods to deliver lessons without face-to-face interaction (engaging learning videos). These skills will certainly be required when using online learning platforms (Azzahra, 2020).

Education is one of the aspects that serves as a place to shape the character of the nation's children (Ulyan, 2018). Therefore, in the education process, an educator must be able to master various learning media because conditions are always changing. Especially at this time the Covid-19 Pandemic hit the world, various sectors experienced changes and must be required to adjust to the situation, including educational institutions which must also transform learning media during the Covid-19 pandemic.

Media is one of the supports in the learning process. The success or failure of the learning process is largely determined by the learning media used. Media is anything that can be used to channel messages from the sender to the receiver so that it can stimulate the thoughts, feelings, attention and interests of students in such a way that the teaching and learning process occurs (Ahmad, 2005). According to Dabbagh and Ritland (2005: 78), online learning is an open and distributed learning system using pedagogical devices (educational aids), which are made possible through the internet and network-based technology to facilitate the formation of learning processes and knowledge through meaningful action and interaction.

Munir (2009:170), states that e-learning is the most effective learning media or method that is able to reach a very wide and distant place, at a relatively low cost. To access learning materials on e-learning, a computer with internet network is required. Learning materials are always available whenever and wherever needed, so as to overcome the distance constraints of space and time.

Wena (2009:123), states that e-learning demands the activeness of learners, through E-learning learners can search and retrieve information or learning materials based on the syllabus or criteria that have been set by teachers and education managers. Learners will have a wealth of information, because they can access information from anywhere that is certainly related to their learning material. Electronic learning or e-learning is beneficial for various related parties, such as: (1) For students, learning activities through e-learning allow the development of optimal student learning flexibility, where students can access learning materials at any time and can be done repeatedly. Besides, students can also communicate with their teachers at any time. This is certainly different from conventional learning, where the learning process of students and teachers has been determined by the time and place of learning; (2) For teachers, the benefits of e-learning activities obtained by teachers, namely a) easier to update learning materials that are their responsibility in accordance with the demands of scientific

developments that occur, b) develop themselves or conduct research to improve their insight because they have relatively more free time, c) control the learning habits of students, teachers can find out when students learn, what topics are studied, how long a topic is studied, and how many times the topic is restudied, d) check whether students have done exercise questions after studying certain topics, and e) check students' answers and notify the results to students; (3) For Schools, a) there will be teaching materials that have been validated in accordance with their fields so that every teacher can use them easily and the overall effectiveness and efficiency of learning will increase, b) the development of learning content will be in accordance with the subject matter, c) as a practical guide for implementing learning in accordance with the conditions and characteristics of learning, and d) encourage the fostering of an attitude of cooperation between teachers and teachers and teachers and students in solving learning problems.

One of the impacts of the current covid-19 pandemic is the transformation of learning media from using a face-to-face system in the classroom to online learning. This is due to the covid-19 pandemic which is transmitted quickly through direct contact with sufferers, so it is forbidden to hold gatherings. Related to this, there are several online learning media that can be used as options, among them, namely: The first and most widely used online learning media is whatsapp group, the next online learning media comes from google, namely google suite for education, the next online learning media is the teacher's room, online learning media that can be used as the next choice is zenius, online learning media which is also often used is Zoom. Based on the above, teachers are expected to be able to choose learning media that must be used in the learning process according to the needs and circumstances of students. Therefore, educators must master many learning media (Nasution, 2008).

Ririn Arisa (2013) in the research "Analysis of E-Learning Utilization as Learning Media" explains some advantages of E-Learning process which are economical, accessible, interactive, collaborative, creative and independent. E-Learning can be accepted quickly because users are motivated by its advantages. The advantages that ELearning offers include: (1) Cost, educational organizations can save costs because there is no need to spend funds on classroom equipment such as the provision of whiteboards, projectors and stationery; (2) Time Flexibility, E-Learning allows students to adjust their learning time, because they can access lessons on the internet at any time they want; (3) Venue Flexibility, E-Learning allows students to access learning materials anywhere, as long as the computer is connected to the internet network; (4) Flexibility of Learning Speed, E-Learning can be adjusted to each student's learning speed; (5) Teaching Effectiveness, *E-Learning* is a new technology so that students can be interested to try it so that the number of participants can increase; (6) On-demand Availability, E-Learning can be accessed at any time from various places that are reached by the Internet so it can be considered as a "pocket book" that helps complete tasks or work at any time. However, the utilization of the internet for learning or elearning is also inseparable from various shortcomings, including: (1) Lack of interaction between teachers and students and even between students themselves which can slow down the formation of values in the teaching and learning process; (2) Tendency to ignore academic or social aspects and instead encourage the growth of business aspects; (3) The learning and teaching process tends

towards training rather than education; (4) Changing the role of teachers and who all master conventional techniques, are now also required to master learning techniques that use ICT; (5) Students who do not have high motivation to learn tend to fail; (6) Not all places have internet facilities; (7) Lack of computer mastery.

