Positive Impact of The Covid-19 Pandemic on The World of Education

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Abstract: The Covid-19 pandemic, which has disrupted the order of life in the world of education, is still ongoing; various efforts are being made to end the pandemic period as soon as possible. Even in the midst of a pandemic, the world of education must be given special attention in order to avoid being negatively impacted. The opportunity to advance the world of education through online learning is a solution to meet educational standards through the use of information technology so that students and teachers are interconnected and the teaching and learning process can still be carried out properly through the use of technology. The method used in this study is qualitative, with approach content analysis and descriptive presentation. As a source of research data, the author examines documents in the form of text, news, journals, and newspapers. Although the pandemic had many negative consequences, it had a positive impact on the world of education. This positive impact can inspire the community to persevere in the face of adversity in order to achieve more advanced educational goals. Among the many positive effects of online learning during the Covid-19 pandemic, one has the greatest impact on the world of education: it accelerates educational transformation.

Keywords: Covid-19, educational transformation, online learning.

Abstrak: Pandemi Covid-19 yang telah mengganggu tatanan kehidupan di dunia pendidikan masih berlangsung. Berbagai upaya terus dilakukan agar masa pandemi ini segera berakhir. Meski di tengah pandemi, dunia pendidikan harus mendapat perhatian khusus agar tidak terkena dampak yang begitu parah atau terlalu negatif. Peluang memajukan dunia pendidikan melalui pembelajaran online merupakan solusi untuk memenuhi standar pendidikan melalui pemanfaatan teknologi informasi sehingga siswa dan guru saling terhubung dan proses belajar mengajar tetap dapat dilaksanakan dengan baik melalui pemanfaatan teknologi. Metode yang digunakan dalam penelitian ini adalah kualitatif, dengan pendekatan analisis isi dan penyajian deskriptif. Sebagai sumber data penelitian, penulis menelaah dokumen berupa teks, berita, jurnal, dan surat kabar. Meskipun pandemi banyak menimbulkan dampak negatif, namun berdampak positif bagi dunia pendidikan. Dampak positif ini dapat menginspirasi masyarakat untuk bertekun dalam menghadapi kesulitan guna mencapai tujuan pendidikan yang lebih maju. Di antara banyak efek positif pembelajaran online selama pandemi Covid-19, satu yang memiliki dampak terbesar bagi dunia pendidikan yaitu mempercepat transformasi pendidikan.

Kata Kunci: Covid-19, transformasi Pendidikan, pembelajaran online.

INTRODUCTION

The Covid-19 pandemic is still wreaking havoc on the world (Ausat & Suherlan, 2021). Various efforts are still being made to end the pandemic as soon as possible, as well as to keep the pandemic from suffocating all aspects of life, including education (Suteki, 2020). Even in the midst of a pandemic, the world of education must be given special attention in order to avoid being negatively impacted. When we discuss the world of education, we are discussing the fate of a nation (Pangaribuan, 2021). Whereas, since the beginning of time, science has played a significant role in making important discoveries for the benefit of humanity (Suteki, 2020). That is, science will determine the fate of a nation in a normal era or even in a pandemic crisis. When viewed broadly, the Covid-19 pandemic poses numerous threats to the world of education today, beginning with the learning process, which was previously conducted face-to-face in the classroom but has now shifted to online learning (Harnani, 2020). As a result of this condition, students are unable to interact with their peers and teachers (Nurkholis, 2020). However, this is thought to be very effective in breaking the chain of Covid-19 spread (Sakti et al., 2021). When viewed from a different angle, these threats can be transformed into opportunities to advance the field of education (Pujilestari, 2020). Teachers, students, and parents must all be able to present an effective and active learning process even if they are doing so from the comfort of their own homes (Arum & Susilaningsih, 2020).

