

DISTANCE LEARNING STRATEGY IN COVID-19 PANDEMIC FOR PRIMARY SCHOOLS

Ni Luh Sakinah Nuraini¹, Sun Qihua², Arikpo Sampson Venatius³, Taufik Ikhsan Slamet⁴,
Puri Selfi Cholifah⁵

^{1,5}Department of Early Childhood and Primary Education, Universitas Negeri Malang

²Department of Curriculum and Instructional Design, Huaibei Normal University

²Department of Curriculum, Universiti Teknologi Malaysia

³Department of Technical Education, Cross River University of Technology

³Department of Technical Education, Universiti Teknologi Malaysia

⁴Department of Instructional Systems Technology, Indiana University Bloomington

⁴Department of Educational Technology, Universitas Negeri Malang

E-mail: niluh.sakinah.fip@um.ac.id¹, 1685969791@qq.com², arikpo.sampson@gmail.com³,
taufik.ikhsan.tep@um.ac.id⁴, puri.selfi.fip@um.ac.id⁵

Abstract: The COVID 19 pandemic has had a tremendous impact on the economy and education around the world. The unexpected shift from face to face classroom methods with distance learning at home also showed the need to develop the dimensions of teachers. Current conditions also have limitations on students who live in rural areas as well as less able parents. Therefore, this study aimed to describe how distance learning strategies for COVID 19 pandemics in primary school. This study uses a literature study or research library. Therefore investigators the right strategy illustrate various literary analysis which can be a way to solve problems, including online learning or e-learning, online teaching as the needs, problems connected with online teaching and learning, possible solutions to this problem, the policy approvals for the Indonesian government, and strategies for distance learning primary school.

Keywords: distance learning, strategies, covid 19, primary school

INTRODUCTION

Today the world has changed dramatically since the Corona Virus 2019 pandemic. The COVID 19 The pandemic has had a tremendous impact on the economy and education around the world. A deadly and contagious disease is also known as the Corona Virus Covid-19 has greatly affected the global economy. Many people have lost their livelihoods and the cash cycle is stopped to save lives. Also, it has an impact on educational activities. Around 91.3% or approximately 1.5 billion students are registered throughout the world cannot do things in school because of the Covid-19 pandemic on 17 April 2020 (UNESCO, 2020). It is also felt by students in Indonesia, which is about 45 million students in Indonesia, or about three percent of the worldwide student population affected (Statistics Indonesia, 2020). The pandemic outbreak forced most schools and colleges to remain temporarily closed. educational institutions tend to have concerns to implement the learning again as before. They do not know when it can return to normal, it could be that until next year will be closed all institutions can continue to face learning. The education unit struggled to find options

for dealing with the situation that never happened before. This situation makes us appreciate that proper planning needed for the academic institution (Rieley, 2020). Proper planning according to the desired situation. Awareness needs of each component of society to come together and solve the problems of education should be prioritized. There is crucially essential to maintain safety from the health condition to protect the students, the academic staff, the community, and our nation as a whole.

During the COVID-19 Pandemic, the government in Indonesia has given the rule to close schools in the red and yellow zones and undertake distance learning at home. All educational institutions (schools, colleges, and universities) currently can not use the traditional system for pandemic COVID 19. However, in some areas, for example in India, they still use the system to-face even though there are already some who implement blended learning. Various efforts have been made to ensure learning continues even though there are no schools direct. Technology, especially the use of the internet, social media, smartphones, and laptops are now widely used for supporting distance learning. The current situation is challenging educational systems around the world to switch to online learning mode overnight. Some institutions have been made a change from the previous approach, but were forced to switch entirely to online learning. According to Dewi (2020), online learning is the use of the Internet in the learning process which has the flexibility of time to learn, can learn anytime and anywhere, especially in the period COVID. One of the largest providers of cellular telecommunications in Indonesia verified an increase of 16% in broadband traffic in the 19th COVID crisis, mainly due to a sharp spike in the use of online learning platforms.

The shifting classroom, from face to face methods becoming learning at home also showed the need for capacity building of teachers. It has a positive value so that teachers are motivated to learn new things and hone creativity to learn the technology following current requirements. Several studies have shown that ICT competence of teachers in Indonesia was spread evenly across the various parts of the nation (Widodo & Riandi, 2013 cited in Koh et al, 2018). So, this could be done younger in improving the quality of skills possessed by the teacher. However, there are persistent differences in the quality of education in all parts of Indonesia. The difference especially because of the socio-economic situation in Java and the other area outside Java (Muttaqin et.al 2018). Unequal access to the Internet, the difference in the qualification of teachers and quality of education, and lack of ICT skills vulnerabilities in distance learning initiatives in Indonesia. It is expected that the current online system between teachers from different regions to share knowledge easily without the constraints of time and distance.

