DEVELOPMENT OF ONLINE LEARNING DURING THE COVID-19 PANDEMIC IN INDONESIA

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ABSTRACT

The fast spread of Covid-19 in Indonesia has caused all learning activities to be switched to online learning. The online learning process during the Covid-19 pandemic is carried out from home which aims to minimize the spread of the Covid-19 virus. This type of research is qualitative research with the nature of literature study that uses the literature by finding and collecting sources that are relevant to the topics discussed. With qualitative methods, it is necessary to carry out descriptive analysis that will provide information and reveal facts and be written in statements, logically, and systematically. The results of this study explain how the process of developing online learning during the Covid-19 pandemic in Indonesia.

Keywords: learning, online, Covid-19

INTRODUCTION

Currently, the world is faced with COVID-19 en masse and has become a new external factor that affects the implementation of education in Indonesia (Mansyur, 2020). Through the Ministry of Education and Culture, the Government has not allowed educational units from elementary to university levels by changing the implementation of the face-to-face learning system (conventional) into the implementation of online learning. This refers to the learning policy that follows the social policy (social distancing). The Ministry of Education and Culture strongly recommends that all activities in educational institutions must keep a distance and all materials will be delivered to their respective home (Kemendikbud Dikti Circular Letter No.4 2020 year). Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions (Moore, et al., 2011). The principle of the online/distance learning policy is to prioritize the health and safety of students, educators, education personnel, families, and the community in general, as well as considering the growth and development of students and psychosocial conditions to fulfil educational services during the COVID-19 pandemic (Public relations kemendikbud, 2020The use of digital technology can allow students and teachers conducted the learning process even though they are in different places (milman, 2015). Online learning is training provided to participants or students who do not gather together in one place regularly to receive lessons directly from the instructor. Specific detailed materials and instructions are sent or provided to participants who then carry out tasks that will be evaluated by the instructor. In reality, the instructor and the participants can be separated not only geographically but also time (Prawiyogi & Purwanugraha, 2020).

Since the first discovery of the COVID-19 virus (SARS-CoV-2) in Wuhan and the WHO declared a pandemic, it has had a serious impact on the education system in Indonesia. The Covid-19 has also had an impact on the transition to the use of media. Learning media is transformed more sophisticated using network technology devices (Mansyur, 2020). Some of the transformations in the use of learning media include the use of "Whatsaap" Group for discussions and assignments, the use of the Zoom application, Google Classroom, for face-to-face online learning conferences, and the use of YouTube for visual exploration of material and the use of television networks such as TVRI for deepening subject matter. All of these types of media, even though they feel like a solution during a pandemic, have advantages and disadvantages. According to (Prawiyogi & Purwanugraha, 2020) There are several advantages and disadvantages in online learning, including the possibility of distributing education to all corners of the country with an unlimited capacity, because it does not require a classroom, teachers and students do not need to meet face to face in the classroom, because the facilities are use computer connected to the internet. Thus, learning like this will reduce the operational costs of education, such as the cost of building and maintaining buildings, transportation, living costs, and so on. The weaknesses in online learning include power outages when accessing online learning programs, poor internet network, children learn slowly.

Based on the description above, this article was created to describe the development of online learning during the Covid-19 pandemic. Knowing the difficulties of online learning, and providing appropriate solutions to problems that occur in online learning so that education in Indonesia can continue to develop for the better during the covid-19 pandemic.

METHOD

The method used by the author in making this article is a library research method or literature review. In this method, the authors identify the journals systematically and each process follows the steps that have been set. Supporting data was obtained from various sources such as documents, scientific articles from scientific journals, as well as news related to the development of online learning during the Covid-19 pandemic. The data that has been collected is then analyzed using descriptive methods. The descriptive method reveals the facts of the incident and is written in statements that are sourced from the data studied.

RESULTS AND DISCUSSION

The Development of Online Learning during the Covid-19 Pandemic in Indonesia

Covid-19 is a virus caused by the serve acute respiratory syndrome coronavirus 2 (SARS-CoV-2) and causes illness ranging from mild to severe symptoms such as severe pneumonia, respiratory tract infections, mild to acute respiratory disorders, and can be fatal cause humans to die. The spread of Covid-19 is so fast that it has serious implications for all countries, especially Indonesia. Quoting from the news (pikiran-rakyat.com, 2021) Indonesia is one of the 10 countries with the highest active Covid-19 cases in the world. So learning activities are still being transferred to online learning as the sole choice at the homes of each student. This is following the Health Quarantine Law Article 59 Paragraph 3 of 2020 which explains that "This large-scale social restriction includes at least school and workplace holidays, restrictions on religious activities, and or restrictions on activities in public places or facilities." This is a challenge for the world of education in Indonesia so that learning can continue during this Covid-19 pandemic (Sourial et al., 2020). Online learning is learning that is carried out remotely with the help of the internet. In online learning, facilities and infrastructure are needed, in the form of laptops, computers, smartphones, and internet network assistance. In addition to facilities and infrastructure, a teacher must also be able to adapt to the situation of students. According to (Wulandari 2018) argues that "teachers must be able to develop the teaching profession and carry out their duties by adjusting the needs of students and learning materials that keep up with the times." This online learning itself requires creativity and innovation from a teacher, so that coaching, transfer of knowledge and skills can run well. All teachers must master communication in the network (Purandina., 2020).

