

CHALLENGES OF LEARNING-BASED TECHNOLOGY IN THE COVID ERA THROUGH THE USE OF SOCIAL MEDIA IMPLEMENTATION IN THE EDUCATIONAL SYSTEM

Olusola-Fadumiye Titilope Olufunke

Department of Vocational and Technical Education,
Faculty of Education Ekiti State University, Ado-Ekiti, Nigeria
E-mail: taiwo.mary89@yahoo.com, titilopeolusola@gmail.com

Abstract: Technology in the digital era in stills classroom teaching with the learning tools which transform the curriculum of the educational system and improve the students' motivation towards learning. The technology is also needed for the development of education which is supported with the use of social media tools such as Facebook, LinkedIn, WhatsApp, Instagram, Twitter for the learning process to take place anywhere and anyplace so that there will be a contact relationship with the students and the teachers. Especially as the occurrence of the COVID-19 outbreak has interrupted the school education all over the world, which leads to the closed down of schools and many exams to be taken are cancelled or postponed. Therefore, the challenges of today are to reduce the negative impact the pandemic had on learning in the school education and improve learning through the implementation of social media for a substitution for a good teacher because the pandemic has reduced students and teachers' interaction supporting the children emotional and social skills in the learning environments. This article examines the use of social media to accord with the COVID-19 eruption in the educational system. The results of the study showed that implementing social media tools to the learning process helps to increase the teachers' digital skills to impart new knowledge to the children and to overcome the limitation of learning-based technology in the COVID-19 era in the world.

Keywords: technology, social media, educational system, covid-19 era, learning tools

INTRODUCTION

Teaching and learning are experiencing a major change in the world today with the introduction of modern approaches and technologies. This change has contributed to the progress of the educational system to stimulate the students' interest in learning with technological tools such as the computer, I-Pad, and mobile phones, especially within the pre-school students (Bahadur, 2017). Thereby, bringing to the awareness of formulating the lesson plans through which the students learn how pictures, images, cartoons are shown to obtain information and also interact with other peer groups. The children are also taught how to make use of a notebook page on the computer for drawing and painting in a pre-school using technology (Radhika, 2014).

Hence, technology has influenced the education context with the development of technological tools to address the issues and challenges facing the school education of the pre-school

children in the era of the pandemic outbreak in the world, to make meaningful learning-based for the students to facilitates their learning (Jónasson, 2016).

According to Verawardina et al. (2020) indicated that technological developments continue to transform and improve methods of teaching that can manipulate the learning process with several specific improvements. These improvements, such as teachers posting assignments with social media online platform, students using interactive tools or apps to complete their assignments online, and submit them to the electronic classroom database.

Therefore, the performance of education is improved by the use of the same developmentally acceptable activities by teachers integrating technologies to enhance teaching and learning to enable the students to achieve the educational objectives in their initial stage (Epstein, 2015). Such activities contribute primarily to the acquisition of knowledge and abilities required to address various difficulties and problems that allow the students to achieve their aims.

Sundus (2017) explained the consequences of the use of devices by children are both positive and negative. Still, one of the positive outcomes is that some children can expand their comprehension and develop their skills and abilities with the use of technology through the social media than the classroom face-to-face teaching while the negative impact on students creates unpleasant effects on the children behaviour (Jonathan et al., 2016) wherein some cases, they become drawn to the use of technologies. They typically do not pay attention to other fields of their study because of the addiction.

Oke & Fernandes (2020) assumed that new technologies must be accessible through social media online learning that can enhance the learning experience. Moreover, the connections that are used between teachers and the students by using the technological devices such as computers, smartphones, and the internet for quick responses to the students' challenges during learning in this COVID era outbreaks (Khalidi et al., 2020). Thus, the teachers can deliver a learning-based technology to students, anywhere they are living, maybe in their various houses due to the COVID outbreak to support learning through the social media to stop the spread of the pandemic situation in various schools (UNESCO, 2019).

Challenges of Learning-Based Technology in the COVID Era

Specifically, the discussions have highlighted some of the challenges faced by students who have devices and internet access necessary to start online learning through social media. Now, more details will be focused on the challenges to improve the direct interactions between the teachers and students, which are lacking during the COVID Pandemic. These issues are itemized as follows:

- Teacher's digital skill
- Inaccessibility to Online Learning
- Non-Interaction with the peer group
- Unsupportive parents to child's education

- Inadequate use of internet connectivity
- Unsecured Protection

In general, teachers changed their teaching practices from conventional classroom teaching to either distance learning or online learning using electronic equipment with physical distance specifications during the COVID-19 pandemic outbreak, which has an intense effect on the children's privacy, safety, and social development in the world today.

Several students continue to be unfamiliar with digital technology, particularly at primary level which they could not set up Google Classroom, or independently solve technical problems, needing assistance and guidance from the teachers, which therefore increase and improve the teacher skills on how they teach the students digitally on the online classroom using various social media on their technology devices.

Thus, most students without phones and laptops/computers do not have any access to learning online due to the reason that their parents do not wish to give each wards phones without being monitored by them, because they believed that the children make abuse of these devices to watch films, check what is not relevant to their learning. For instance, children watching non-educative learning work on the internet, instead of using it for educative learning according to their teachers' instructions. Therefore, most parents are very agitated, allowing their children to use technology gadgets to learn online, and this does not encourage the teachers to give proper learning to the students technically.

