

Education Services for Students during the Covid-19 Pandemic

by Shinta Prastyanti 18

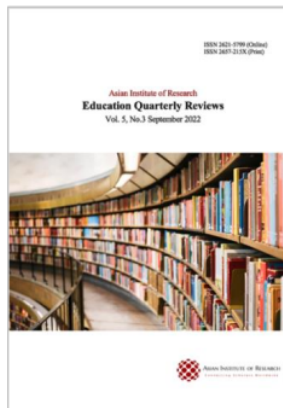
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Education Services for Students during the Covid-19 Pandemic

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Abstract

The Corona Virus Disease 19 currently has disrupted all aspects of life, including education. The teachers and students have to adapt to the studying and learning process and how to serve students. This phenomenon is important and interesting to study. The research uses a qualitative case study method with data collection through observation, dialogical interviews, Focus Group Discussion, Participatory Decision Making, and documentation analysis. Informants are teachers represented from the fifth-grade elementary schools, both urban and rural areas, besides the principals, educational leaders, and practitioners in the District of Babumas, the Province of Middle Java, Indonesia. The research analysis uses interactive analysis starting from data collection, data reduction, verification, and triangulation till the conclusion drawing. The results showed that teachers and students in research areas alike experienced technological disruption both in the educational process or services to students during the pandemic as an effect of the changing of studying learning methods from face-to-face to online. Another result found the use of digital media in the process of implementing and evaluating the studying learning process hurts boredom, lack of concentration on the lesson, and humanistic interaction with other students. In contrast, the result also found a positive impact such as interesting and innovative digital applications that can support the educational process during that pandemic. It is necessary to socialize, adapt, adopt innovation and increase competence for teachers and students, especially in the use of digital-based learning media and applications (online) including quality assurance of the education implementation and evaluation process.

Keywords: Education Services, School Students, Educational Media, Innovation Adoption, Covid-19 Pandemic

1. Introduction

The educational process during the Covid 19 pandemic in Indonesia, which began in early 2020, underwent a significant change, from face-to-face or offline (outside the internet network) between teachers or teachers and teaching participants or students to an online or online learning process (in a network). This is due to the increasing number of Covid-19 sufferers, not only in Indonesia but throughout the world. As data shown by the Indonesian Covid-19 Team (covid19.go.id) from March to July 2020 of 80 thousand cases. It jumped to 4.2 million in December 2021. All public activities and community mobilization are limited. Economic, social, religious activities (worship), tourism, and transportation including education were also affected. To support that effort the

government issued the policy of **Large-Scale Social Restrictions** with government policies that imposed several government regulations such as **Government Regulation Number 21 of 2020 concerning Large-Scale Social Restriction** in the Context of Accelerating Handling of Covid-19 and **Regulation of the Minister of Health Number 9 of 2020 concerning Guidelines for Scaled Social Restrictions**. Big in the context of accelerating the acceleration of handling Covid 19. The two regulations are a form of elaboration and implementation of Law Number 6 of 2018 concerning Health Quarantine which also has legal consequences for violations.

Based on the researcher's preliminary study from the **end of 2020** to the middle of 2021, particularly in the education process, the policy regarding the regulation of **Large-Scale Social Restrictions and the Enforcement of Restrictions on Community Activities** resulted in several major changes. Adaptation to conditions and situations during the educational process and students' services such as face-to-face to online digital media through google meetings, zoom meetings, or other e-learning media was necessary.

The learning atmosphere in the digital era must be balanced among access skills, quotas, and the quality of the network. The development of online digital media for learning must be increased not only during a pandemic, but it has to become a necessity and a challenge in the digital era as a form of E-Learning (Electronic Learning) process. **electronic learning system with computer and internet technology can support a learning process remotely without having to meet face-to-face** between teachers and students (Amichai, 2009; Aviram & Dotan, 2009; Babbar & Gupta, 2022; Clark & Gibb, 2006; Greitzer, 2002; Michael, 2003; Schweizer, 2004; Suswanto et al. 2021).

The learning process with digital online media is a form of mass communication where the communication process uses electronic or print media that is uploaded and can be downloaded by all parties as long as has access and device. That has become a challenge and need for a lifestyle where contemporary culture in the media reflects the culture of the community. Media is a window of reality that expands perception and mirrors distorted events so that meaning changes because it is constructed by other people through that media itself. Then it developed to become a new media that used networks, access, and the internet that disrupted the pattern of life in all fields. It also cannot be separated from the internet world to become an internet society.