Online learning is a type of educational innovation that incorporates information technology into the learning process. Online learning can take place via a web network with an infinite number of participants using various technological media (Rigianti, 2020). In the midst of the Covid-19 pandemic, online learning can provide students with effective and comfortable learning (Zhang et al., 2020). Furthermore, online learning aims to meet educational standards through the use of information technology, so that students and teachers are connected, so that the teaching and learning process can still be carried out properly through the use of technology (Adi et al., 2021). In the case of the Covid-19 pandemic, the effectiveness of online learning is excellent (Alvianto, 2020). Online learning provides both lecturers and students with new experiences (Anugrahana, 2020). Governments all over the world are beginning to consider the best way to keep scholars learning (WHO, 2020). During this time, the impression of online classroom learning drew a lot of attention (Choi et al., 2021). While assessing the development of online learning in Korean students throughout the pandemic, Choi et al. (2020) discovered that diversifying the teaching curriculum utilized by educators led to greater levels of student satisfaction in their online courses. In a study of Ghanaian students studying in China, Demuyakor (2020) discovered that the majority of Ghanaian students supported online learning programs. Finally, Goh & King (2019) explore the usage of technology in higher education during the pandemic to present an outline of ways educators might employ to overcome distractions when learning online. Educational technology, when used appropriately, can considerably improve teaching and learning, according to study. The impact of technology on educational success is predicted to expand as software and hardware advances (Gejendhiran et al., 2020).

Although the Covid-19 pandemic had many negative consequences, it had a positive impact on the world of education. This positive impact can inspire the community to persevere in the face of adversity in order to achieve the goals of a more advanced education (Martoredjo, 2020). Among the many positive effects of online learning during the Covid-19 pandemic, one has the greatest impact on the world of education: it accelerates educational transformation. As a result, the purpose of this

research is to describe the method of delivering online learning during the Covid-19 pandemic and triggering the acceleration of educational transformation as a result of the Covid-19 pandemic.

RESEARCH METHOD

The approach content analysis method was used in this study, and the presentation was done in a descriptive manner. Researchers used text documents, news, journals, and newspapers as research data sources in this study. This study was carried out by gathering information from the media or online news and journal portals about the positive impact of the Covid-19 pandemic on the world of education. The data analysis in this study is as it should be in qualitative research that began when the researcher was looking for data or was in the data collection stage. The magnitude of the significance is determined by the focus of this research, which is to see the positive impact felt by the world of education as a result of the Covid-19 pandemic in terms of how the delivery of online learning during the Covid-19 pandemic and the Covid-19 pandemic triggers the acceleration of educational transformation.

FINDINGS AND DISCUSSION

1. Online learning during the Covid-19 pandemic

The Covid-19 has posed huge issues not only to the education business, but to other sectors around the world. While some of the virus's impacts are simpler to manage than others, the human spirit's perseverance in conquering this epidemic has been displayed by individuals all across the world (Hodges et al., 2020). A greater reliance on technologies, particularly visual communication technology, for individuals to communicate online has helped to lessen the virus's detrimental impacts on the general population (Bao, 2020). Recent studies have placed a higher emphasis on educational-based technology in order to successfully manage online classes during this era of isolation as a result of the Covid-19 global crisis (Mulenga & Marban, 2020). While the onset of the fourth industrial revolution changed practically every element of human existence, including education, the worldwide community has also seen a paradigm shift in general learning techniques in higher education, moving from offline to blended, and fully-online classes. While there are some limitations to online classes initially, such as the expense and allocating resources required to manage online requirements, the appeal of online classrooms has aroused the interest of major universities such as Harvard, Yale, and MIT University, to mention a few (Bao, 2020). No one can disagree that traditional, on-site education may be enhanced, augmented, or even replaced by online education in some circumstances (Altmann et al., 2018).

Online education has various advantages, including ubiquity, personalisation, cost savings, flexibility, greater general comfort, time savings, and convenience (Choi et al., 2021). Year after year, according to several researchers, online education is getting increasingly popular among students and staff (Kou & Liu, 2020). As a result, online education should be regarded as a crucial component of universities' overall strategic goals worldwide (Choi et al., 2021). While medical specialists around the world struggle to find solutions to the epidemic, there has recently been a larger push to experiment with e-learning on a scale and breadth never seen before (UNESCO, 2020). Despite the fact that this technology has been around for a long time thanks to the dominance of programs like Microsoft Skype and Facebook WhatsApp video calling, the need for