The online learning process during the COVID-19 pandemic is a new and challenging thing for teachers. Although at first glance this learning seems so easy. However, the fact is that in this online learning there are many obstacles related to its implementation that are felt by the teachers, along with the obstacles to the implementation of online learning:

1. Learning apps

Because of the Covid-19, practically all teaching and learning activities have shifted to online. Inevitably, forcing teachers to switch to using the internet as the only possible means of delivering learning materials. This is an obstacle for all teachers because teachers do not have self-preparation. Before determining the application to use, the teacher discusses with the student's guardian to determine the application to be used, taking into account the ease of use.

2. Internet network and gadgets

The need for an internet connection is very important in the implementation of online learning but the reality on the ground proves that many people complain about the internet network. The lack of internet network access is not only experienced by people in the highest, foremost and outermost areas, but also people who live in urban areas. The ease of using the Whatsapp application for teachers and parents will hinder if the network around the student's and teachers' homes is disrupted. To get around these network constraints, teachers also take advantage of the learning activity portal provided by the Ministry of Education and Culture through television. This is very helpful when meeting students who don't have gadgets/cellphones

3. Learning management

Based on Law no. 14 of 2005 concerning Teachers and Lecturers explains that one of the skills that must be mastered for teachers is pedagogic ability. This ability allows teachers to manage, organize learning. The ability to organize requires a teacher to be able to sort the material presented logically so that the relationship between topics is clear. According to Mulyasa (20013: 139), the ability to organize material consists of two stages, namely selecting learning materials and compiling learning materials. When learning takes place face-to-face, teachers are used to organizing learning. However, the problem is when learning takes place online. Teachers must choose extra learning materials so that there are no misconceptions between teachers and parents or students when studying the material. On the other hand, teachers must also see the achievement of basic competencies that students must master. So that the making of material when learning is done online must be done optimally.

4. Learning assessment

The sudden online learning activity due to COVID-19 has changed the assessment technique used by teachers. Assessment activities are very important and are an integral part of teaching and learning activities. To measure the achievement of student competence. So an assessment is needed. The implementation of online learning raises new problems in terms of student assessment. Based on the 2013 curriculum, the assessment of learning activities includes affective, cognitive and psychomotor aspects. According to Anderson (2003), There are three principles in learning assessment, namely meaningful, transparent, and fair. However, the facts on the ground show that all students get the maximum score when given a question. This becomes a question for the teacher, do students understand the material or do students get help from others to do their assignments.

5. Lack of supervision

Facts in the field show that in the early weeks of online learning activities, parents give their full attention to their children. However, in the second week onwards, parental supervision begins to decrease. This happens because, at the same time, parents also have to divide their time between working, taking care of the house and supervising their children's learning. So what happens is that the teacher sends assignments and the parents send the children's work. Without supervision in learning. Parents think that if the assignment has been sent to the teacher, then the learning activities are finished for that day. This results in unidirectional communication, without supervision in learning.

Online learning is conducted with the ability of each school. Online learning can use digital technology such as google classroom, study house, zoom, video conference, telephone or live chat and others. But what must be done is to give assignments through monitoring mentoring by teachers through "Whatsapp" groups so that children learn. Then the teachers also work from home in coordination with parents, either through video calls or photos of children's learning activities at home to ensure there is the interaction between teachers and parents.

The government's response to the COVID-19 crisis in Indonesia through the Ministry of Education and Culture (Kemendikbud) provides freedom for each school to choose their online learning platform. However, to encourage the process of sharing knowledge, the Ministry of Education and Culture provides a free online learning platform called "learning house" and a platform for sharing between teachers called "various teacher programs" and for areas where internet conditions are not very good, the government cooperates with national TV stations. (TVRI). To deliver the study materials contained in the home study program for several months. The COVID-19 crisis has also forced schools to reallocate larger budgets for online learning spending. Ministry of Education and Culture Regulation No. 19 of 2020 and Ministry of Religion Circular No. B-699/Dt.l.l/PP.03/03/2020 allow the use of BOS (school operational assistance) funds for the implementation of online learning. This includes internet connection fees for students and teachers as well as the purchase of online learning support devices. Furthermore, the challenge of online learning is the availability of internet services. According to (Sadikin & Hamidah, 2020) said some students access the internet using cellular services, and a few use WIFI services. And another challenge faced by students is the problem of financing online learning. On average, students spend Rp. 100,000 to Rp. 200,000 per week, depending on the cellular provider used. The use of online learning using video conferencing is quite expensive (Naserly, M. K., 2020). This is an additional burden for parents of students during economic difficulties due to the COVID-19 pandemic.

Online learning can provide an effective learning method because it combines collaboration of independent learning activities and the use of internet facilities by students. However, the continuity of online learning during the pandemic depends on various factors, the readiness of parents from an economic point of view, the readiness of the school, the readiness of teachers to teach students in non-face-to-face conditions. Consideration must be given to the needs of all students to be able to continue online learning without any problems.

CONCLUSION

Based on the description above, it can be concluded that the spread of the COVID-19 virus that entered Indonesia had a major impact on the education sector and resulted in the learning system being carried out online from the homes of each student. The role of the teacher is needed to continue to innovate to provide appropriate and effective learning methods so that learning objectives can be achieved. Teachers can take advantage of internet facilities to support the learning media that will be used. Cooperation between teachers and parents is also needed, for parents it is hoped that they can accompany children during online learning from their respective homes so that there is a reciprocal relationship between teachers, students, and parents so that online learning becomes more effective.

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