Current conditions also have limitations on students who live in rural areas as well as less able parents. Some students would normally also have difficulties in getting access to education. They have to deal with other obstacles caused by the inequality in access to technology, especially from the infrastructure. The coverage of mobile telecommunications providers mainly concentrated

in Java because of the high need for the internet to support urban areas (Khatri, 2019). But there is no other option but to do a distance learning online to temporarily reduce the impact of the spread of disease through the corona. So, the optimal distance learning can be done with the conditions in which people can accept the new changes using technology, for example in the city.

A large explosion coronavirus can provide a reason to learn online, namely, online learning function as an alternative solution in times of crisis. Approachability, affordability, flexibility, learning pedagogy, lifelong education, and policies are some of the advice relating to online learning. The access for this learning can even reach rural and remote areas. It is regarded as a relatively cheaper approach of education in terms of the lower cost of transportation, accommodation, and a fee based on institutional-learning as a whole.

The flexibility of online learning is one of the advantages of this mode, where students can schedule their time to complete the course. Combine face to face learning with technology raises a mixture of learning and flipped classroom; the type of learning environment can enhance the student's learning potential. Students can learn anytime and anywhere, thus evolving new skills in the process that leads to a lifetime of learning. The government also distinguishes the increasing importance of online learning in this dynamic world.

METHOD

This study uses a literature study or research library. The research Literature search for theoretical references relevant to the case or the problems found. According to (Zed, 2014), in the research literature is not only for the initial steps to prepare the framework of the study but also at the same time take advantage of library resources to obtain research data. literary studies can examine from various sources both books, journals, and other academic articles.

RESULT AND DISCUSSION

Online Learning or e-Learning

Distance education is now easier because of the rapid development of technology (McBrien et al., 2009). The use of the term; for example, online learning, web-based learning, computer-based learning, m-learning; have the same meaning to the use of a device to connect to the network, and open the possibility to learn anywhere, anytime, by any way (Cojocariu et al., 2014). Learning online is a totally useful device in the learning process, more student-centered, more advanced, and even more flexible to use. Online learning defined as a learning experience in a synchronous or asynchronous environment with the usage of one a kind of device (e.g., smartphones, computers, laptops, etc.) with internet access. In online learning, the students can be anywhere (independent) to learn and have interacted with the instructor and their friends (Singh & Thurman, 2019).

Synchronous learning settings structured within the sense that students experience active learning. There is a real-time interaction between teachers and students, and there is the possibility of instant feedback. Whereas the asynchronous learning setting is not organized in such learning environments, learning content is not existing with the type of instruction directly. It is accessible in an exceedingly kind of learning systems and forums, instant feedback, and direct response not possible in such an environment (Littlefield, 2018).

Learning synchronous can offer many possibilities for social interrelation (McBrien et al., 2009). Various alternatives online in the study required in the current circumstance. An online platform is required where (1) video conference with at least 40 to 50 students is possible, (2) a discussion with students can be held to maintain a class of organic, (3) a good internet connection, (4) The study can be accessed on mobile phones as well and not just laptops, (5) the opportunity of watching the recording of learning, and (6) the instant response from students can be accomplished and the task may be taken (Basilaia et al., 2020).

Online Teaching as Needs

During a pandemic, people do social distancing to reduce the spread of the virus, and therefore many countries impose quarantine for their communities which have an impact on education. Coronavirus has made the agency switched from face-to-face mode to online pedagogical setting. On the other hand, this situation will make the institution, which had previously been reluctant to change but was forced to receive developed technology. The disaster will illustrate the favorable side of online teaching and learning. With the help of online teaching models, we can help students to learn at any time and in every part of the world.

All educational institutions need to make innovations under the environment so that students get the right solutions and can take advantage of technology optimally. Universities around the world have fully automated learning processes in response to the pressing needs of the current situation. Therefore, the quality of learning and teacher skills towards technology in learning today is very important. Online education at Chinese universities has increased exponentially after the 19th COVID outbreak. There has been an overnight shift from face-to-face to electronic classes, wherein, educators have changed the pedagogical approach practiced to adapt to changing situations. During this difficult time, the concern is not about whether online teaching and learning methods can provide quality education, but how academic institutions can provide solutions by adopting online learning on a large scale (Carey, 2020).

Attempts made to change will not help any educational institution in the world. What is most needed is the ability to adapt and respond to the challenges of changing conditions. The reputation of the education unit is at stake and is always carried out under supervision. How well their actions and how they maintain the quality of their education during a crisis will demonstrate the ability of institutions to adapt. The shift from face-to-face learning to online classes is the only

possible solution. Nothing can change the optimal curriculum in such a short time, it requires the need for gradual adjustments leading to regular changes.