further advancements in online communication technologies has resulted in a surge in the number of products available to meet the various needs of users. New or updated programs have flooded the marketplace to fulfill the needs of all users, whether it's for communication between small groups of friends, business or project teams, or classroom communication. Despite the fact that the process of online learning has been extensively studied, Means et al. (2014) present the most thorough overview of the literature. Thus, elements such as the function of the student, the type of evaluation used in class, class size, pedagogy, and feedback mechanisms, among others, might influence the utilization of online presenting strategies (Hodges et al., 2020). In addition, based on a review of 182 citations on the issue of online learning, Jowsey et al. (2020) found four major themes in the literature. Among the themes covered are active online learning, learner and educator assistance, participant communication, and technological hurdles to learning. As a result, Jowsey et al. (2020) and Means et al. (2014) give a comprehensive evaluation that allowed the current study to define criteria for online delivery analysis.

When it comes to online learning in education, several programs and products have been employed at various levels of the educational sector to provide learners with the chance to study from locations other than educational institutions, such as the comfort of their own homes. According to Kou & Liu (2020), learning new online technologies is linked to and influences students' overall satisfaction and perceived quality of their educational experiences. Many products are available, including Zoom, Cisco's WebEx, and even Google's own Google Meets. In terms of their ability to meet the needs of educational institutions and students, the advantages of each of these goods range greatly. Similar to shifting a university's classes online, the sheer scope and difficulty of doing so could create severe disruption to many elements of the institution's infrastructure. These disturbances to the learning process have the potential to lower educational quality significantly. During the Covid-19 epidemic, Choi et al. (2020) examined student satisfaction with their online learning involvements. The researchers found that curriculum variety and the university's capacity to quickly identify students' needs when selecting an online distribution method with minimal disturbances enhanced online learning and student happiness. While not everyone feels that improving the quality of online programs is critical, the value of doing so cannot be emphasized. According to Wang et al. (2019), online learning allows students to have greater influence over their studies by allowing them to reflect on their work utilizing easily available tools. On the other hand, students who are more conscientious or who can work independently are likely to benefit from online learning. It's also worth emphasizing that the content and design of the course, as well as the interaction between instructors and students, impact the success of online learning (Bao, 2020).

2. Trigger the acceleration of education transformation

Data As a result of the Covid-19 pandemic, schools were closed in an attempt to spread it to the people. In a nutshell, the government has established a distance learning (Pembelajaran Jarak Jauh/PJJ) system, also known as online learning. A daring technology-based system undoubtedly necessitates technological literacy in educational institutions, teachers, students, and even parents. This greatly accelerates the country's transformation of educational technology. This has to be a good thing because the use of technology in education is in line with the era of the Industrial Revolution 4.0, which is still growing.

Since its incorporation into education, technology has yielded positive results in the teaching and learning processes (Sharma & Mantri, 2020). Technology-enabled

learning has a transformative effect on teaching and learning systems (Shapley et al., 2011). Because technology deals with real-world phenomena, current research, idea simulation, and interactions with field personnel, this is the case. In addition, technology enhances traditional teaching and learning methods (Saidin et al., 2014). Teaching has substantially improved since the inclusion of technology and tools into modern academic curricula (Pierson, 2014). Teachers in today's classrooms must be prepared to blend new technologies with innovation, as well as have the confidence to do so. Technology integration has the potential to improve learning and increase student engagement. Indeed, Schenker (2020) claims that the future of education is online. According to him, online education has the potential to improve society and become the most powerful tool humans have for remaining useful in an age of increasing automation. This disruptive technology may involve people who, for a variety of reasons, do not have access to traditional forms of education. Because online learning is so easy to access, parents, full-time workers, and people with disabilities can take advantage of this opportunity to get an education without having to leave their homes (Gejendhiran et al., 2020).

The authors summarize several indicators of accelerating digital transformation in the field of education from internet sources, including:

A.   Distance Education (Pendidikan Jarak Jauh/PJJ) in Universities and Schools

Many universities and schools have stopped face-to-face teaching and learning activities in the classroom since the issuance of appeals and regional regulations regarding the limitation of social activities (social distancing) as a measure to anticipate the wider spread of Covid-19 in early March 2020. Teaching and learning activities are being replaced by online lectures in the form of learning materials, discussion forums, assignments, video conferences, quizzes, and online exams delivered through learning management systems and applications such as e-study, moodle, zoom, google meet, jitsi, WA, Telegram, and others. In addition, all colleges and schools ceased face-to-face teaching and learning activities. But, of course, the teaching and learning process must continue; the show must go on, and at this point, everyone must engage in online learning. Whether you like it or not, you can't help but feel clueless (technology stammer). As a result, today's dominating lecturers, teachers, students, and students are beginning to become skilled in the use of numerous devices and media to assist online learning. Despite the fact that it may confront a variety of challenges and constraints. However, this is a step in the right direction.