The new media era and the era of disruption have emphasized that electronic media expands perceptions (thoughts) in the context of the global village. Internet media is called cyberspace and it is intentionally created as Netizen-Computerization-Internet-Digital. The disruption era and innovator dilemma (interference from technology), gives a fundamental change from the old to a new system in various aspects of life. According to the technological or industrial revolution, the characteristics of the 4.0 industrial revolution emphasize **the digital economy, artificial intelligence, big data, and robotics (disruptive innovation)**. The era of digital learning media with the existence of an electronic learning system (e-learning) and a Learning Management System on the website of educational institutions (Aquilair & Buonanno, 2019; Edwards & Magill, 2022; Jiang, 2022; Menke & Schwarzenegger, 2019; Picone, 2017).

The research on education and services to students during the Covid-19 pandemic towards the new normal era is strategic and important to evaluate material as well as a significant contribution, especially in the learning process as a challenge and need in the digital era. It is expected to contribute to effective and quality learning outcomes.

2. Research Method

This research uses qualitative research with case studies that deeply investigate the phenomena of reality where the interaction with the environment of a social unit such as individuals, institutions, communities, or society as the background (Bitektine, 2008; Hennings et al., 1996). The data on qualitative research methods were collected through observation, dialogue or interviews, brainstorming, Focus Group Discussion, Participatory Decision Making, and documentation analysis.

The informants are selected by purposive sampling technique, which is based on some consideration of the representation of a community and the research subject or informant can provide the information needed for

research. The research location considers the representation of ²¹ public and private schools in urban and rural areas (two public elementary schools and two private elementary schools in urban and rural areas) in the District of Banyumas Regency, Central Java Province, Indonesia. Research informants were administrators of school foundations, principals, teachers as representatives of fifth-grade of elementary schools, educational leaders, and practitioners.

Research data analysis using interactive analysis: ¹⁷ (1) Data reduction, which is the process of selecting, centralizing, simplifying, and classifying raw data that emerges from written notes in the field, which takes place continuously during the research. (2) Data presentation is a structured collection of information that gives the possibility of drawing conclusions and taking action. (3) Drawing conclusions or verification (Miles & Huberman 2019).

The process of research stages is designed to produce: (1) discovery and theory development; (2) Applied research & advanced research. This is an informative model from Havelock modified by Mardikanto and Soebiato (2013).