Personalized distance, scope, and teaching and learning are the three biggest challenges to online teaching. Further explanations from relevant parties can only help how we will deal with this pandemic (Liguori & Winkler, 2020). Several products can be used to quickly switch to online learning mode, for example by utilizing products from Google. The product can be very useful in this difficult situation; for example (1) Gmail, (2) Google forms, (3) Calendar (4) G-Drive, (5) Google Hangouts, (6) Google Clock and Images board, (7) Google Classroom. These products can be used optimally as an alternative to replacing face-to-face classes (Basilaia et al., 2020).

Problems Related to Online Teaching and Learning

We can optimize the use of technology in online learning, but some technologies are still difficult to access. Difficulties and problems related to modern technology, among others, are related to errors in downloading, installation, login problems, audio and video problems, and so on. Sometimes students find online teaching boring and unattractive. Ease of access and flexibility in accessing classes tend to make students never find the time to do so, or prefer to delay studying. The distraction that is often found when surfing the internet is also a major problem faced by online learning, for example seeing what shows they like more than learning.

Students need a two-way interaction which is sometimes difficult to fulfill in online learning. The learning process cannot reach its maximum potential until students can put into practice what they have learned. Sometimes the content in online learning is all theoretical and does not allow students to learn well. Moderate learning content is also a major problem that can reduce student motivation and interest. Students feel that the lack of a learning community, technical problems, and struggles in understanding teaching goals are the main obstacles in online learning (Song et al., 2004).

In one review, students originate to be not quite ready for stable work, family, and environment with their life education in online learning situations. Students need to keep concentrating and find their own space to be able to learn optimally, but many restrictions experienced by children as young as kindergarten and primary school children. Students also proved to be less prepared for some of the e-learning skills and the type of academic competence. Besides, the level of readiness of students is low enough to be able to maximize the use of the Learning Management System (Parkes et al., 2014). This understanding is also given by teachers to parents in the optimism of helping children. But in fact, in the land of the parents also have their activities and not all parents understand the education according to the needs of their children.

Possible Solution to the Problem

Each institution in providing the right solution for a pandemic is indeed easy because they have to rotate their brains in a short time to provide the best education. Many of the problems

inherent in online education but we cannot let go and took a side benefit in times of crisis like that. Institutions always try to find a solution to overcome the problems they face, for example, technical problems can be done through video footage, discuss content, and always make other plans were ready to be done so that the learning progression is not impeded. Online-based learning should be active, motivating, and communicating.

Teachers should set time limits and reminders for students so that they continue to concentrate on learning. As much as possible efforts are made to humanize the learning process. Personal attention must be given to students so that they can easily adapt to this learning atmosphere. Social media and various forums can be used to communicate with other students. Communication is the key that makes it easier for students to facilitate sending messages through various messaging applications, video calls, and so on. This communication is also accompanied by the presentation of relevant learning materials so that students can practice and hone their skills.

Quality always needs to be improved and teachers need to show their best efforts. At present many free programs are conducted by social institutions to help teachers carry out their roles. This includes public awareness in contributing to saving education. Online courses need to be designed to stay creative, enable students to communicate, be centered on students, and facilitate learning in groups (Partlow & Gibbs, 2003). Educators need to prepare online teaching by making real strategies. Effective online teaching can facilitate feedback from students, get students to ask questions, and provide teachers with opportunities to solicit suggestions for course content (Keeton, 2004).

Institutions should focus on pedagogical issues and support collaborative learning, carrying out case studies, and project-based learning during online learning (Kim & Bonk, 2006). Challenges for students are not only found in the recent use of technology. The realignment of the process of children's education at this time became the main focus. This is coupled with the need to help students to have awareness of digital literacy with the help of the adults around them.

Policy recommendations for the Government of Indonesia

The government has tried various measures to provide the best solution in the current conditions. Some of the recommendations may be made to the Indonesian government, including adjusting the distance learning practices by the conditions of each region and the characteristics of each institution. One way is to provide programs on a television station in the area where internet coverage is inadequate, providing education through the radio should be an alternative, which reflects the experience in additional countries such as Argentina and Fiji. The Argentine government facilitated experienced teachers to broadcast radio for seven over the state-owned radio network during the temporary school closures. The government of Fiji uses two radio stations to provide knowledge and skills lessons for grades 1 to 8 and students in early childhood education (Valley & Spreen, 2020).

The Indonesian government is also working with postal services to help teachers distribute printed worksheets and modules to students, which are adapted from positive experiences in France (AFP, 2020). This is done to help parents assist their children in learning. This is because education for children, especially preschool and elementary school age, is difficult to implement during the pandemic. The government can also develop work scenarios and strategies for monitoring the use of school grants so that they are fully absorbed and have tangible results for education. Monitoring not only helps ensure that funds are used but also to identify areas in greater need of assistance.