B.   The Rise of Webinars Quality

Webinar is an abbreviation for web seminar, which is a seminar delivered via internet-based applications such as Zoom, Google Meet, and Jitsi, among others. With webinars, knowledge can be transferred without regard for distance or space. Since the ban on social activities for the prevention of Covid-19, numerous webinars have been held by various institutions and individuals. There are paid webinars as well as many free webinars. This is unquestionably a sign of good things to come for the educational digital transformation process.

C.   Work From Home and Remote Coordination

Activities in educational institutions, of course, include more than just teaching and learning. There are numerous activities that must be carried out and coordinated in

order for education, research, and community service to run smoothly. Work from home, also known as working at home, is a logical choice for today's situations, but what about coordinating the work of a team? Of course, it is not as extensive as normal conditions for a meeting in one large room to discuss. Working without coordination is unquestionably not the best option. It's no surprise that long-distance coordination meetings now make extensive use of information and communication technology. Attending online meetings with up to a hundred participants has now become almost as commonplace for most educational institution leaders, lecturers, teachers, and staff as making phone calls. This is also what has caused the zoom app's popularity to skyrocket.

D.   Admission of Online Students and New Students

Normally, until the start of the new school year, it is a busy time of promotional activities and the process of accepting students and new students. However, the year 2020-2021 is different; the traditional process for accepting students and new students, beginning with registration, payment, and ending with written exams, clearly cannot be followed. An online student or new student admission system is a logical choice that must be implemented. Although the application of the online admission system is carried out by various educational institutions, depending on their respective conditions and abilities, for a variety of reasons. Some have made use of the online PMB application, payments, and integrated online computer-based tests. Others are restricted to using Google Forms and avoiding the selection test path. On the plus side, everyone is becoming more aware of the advantages of digital transformation in advancing their respective educational institutions.

E.   Realizing the Importance of Campus and School Academic Management Information Systems

A good and strong academic management information system is unquestionably required for various distance learning activities, online academic and financial services. Under normal circumstances, manual labor is difficult, time consuming, and prone to human error. What if all activities are carried out from the comfort of one's own home? Academic information systems have become commonplace for most campuses and schools that have long recognized the importance of academic information system application assistance to support daily activities, whether as a result of internal team development, using free open source software, or using the services of vendors as academic information system providers. However, for campuses and schools that still managed their agency administration manually prior to the Covid-19 pandemic (due to various considerations and/or believing that the price of academic information systems was prohibitively expensive), the current conditions made various jobs even more difficult. Many agendas, services, and reports still need to be completed, which is extremely difficult and becoming increasingly difficult to do manually. Of course, the good news is that leaders are becoming more aware of the importance of digital transformation and making good use of academic and financial information systems.

Seeing the explanation above, we must be optimistic and believe that education will be more advanced in the future, especially in Indonesia. The impact of the pandemic must be addressed with a positive aura. The hope is that we are optimistic that we can improve the quality of education by increasing PISA (Program for International Students Assessment) rankings, increasing the ability to use ICT for teachers, parents and students. The author has mentioned the positive impact of Covid-19 on education in

general before. Some of the positive impacts of the Covid-19 pandemic specifically for education in Indonesia are as follows, the results of improvisation from bnpb.go.id and Tugiman 2021:

First, there is the Gerakan Guru Berbagi. Kemendikbud (Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi RI) launched the teacher sharing program, after previously giving a decision that the implementation of KBM is carried out in a BDR (Learning from Home) way. Guru Berbagi is a mutual cooperation space for teachers and education movers to share practices and Rencana Pelaksanaan Pembelajaran (RPP) during the pandemic. In addition, teachers can find references and articles about distance learning or online and study with other teachers.

