

Effectiveness of Online Education in Achieving Indonesia's National Education Targets in Elementary School

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Abstract

Now, the world facing covid-19 pandemic, all affected world countries in all areas, including Indonesia. The massive transmission of covid-19 cause the Indonesian government, especially education and culture ministry, do an innovation learning a distance learning by using online learning. Online learning earning as solutions in education, have positive and negative impact. Some problems appear about government policy was because status developed countries that are having a growth of equal. An Impact felt by most students parents and teachers and the effectiveness education learning in achieving its objectives. School residents felt that online learning not oriented on how is a learning process, but only in the result who can't be held accountable.

Keywords

online learning; learning effectiveness; educational purpose



I. Introduction

The world's biggest public health disaster is Coronavirus virus, often known as Covid-19. Sihombing and Nasib (2020) stated that the Covid-19 pandemic caused everyone to behave beyond normal limits as usual. Ningrum et al (2020) stated that the impact caused by this virus also approached Indonesia and its entire region. A cluster of pneumonia cases in Wuhan, China, was connected to seafood wholesale stores in December 2019. On January 7, 2020, it led to the discovery of a new betacoronavirus, Severe-Coronavirus-2 severe respiratory disease. (SARS-COV-2). Coronavirus infection in 2019 is caused by this virus. (Covid-19) (Apoorva Bhushan, 2019). On March 11, 2020, the World Health Organization proclaimed the 199 Coronavirus disease epidemic to be a global pandemic (Basilaia, 2020). Covid-19 has made it into the educational realm. To help stop the spread of the Covid-19 virus, all educational institutions will suspend normal activities. This has implications for a variety of aspects of human life. Despite the fact that the virus appears to have been detected promptly in a number of nations, a number of countries have implemented travel restrictions in reaction to the Covid-19 outbreak. The virus will have spread to over 177 nations on March 29, 2020 (Burgess & Sievertsen, 2020). Numerous countries susceptible to this disease have instituted similar lockdown zones or quarantine measures to prohibit the connection of a large number of individuals who could aid in the spread of Covid-19. The proliferation of Covid-19 has had a significant influence on the economy, which has begun to subside, but is now being felt in the education sector.

Several nations, including Indonesia, have passed legislation forbidding all educational activities and forcing the government and associated institutions to offer alternative educational methods for students and learners who are unable to attend educational institutions directly. Around 577,305,660 students are at danger of not receiving a pre-primary or secondary education. 86,034,287 students, on the other hand, looked to be on the point of dropping out (Nugroho, 2020). Several Indonesian universities

have established laws regarding distance education and online courses. This is not a problem for colleges who already have an academic online system in place. However, this type of situation will present a challenge to colleges that do not currently have an online academic system, also known as online learning (in network), long distance online, or other a form of learning (study from home). Students can learn from home using a distance learning system. According to (Chun, Kern, & Smith, 2016), Distance education is a style of education in which students are separated from their professors and the learning process is aided by the use of information and communication technology (ICT). An online or online learning technique is used to implement a remote learning system (in a network) (Ratheeswari, 2018). In the case of a Covid-19 epidemic, this type of schooling may be utilized to keep the teaching and learning process going. Online learning, often known as networked learning, is a method of learning that involves online activities.

Online education is widely used in the Indonesian territory as a result of a Covid-19 pandemic, which prohibits face-to-face learning in schools in order to break the chain of transmission. These methods of education are new in Indonesia, while they are frequently utilized throughout the world, particularly as a trial for potential students interested in continuing their education overseas. Online education demands a sufficient amount of moral and material support. Morally, online education requires greater incentive than face-to-face education, both from educators, parents, the surrounding environment, and from students themselves. On the other hand, educators as a source of science must be trained on how to use and integrate modern technology into their classroom curriculum as an example of modern technology application (Sandholtz, Ringstaff, & Dwyer, 1997). Educators' training requirements have grown as a result of this new technology installation. The effectiveness of ICT adoption in learning and teaching is influenced by educators' attitudes about computers (Raja & Nagasubramani, 2018). Material support is the presence of human resources (HR) who are literate in the use of information technology (IT) and other supporting facilities. In this scenario, human resources refer to educators and pupils, while facilities include the presence of a laptop or minimum smartphone, a reasonably consistent internet connection, and a digital platform capable of implementing online learning.