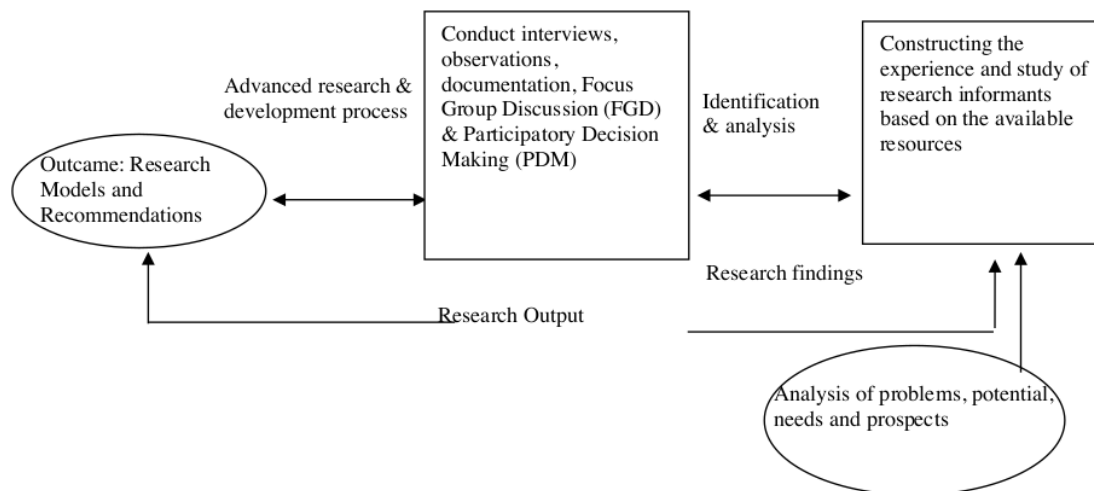


Figure 1: The Process of Implementing Research Activities

3. Results and Discussion

3.1. Educational Challenges in the Covid-19 Era

Based on the results ¹⁵ previous studies found a very important and strategic potential in the process of education and student services in the Covid-19 pandemic era, namely (1) the learning process from face to face between teachers and teaching participants by attending school (Offline) changed to indirectly learning process through online media. (2) The more flexible learning process schedule, is conducted directly online or synchronously (real-time through digital media such as google meetings, zoom meetings, chats, and video calls). While asynchronous or indirect online as a communication pattern that is delayed or can be delayed at a very flexible time through digital online media ¹⁰ such as Websites or the World Wide Web, e-mail, forums, and read/write online documents through LMS or Learning Management System as a software application for online activities, electronic learning programs. (3) Learning media has become more diverse, especially through online digital media such as google meetings, zoom meetings, chats, and video calls, as well as the Learning Management System. (4) Learning media and services based on digital innovation media keep being used continuously as a complement to learning processes and media in the new normal era which are very innovative, creative, productive, and effective.

The barriers in distance learning programs such as feeling bored because there is no direct/face-to-face interaction, a lack of understanding of teaching materials, and delayed feedback of the questions and assignments given

without complete guidance about it. The distance education system requires an academic program in the form of face-to-face tutorial services to optimally help students in the process of learning (Chaney, 2009; Diwan & Dumblekar, 2000; Huebner & Wiener, 2001; Teenant et al., 2005). Based on the Regulation of the Minister of Education and Culture number 24 of 2012 concerning the Implementation of Distance Education in Higher Education, article 1 (4) states that tutorials are a form of academic learning assistance that can be carried out face-to-face or through the use of information and communication technology device.

The development of the education system in the era of globalization and digitalization cannot be separated from web and internet-based technology media. However, face-to-face learning still has to be carried out with appropriate learning methods to achieve the objectives and expected outcomes besides motoric skills and behavioral attitudes changes. The tutorial method facilitates and motivates students to think, learn, observe, behave and carry out the goals of each course. Besides the student, the ability of the tutor to become a facilitator or teacher will determine the success of the tutorial method (Basak et al., 2018; Blonna & Shapiro, 2001; Chaney et al., 2009; Costarides, 2014; Mathew, 2014; Sulaiman). & Ahmadi, 2020).

Some important finding of the research is (1) Limited ownership of the device and online digital access due to economically disadvantaged and networks barrier, (2) Lack of ability to adopt online digital media innovations for e-learning of particular teachers and students, and (3) Support and assistance to the adaptation of digital technology in the learning process such as training and workshop is still necessary, (4) Undirect interaction between teachers and students in the learning process with the school environment create a saturation. Those problems need serious attention.

The process of socialization and adaptation to the use of digital technology media in the education process and services to students is still needed because the ability to use digital technology media during the pandemic can be useful for the New Normal era.

3.2. The standardization of innovative education in the Covid-19 era

The research linked to implementation and commitment of educational institutions in developing rural resources and local wisdom to the topic of gender, children, and community services, especially in rural education as a form of social engineering and community empowerment.

The digital innovation-based of education and service model for students in the Covid-19 pandemic era towards the New Norm Era is very important for supporting creative, innovative, and productive education in developing the capacity and quality of human resources. The target of this research is very strategic and important for the development of science, both in terms of concept and practical aspects. This research is determined through a series of studies from the research findings.

The preliminary research was conducted from the end of 2021 to mid-2022 on the process of education and services for students based on digital innovation during the pandemic era towards the new normal era. A series of discussions and studies were conducted with the research team, colleagues, practitioners, and experts. Based on the similarities and differences in research and preliminary studies, a formulation of the problem, objectives, methodology, and research locations is determined to the state of the art and research novelty.

Based on Law No. 18 of 2002 concerning the National System for the Development and Application of Science and Technology, Diffusion is an activity of adoption (acceptance and application), and the application of innovation results to increase its potential utilization. While, innovation is research, development, and/or engineering activities to develop the practical application and value of science and technology into products or production processes. According to Rogers (2003), the innovation adoption process consists of (1) Awareness: the existence of an innovation policy action (Knowledge), (2) Interest: gathering interest about information (push), and (3) Evaluation: reflection of advantages and disadvantages (Decision accept/reject), (4) Experiment: Testing innovation change (Implementation and practice), (5) Adoption.