METHODS

The module development carried out is research and development research using the 4D method which consists of define, design, develop and disseminate in this study to develop a product, the most important of which is analyzing needs. After the needs analysis has been carried out, the next step is to look for techniques to do it.

In this case, the module design is carried out in several stages, namely the material that includes the title, marker, author's method, and materials that will be included in the module. The module itself is a teaching material that can countain student learning activities in which there are assignments that students can learn. According to Dikdasmenum (2004) a module can be interpreted as a book written so that students can study independently. In this case the module can be said as a study guide and guide in doing learning. The module can be said to be feasible if it meets 5 characteristics namely self-intruction which allows independent learning. Self-contained learning contained in the module. Stand alone is not used with other teaching materials. Adapt ti science and technology. User friendly there is a helpful presentation, while learning consists of 5 categories which are verry good, good, sufficient, less, very less then the instruction in the teaching materials must really match the student's criteria. For the steps in the learning strategy, then the appropriate method in learning meanwhile, problem-based learning includes real life, which according to Kurniasih & Tan (2016) states that problem-based learning is the user of various kinds of intelligence needed in real life.

The technique in problem-based learning is that the designer provides assignments that can be accessed by studens who have learning to do exercises and demonstrations so that students are able to interact with the given threes. The stages carried out consist of designing learning concepts, learning resources, collecting materials, making, testing and distributing. In addition, the instruments used were questionnaires and interviews with teachers.

In addition, there are several aspects that must be considered, namely the material expert aspect, namely content competence which consists of 11 sections, linguistic competence which consists of 4 sections, presentation competence which consists of 4 sections, and graphic competence which consists of 3 sections. The same is true for module experts. For the student learning chart also applies where there is a separate category for the student learning process where its implementation can be seen form the percentage of experts. This can be seen after testing to determine how the learning process is going well, a questionnaire is used in the application.

RESULT & DISCUSSION

Changing the learning model from conventional learning to online learning is not as easy as imagined. The readiness of various parties needs to be questioned.

E-learning is a learning experience delivered through electronic technology that connects learners with their learning sources that are physically separated or far apart but can still communicate, interact and collaborate directly. However, it is not easy to change the habit from face-to-face learning to online learning.

This online learning requires instruments that are used in supporting the success of on-line learning including video, audio conferencing, multimedia, television, and others. Moreover, with the development of information technology that is increasingly sophisticated, there are many findings of distance learning applications such as Zoom Meetings, Google Meet, Youtube and so on.

The learning process that takes place from home requires direct supervision from parents so that students can follow the learning well. At the same time, parents also have to divide their time to work, take care of the house, and help their children learn. This is one of the obstacles in distance learning. Not to mention that many regions experience technological limitations, weak networks, and limited internet quotas. If some areas can run online learning easily, it is not the case with underdeveloped areas or rural areas that have not been reached by electricity and the use of electronic media has not been evenly distributed. The lack of gadgets and the lack of electricity forces teachers in these areas to go the extra mile where they have to visit hundreds of students one by one, to give face-to-face lessons in the students' homes while following health protocols of course. In rural areas, it is found that almost all students do not have android phones let alone laptops so that the application of online material is quite difficult. Therefore, one way to address the problem or overcome the problem, the teacher applies manual learning to each student's home even though the distance traveled is not close, so that all students do not miss the learning material.

In addition, the curriculum and teaching content also need to be formulated appropriately so that the education provided remains of high quality and in accordance with the circumstances of the learners. However, this obstacle is not only felt by students, but also by teachers. Let's assume that the online teaching and learning activities (KBM) system can be carried out by young teachers who are proficient with technology. Then what about teachers who are still fumbling in the use of technology? This will certainly be a problem again. The online learning system that is held is not effective to be carried out with these problems which will certainly hamper the KBM process. There are still many other obstacles that arise when the online system is used such as the material delivered is not fully understood by students, students are confused in receiving material delivered by the teacher, the absence of all participants when the on-line KBM takes place caused by a network that does not support and can also be because students feel bored with the learning system. So that in the end the learning material is not channeled properly.

In some cases, not all schools are able to follow the online KBM system. This is of course due to various considerations. So that among these schools decided to only give assignments to students to do at home during the "holiday" due to the Covid-19 virus. This is certainly a complaint from students and also parents because the assignments / homework given by the teacher are too much so that it burdens students. Giving homework to students during the holidays does not guarantee that students will study at home. Most students assume that homework can be done later so that it is allowed to accumulate until the teacher's fixed schedule to collect it, then they rush to do it, even to ask for help from parents to do the homework.

This will certainly burden the parents, not to mention if the family has quite a lot of children. This also means that the homework is no longer the result of the students.

These constraints make online learning less effective. Learning becomes monotonous and less fun due to the lack of innovation in the learning process because students and teachers are not technologically literate so they do not understand how to access and use platforms that support the learning process as well .

CONCLUSION

The Covid-19 pandemic has caused tremendous changes in learning activities, where all levels of education must transform in order to adapt to learning from home through online media. This is not an easy thing to do. Many obstacles occur in the practice of online learning implementation, both from students, teachers, and parents. These obstacles make online learning less effective.

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