Indonesia presents particular challenges in incorporating online learning due to its huge archipelago and uneven socioeconomic growth. This problem presents itself as a variety of challenges that arise throughout the learning process, ranging from minor to major. Educators, as the major human resource, have not been able to understand IT in a way that allows them to fully utilize it in learning management. According to the Ministry of Education and Culture's mapping in 2019, fewer than half of all teachers are capable of learning it. Whether it's because of facilities or infrastructure, it's impossible to deny that Indonesia's internet network does not cover every corner of the country, especially given the vast number of students who do not own a smartphone.

These concerns will have an impact not only on the learning process, but also on the attainment of educational goals. "The aim of national education is to build the potential of students to become noble, healthy, informed, capable, creative, and independent, as well as to become a democratic and responsible citizen," according to Article 3 of Law 20 of 2003 on the National Education System (UU. No. 20, 2003). How can educators determine whether these objectives have been met if there are many students who are not present for online learning, or who have fallen off the "radar" due to limited facilities?

Online education in Indonesia is affected by extremely different intercultural contexts. This condition has an effect on the smoothness of the learning process, as Gomez-Rey et al. discovered in a journal entitled *The Impact of Cultural Dimensions on Online Learning* published by JSTOR in 2016, that the increasingly multicultural

environment must be able to recognize the importance of synergy between the Ministry of Education as organizers and educators as implementers. The synergy between organizers and implementers can be a determining factor in the success of online learning; administration of autonomy at the start of the education process from the organizer to implementers to implement a model that suits with the conditions of its environment is expected to reduce the problems that arise during the learning process, providing satisfaction and pride at the end (Gomez-Rey, Barbera, & Fernandez-Navarro, 2016).

Following up on the research, the author investigated modern online learning and how to overcome its challenges. The outcomes of this study may be used to assess myself, teachers, and online learning organizers. It also has the potential to be utilized as a literacy resource in the future.

II. Research Methods

This interview was conducted using the method of a literature study. The literature approach is one of the data collection techniques used in social research methodologies for tracing historical data (Burhan, 2008). The literature study is conducted to elicit the necessary data through the reading of the literature source. The data sources include print and electronic textbooks, periodic journal articles, legislative rules, and other pertinent sources. After collecting data, it is examined qualitatively. According to (Miles & Huberman, 1994), Qualitative data analysis activities are conducted interactively and in real time for the settlement specified in four steps. These four processes include data collection, data reduction, data visualization, and conclusion or verification. In essence, the author undertakes a literature evaluation and analysis of many national and international publications and/or articles on online learning.

III. Results and Discussion

Learning The National Education System, as defined by Law 23 of 2003, is the mechanism by which students interact with educators and learning resources in a learning environment. The process of interaction between students or students and educators or educators and learning resources within a learning environment comprised of educators and students exchanging information. According to this perspective, learning requires interaction between students, instructors, and learning environments, which are collectively referred to as the education environment. The learning environment encompasses all external variables and their associated consequences. The educational environment is the setting for education (Asrial, Syahril, D, M, & N, 2019). The learning environment also includes all components of the educational setting. A student's learning environment also includes a family, a school, and a community, according to. The learning environment includes the home, school, and the environment of the third community of the environment, all of which have an influence on people in different ways. The learning environment is a combination of physical, social, and psychological factors that surround people while they learn new skills (Hendarita & Jane, 2018). While we are familiar with numerous sorts of physical environments, such as schools, campuses, and research facilities, there is also an environment that does not resemble cyberspace. The learning process is classified into three stages: offline (off network), online (on network), and blended (combined in network and off network).

Off network learning is learning not connected by, as opposed to the face-to-face learning approach. These educational opportunities This situation is often called

as conventional learning, which entails educators and students interacting face to face. Learning through a off network method that has been used in almost all Indonesian schools. Excess learning with this system includes the following: (1) assisting educators in analyzing students' characteristics and determining their advantages and disadvantages in order to determine the most effective learning methods and strategies; (2) assisting educators in assessing students' attitudes and fostering this attitude. While there is a shortage of off-network learning, (1) it is due to the physical nature of classrooms (which can only be accessible by students within close range), and (3) learning is dependent on educators, resulting in a lack of synergy with other surroundings.