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The process of adopting technological innovation is a process of accepting new things, which can be seen in the behavior of individuals or groups, while technological innovation is a process of creativity to produce new products or modify products to provide more usability and meet market demands. Those factors that determine the adoption of technological innovations are the type of entrepreneurship, business scale, availability of credit and labor, entrepreneur characteristics factors (such as age, education, and attitude towards the risk or entrepreneurial ability), situational factors (such as market conditions), psychological factors of the innovation recipient, attitudes and values adopted by the community, and communication networks, as well as the type of innovation itself (Jeannot & Jolibert, 2013; Link & Reece, 2021; Peltier et al., 2012; Prastyanti et al., 2020; Sok et al., 2013; Sulaiman et al., 2022; Voola et al., 2012).

Management has some elements that cannot be separated or complemented from each other. since planning, organizing, implementing to evaluating. The success and effectiveness of management with accurate decisions, proper evaluation activities, and accurate information data are needed to measure. Evaluation is needed to identify problems and opportunities to meet and assess needs and explain the relevant context. Evaluation can be conducted in all stages. The results of the evaluation provide important recommendations for the next decision-making or strategies to maintain, modify or improve what is no longer relevant (Attfield, 1999; Campbell-Patton, 2016; Chouinard & Cousins, 2009; Delgado et al., 2021; Lumino & Gambardella, 2020; Sulaiman et al., 2020; Stufflebeam 2007).

Management and education quality standards during the Covid-19 Pandemic through the media of technological innovation require collaborative support among some relevant stakeholders as shown in Table 1:

Table 1: The Important Role of Partnership

Engaged Partners	Partnership Benefits
1. The educational institutions involved as research subjects were 2 favorite public elementary schools in Purwokerto: Sokanegara State Elementary School and Kranji State Elementary School and 2 favorite private elementary schools: Al-Irsyad Elementary School and Al-Azhar Elementary School, as well as 4 elementary schools. 2. Involving a community of educational activists, experts, and practitioners as well as academics for empowering education in the villages who are involved in the process and use of research findings for social engineering that is more useful for improving the competence of elementary schools in rural areas. 3. The village government, the mass media community, and the private sector participate and support the implementation of the benefits of research activities.	1. Partners are participative and involved in the research process to identify and analyze problems, potentials, and prospects as a more advanced rural education social engineering effort. 2. Partners being resource persons, instructors, facilitators, and assistants in research and implementation of student education and service models in the Covid-19 Pandemic era towards the New Normal Era are very important in supporting creative, innovative, and productive education 3. The location and research results can be used for further research, community service, lecture assignments, practicums, internships, and student real-work lectures

Characteristics in face-to-face education programs can be identified and analyzed with these three important components: planning, implementation, and program outcomes. For developing a face-to-face tutorial program evaluation strategy, those three components can be implemented in the evaluation strategy of planning, implementation, and tutorial results. (1) Evaluation of the planning component is focused on perceptions of program management, independence in learning, and the perceptions of tutorial places and facilities. (2) Evaluation of program implementation is focused on the quality of the tutorial process. (3) Evaluation of program results is focused on satisfaction with the learning outcomes (Farmer & Koehler, 2022; Ferdianto & Rusman, 2018; Hardman, 2005; Jones, 2012; Schröter & Alyami, 2012; Sabiq et al., 2021).

Evaluation is an activity of collecting, analyzing, and presenting important data and information which is being considered for better decisions with relevant indicators such as readiness of the teachers and organizing team, and completeness of infrastructure or facilities. Evaluation of tutorial programs to assess quality assurance in the

implementation of the Distance Learning Program Unit provides open opportunities for students to be involved in evaluating the tutorial process itself on a regular and continuous basis at each tutorial stage using the "Tutor Evaluation Questionnaire" instrument (Azar et al., 2021; Sahling & De Carvalho, 2021; Poole, 2020; Veletsianos et al., 2022).

Quality educational institutions require effective and efficient institutional management from the aspect of human resources, funds, and infrastructure as well as open and adaptive leaders and teachers to achieve goals. Quality standard education is not only judged by the quality of its graduates but also by other indicators: (1) customer satisfaction, (2) increased customer interest and expectations, and (3) customer delight (Lewis 2002; Sallis, 2006).