The government must also consider whether this condition is temporary in nature or whether some components need to be adjusted permanently. Skills for distance learning can also be transmitted to teachers. Teacher competence in critical thinking and using higher-order thinking skills need to be implemented properly to optimize online learning (Yafie, 2019). The government can provide additional training to improve teacher skills in facing this era. Distance learning does have many challenges in the education sector, even before the pandemic, the current crisis conditions have significantly accelerated its implementation. It appears that future teacher training programs will need to add distance learning skills to their content. The use of information and communication technology (ICT) also needs to be involved in optimizing the training curriculum.

However, there are concerns about the application of distance learning. For distance learning to be successful, teachers need not only have a foundation of technical skill, such as how to use the device and connect to the internet, but also knowledge in providing various teaching materials in online learning. These skills will be further honed when using online learning platforms in Indonesia.

More importantly, the gap between training scenarios and implementation in the field needs to be narrowed. Noting this, distance learning must be integrated into a long-term teacher education program. This training will later encourage public-private partnerships in the education sector. This is done with the hope that Indonesia can overcome the digital divide.

The Covid-19 crisis could initiate public-private partnerships on a larger scale to minimize systemic disparities, as happened in Hong Kong. There, a consortium of various stakeholders in educational organizations and the entertainment industry collaborated to provide free learning materials for students. This facility will be maintained even after the pandemic is resolved. Cooperation like this also needs to be pursued in Indonesia. The Ministry of Education and Culture and the Ministry of Religion also need to assess the feasibility of public-private companies with technology providers in infrastructure development to support the implementation of distance learning.

Distance Learning Strategies for Primary School

Strategies for distance education for children in primary school should look at different characteristics of children according to age and their environment. children's environmental

conditions will affect children's success in receiving the subject matter. Some of the strategies that teachers can do in distance learning including understanding the characteristics of children in the use of ICTs, especially in preparing the material, teachers must understand students (Haqqi, 2019). So, teachers can be mapped out by what the curriculum can be implemented following the current conditions. Next is to create the scheduling following the curriculum and the needs of children who do not charge while at home. Also, teachers can design online learning following local conditions (Zhang et al., 2020).

Teachers can create a column of indicators to be achieved in the development of the child for a certain time to prepare plans and materials to be performed. It is as Reimers et al. (2020) in preparation for online learning. A learning plan can be distributed to parents gradually over weeks online. Next, select the online program that is easily accessible to children and parents to help students understand the lesson, for example, a free online program through various discussion spaces such as Google Classroom, WhatsApp, Smart Class, Zenius, Quipper, and Microsoft (Abidah et al., 2020). Features Whatsapp including WhatsApp Group that can be used to send text messages, pictures, Journal of Educational Technology Vol. 22, No. 1 April 2020, and 68 video files in various formats to all members (Kusuma & Hamida, 2020). Google Classroom also enabling educators and teachers to develop creative learning. Face-to-face discussion and knowledge transfer as meeting via video teleconference various platforms that are widely available for free such as Zoom and Google Meet. This platform makes educators and students meet and interact virtually with the facility of instant messaging and presentations (Wiranda & Adri, 2019).

Various services can be used as a support for the transfer of knowledge to the discussion related to the learning content. If you have planned it in the practice of course the involvement of a parent or caregiver is very important to guide and facilitate the children when at home. Therefore, teachers need to establish communication with parents related to child development. Given that online learning changes indirectly affect the absorption of the students (the Goddess, 2020). It is important to note that the communication between parents and educators to realize the independence of student learning during the 19th COVID pandemic.

Various benefits of having the constraints felt by educators and students in online learning. Obstacles encountered are various regions in Indonesia conditions that cause not all the areas to be achieved with slow internet service and internet network deployment. If students have problems, teachers should provide another alternative in this situation. Teachers can use blended learning in distance learning, for example, there are no assignments online and printed books or modules are also provided so that children can learn from a variety of literacy. Next is to determine the assessment used to measure children's learning at home. Ratings for cans pandemic is also collaborating with a parent or caregiver at home.

CONCLUSION

Education is a reflection of the nation's future. The existence of the pandemic COVID 19 makes all educational institutions, including institutions at the elementary level, to find appropriate solutions to continue to learn to walk. This drains the energy of mind and searched by staff and teachers and parents involved in the education of their children. Therefore researchers right strategy illustrates various literary analysis which can be a way to solve problems, including online learning or e-learning, online teaching as needs, issues related to teaching and learning online, the possibility of a solution to the problem, policy recommendations for The Indonesian government, and distance learning strategies for primary school.

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