Teachers can share files that can be downloaded for free by all teachers, all of which is facilitated by the Kemendikbud. Kemendikbud also gives awards to teachers who are active in providing or providing practices, materials and lesson plans. Learning from home is our joint effort to provide good educational services to students during the pandemic. However, teachers who are free to learn remain committed to providing meaningful quality learning for students in Indonesia. With the existence of Guru Berbagi, it is a positive point for Indonesian education to always share and work together to face the pandemic, especially the education of Indonesian children.

Second, the "Guru Belajar Seri Masa Pandemi Covid-19". In the midst of a pandemic outbreak, a movement of learning teachers emerged, especially those related to ICT, utilizing ICT for teaching and learning activities, namely the system, learning media, learning videos, and others. The movement of teachers in learning is very large and massive so Kementerian Pendidikan dan Kebudayaan melalui Direktorat Jenderal Guru dan Tenaga Kependidikan (Dirjen GTK) launched the "Guru Belajar Seri Masa Pandemi Covid-19".

Pandemic has caused the world of education to be faced with many challenges, to overcome these challenges the Dirjen GTK has taken steps to answer these challenges. Program Guru Pembelajar here to provide services to all teachers in Indonesia so that they can properly deal with learning during the pandemic, which of course needs to continue to learn in order to provide solutions to the problems we are facing.objective of Gerakan Guru Pembelajar is to improve the ability of teachers to design distance learning by simplifying the curriculum load. Second, Improving the ability of teachers in managing distance learning that involves students. Third, increasing the ability of teachers to carry out distance learning assessments that have an impact on the quality of learning and finally increasing the ability of teachers to use technology for distance learning effectively.

Guru Pembelajar are expected to be able to advance Indonesian education by creating student-centered learning and driving a better education ecosystem through the Program Guru Pembelajar. Iwan Syahril selaku Dirjen GTK said "Bergotong royong dengan semua pemangku kepentingan untuk mencetak SDM unggul adalah kunci transformasi pendidikan untuk mencapai visi".

Third, the teacher's work has increased dramatically. For example, Ulang tahun Forum Guru di Kabupaten Sleman (FGSM) was enlivened by the launch of 40 books by PAUD, TK, SD/MI and SMP/MTs teachers. Kepala Dinas Pendidikan Kabupaten Sleman, Ery Widaryana, appreciated the creativity and innovation of teachers in developing their profession. During the pandemic, many teachers produced works with a drastically increased number. For example, learning videos uploaded on YouTube, learning videos used for personal teaching that are distributed to students directly, writing teaching materials or modules, utilizing various learning applications, teacher movement with learning outcomes, teacher movement sharing with the work that is shared. All of this

was done because of the demands and needs that the teacher had to do during online KBM. Teachers are required to be technology literate. In particular, this pandemic has made all lines of learning, especially technology, from teachers, students, parents, and the community.

CONCLUSION

One thing that rings a bell while examining the positive effect of the pandemic is the joining of technology into the educational system. Education and technology have consistently been interwoven, however with the pandemic, it arrived at new statures. Albeit this can be seen as a constrained progress, it was just a fusible arrangement at that point. In any case, consolidating new technologies into education does not ensure an increase in teacher-student contact (implying that instructors will convey material better and students will get it and completely comprehend). Modern technology benefits both teachers and students, but only when it is used properly.

The correct and effective use of technology is a vital capital for a nation to continue to develop and prosper, even when confronted by a crisis. This is due to the fact that technology is a facility and infrastructure that offers an item or component required for human survival and comfort. Yes, the benefits of technology in general are that it allows users to do everything faster and in less time, which improves the quality of the job produced. In the period of the Covid-19 epidemic, technology has had numerous good effects on the realm of education.

However, it's crucial to keep in mind that technology cannot always replace the labor of teachers. Educators are still responsible for providing guidance to pupils, creating tasks, and managing big groups of students to the best of their abilities. However, a review of prior studies suggests a lack of consistency (Wang et al., 2019) in students' performance and satisfaction (Jowsey et al., 2020) in comparison to offline and digital education, owing to the fact that online learning methodologies vary by nation (Bergh & Lim, 2008).

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