On-network or online learning is education conducted online via a learning management system (LMS) or via the use of available application services. On-network is an online Indonesian word translation service. Online education is a type of distance education that utilizes an internet connection to connect to the program. The advantages of online education are that it can be accessed from anywhere with an internet connection, (2) requires pupils to learn independently, and (3) fosters collaboration between educators and parents. While the absence of online learning, among other things, (1) necessitates the availability of suitable digital facilities and terms such as the Internet and smartphones / laptops, (2) learning is less maximal, resulting in the learning and / or education objectives not being met optimally.

Blended learning is a learning that combines on-network and off-network systems. According to (Discoll, 2002), Blended Learning is a method of education that combines or incorporates a variety of web-based technologies in order to accomplish educational goals. (Thorne & Kaye, 2003) defined that a combination of e-Learning and multimedia technology, such as video streaming, virtual classes, and online text animation, in addition to traditional classroom teaching. While (Graham, 2005) stated that blended learning is more simply defined as education that mixes online and face-to-face components (face-to-face learning). This method of learning requires students to independently study the teaching material prior to engaging in face-to-face activities, so that face-to-face learning serves more as a means of equalizing perceptions of the subject studied. The benefits of this method of learning include the following: (1) pupils are more easily able to acquire and comprehend the content, (2) learning occurs continually at any time and location, and (3) learning is more flexible and less rigid, making it more fascinating. While the absence of this learning (1) necessitates the development of an appropriate strategy to maximize the potential and efficacy of learning, and (2) requires educators and students to possess a qualified understanding of digital literacy.

Pandemic Covid-19 now forces everyone to stay at home, precluding off-network or blended learning (Feri & Andi, 2020). There is no other way to conduct a learning process but through an on-network or online system. As previously said, this internet sitem requires suitable infrastructure. This is a task in and of itself, given Indonesia's vast archipelago. Among these obstacles is the inevitability of internet networks, particularly in remote locations. Additionally, given the large number of educators who lack digital competences, there are additional issues that must be ignored. The difficulties with online education that has been raised, among others, is as follows:

1. Instable internet connection, particularly in rural locations.
2. There are a significant number of students who do not own a smartphone.
3. A lack of parental collaboration, resulting in a high rate of students failing to enroll in virtual classes and/or collect assignments.
4. Failure to meet learning objectives and even content that cannot be maximized to its full potential.

Several of these difficulties are obstacles that have not been resolved to date; some of the solutions provided have not been able to overcome them optimally.

The sluggish response to these hurdles hampered the achievement of learning objectives. Learning objectives that are not maximal in scope will also have an impact on the achievement of national education objectives. Effectiveness is quite high in large cities, ranging between 60% and 79% (Kurniasari & dkk, 2020) because of the adequate infrastructure facilities. However, the results will be different if the area is viewed from the outside. This is demonstrated by the numerous complaints received from instructors, students, and children's parents / guardians.

The high effectiveness value in a large metropolis cannot be used as a barometer that the educational process is on track and that online learning is applicable at all levels of education units. Returning to the fact that Indonesia has numerous regions and each region's economic growth is unique. When a large number of people enjoy and can apply the educational process, it is said to be effective. Education is a process, not a product. Even when results are considered, many students achieve results that are below the average, especially when the process is considered. If one may say so, online education is now ineffective in Indonesia, particularly at the elementary school level, where educators, parents, and society continue to provide help.

IV. Conclusion

According to various journals and/or articles studied, online learning is extremely effective at achieving educational goals. The study focused more on high school and / or student units. It is impossible to effectively analyze the efficiency of online learning in elementary schools. When seen objectively, however, it is obvious that online learning implementation does not endure as long as anticipated and might be considered useless. Numerous indicators show this, including youngsters who do not collect tasks and parents who are indifferent to their children's activities.

In the educational system, learning is intended to emphasize not only outcomes, but also processes and outcomes. Excellent results are not always indicative of an education's success. However, a sound method will almost always result in sound results, which can be a sign that education is effective. Online learning should be re-evaluated and matured to the point where it can ultimately boost learning effectiveness.

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