Based to the National Education Standards Agency that the National Education Standards (2019) consist of (1) Graduate Competency Standards, (2) Content Standards, (3) Process Standards, (4) Education and Education Personnel Standards, (5) Facilities and Infrastructure Standards, (6) Management Standards, (7) Education Financing Standards, (8) Educational Assessment Standards (Source: Minister of Education Regulation number 44 of 2015 concerning National Higher Education Standards Article 1 paragraph 4).

Based on a study of the importance of the educational process and services to students in the Covid-19 pandemic era through the use of innovative new media such as information technology media contribute to carrying out quality management standardization of educational evaluation. Then the model can be designed in Figure 2 as follows.

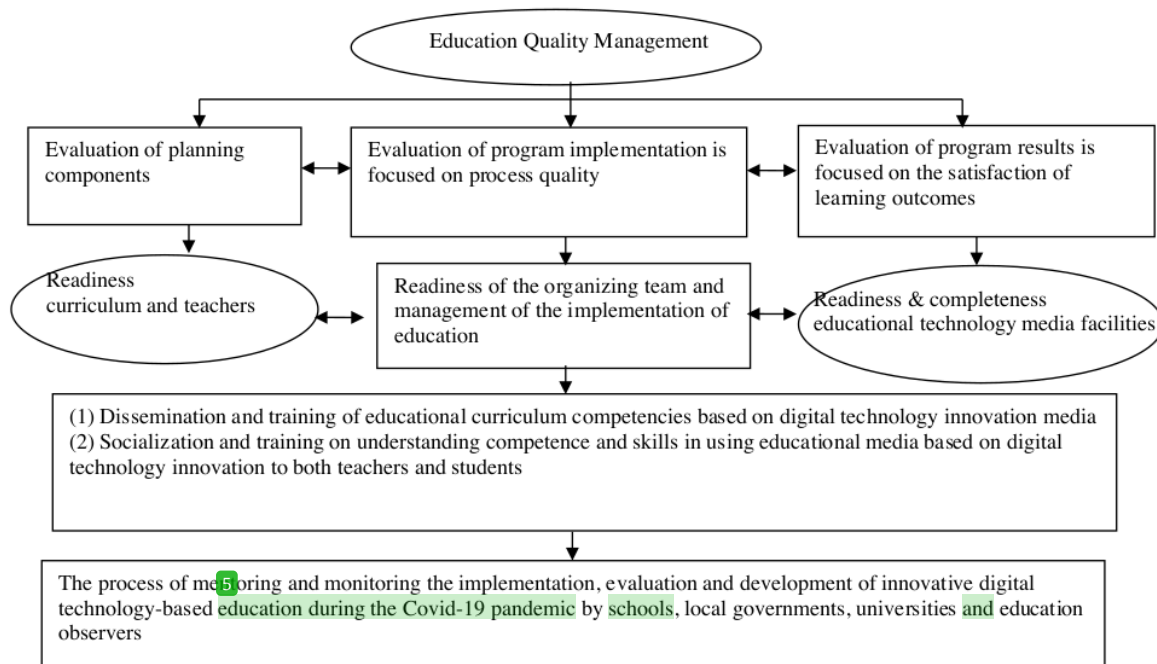


Figure 2: Education Quality Management in the Covid-19 Period

3. Conclusion

The process of education and services to students in urban and rural schools during the Covid-19 Pandemic, especially in 2020-2021, experienced technological disruption, which was initiated from direct face-to-face then drastically changed to indirectly using internet technology media with lack of the device and network quality.

The education actors both teachers and students in urban and rural schools faced difficulty in adapting to online

media and educational applications because they did not access them before the Covid-19 pandemic.

Schools and teachers including students need socialization, adaptation, and adoption of media innovations and applications of digital technology such as in E-Learning (Electronic Learning) which is an electronic learning system with computer and internet technology that can support a distance digital learning process without having to direct interaction.

Media and educational applications used in the educational process and services to students during the Covid-19 pandemic are Google meetings, Zoom meetings, Microsoft Teams, and Chat and video calls via social media. However, building a Learning Management System in elementary schools has not yet been realized.

The negative impact of using digital media in the process of implementing education during the Covid-19 pandemic is saturation and lack of concentration and humanistic interaction with students because they cannot meet the face. However, the positive impact of using digital educational media is creating a more varied, effective, attractive, and innovative educational process, and possible to continue it in the New Era.

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