However, the lockdown of schools in various places also had a significant impact on the children's interaction with their peers' group. This phenomenon happens because they don't have the direct access to interacting with each other as they always learn together (social-relationship) through face-to-face classroom learning compare to the learning-based where they communicate only with the teachers.

Additionally, the use of appropriate online tools can be implied for delivery lessons plans through the social networks with good communication with parents for proper use of phones to monitor their children when learning through the online classes, but most parents are not supportive to the children due to their work schedule throughout all day, instead of helping the children to learn through the social media by giving them a little attention out of their time.

Furthermore, online learning through social media can be appropriately accessed with a workable connectivity internet in different homes where the students can work on without any interruption during their learning for effective achievement. Though it can also have helped the students to learn based their pace by reading over what they have been shown and taught in online teaching. Because without internet connectivity, there would not be any access to learn with online technology learning.

Eventually, the problem of the COVID pandemic has exposed the children to the unsecured environment, especially those living in a crowded area and those whom their parents evolved them to stay with different people because of the lockdown that has been made mandatory to the world. Thereby the children are exposed to the high risk of abuse, which may disturb their learning during online teaching. The main objectives of this article are to explore the challenges of learning-based technology in the educational system during the Covid-19 Era with the implementation of social media tools to defeat the pandemic lockdown to transform the students learning.

RESULTS AND DISCUSSION

Social Media Platform

Social media is becoming the most powerful platforms for engagement between individuals, where anyone can communicate, connect, criticize, debate and build awareness and expertise in a shared way that is increasingly transforming the contact environment, which had a huge effect on the learning of students and the instruction of teachers. Hence, Madhusudans et al. (2016) assumed that schools embrace pedagogical innovations and incorporate social media into the classroom, which is a phenomenon that has gained a lot of attention.

It also stated that the primary motivating factor that encourages the students to use social media for educational purposes was efficient and rapid means of communication technologies (Akçayır, 2017). Social media online have been used as a strong engine for learning experiences in conversation and informality which include Facebook, Twitter, LinkedIn, Twitter, Instagram and have increasingly become important networking spaces between different social classes, some of which are highly specialized, and where it is easy to find people who have the same interests or reconnect with others (Daniel et al., 2017).

Moreover, social media make it easier for students to get in contact with each other on their tasks and assignments, and they may also work on school assignments from their homes, especially in this COVID era, to build the level of their confidence when learning (Coleman, 2013). Social media also has a negative impact on the children when they ignore their studies by wasting time on social media websites talking with peers for hours, which leads to a loss of energy that could have been used to learn new skills in their studies. Though, the students are willing to interact with each other through social media platforms for collaborative learning to support their class-related tasks together (Voorn & Kommers, 2013).

COVID Era Situation

The outbreak of the coronavirus created a rapidly changing in the educational system, which has identified a significant technical void in how technologies can be used in a pedagogically practical manner to improve teaching and learning. Therefore, those people who are infected with the virus suffer nausea, dry cough, and trouble breathing, in order to resolve the proliferation of

COVID-19, an attempt has to be made to deal with it, one of which is illustrated to the field of education in enhancing the students and teachers with the implementation of learning through the online process so that the learning activities can also move on, for the students' to remember what they have been taught in the classroom before the closure of schools.

Actually, due to the partial closing of school education, the COVID-19 pandemic is no longer news, as most countries have avoided teaching face-to-face for the safety of the children in schools. Thus, UNESCO (2020) reported that following the turmoil of the 19th century, students would keep enjoying their rights through completing schooling, even though it is achieved vaguely.

Conversely, for learning to be achieved during the COVID era, there must be the integration of learning-based technology tools to promote the education through the social platform such as Facebook, YouTube, LinkedIn, Twitter with the use of learning tools like Edmodo, Kahoot, Socrative and others which could be used by the teachers to conduct learning online to the children where ever they at any point in time.

Implementation of Learning-Based Technology through Social Media Tools in the COVID Era

Addressing the epidemic of COVID-19 virus, which has spread globally, and that general consciousness to prevent COVID-19, meaning that one challenge that occurs is the social contact at school, and learning is redirected online. According to Gikas (2013) implied that teachers should be able to implement learning-based technology for learning to be effective by engaging the students with social media tools to interact with their class evaluation. Hence, learning-based technology includes the assistance of electronic devices such as smartphones, tablets, and laptops that can be used to view information online at any time from the students.

The implementation of the learning-based technology through social media can be reached remotely and at any time can allow students to selectively choose which lessons to pursue and which assignments to be completed first in preparing their learning to motivate them to learn (Naibaho, 2019). Therefore, there is one interesting result that the students felt more convenient to ask questions and express opinions in online learning through social media.

The position of the teacher in this COVID era must always be able to encourage and monitor the students to learn independently through the social media online in which the instructions to be delivered to the students must be a clear instruction to explain the objectives of the learning on the internet (Kuo, 2014).

CONCLUSION

The implementation of learning-based technology through social media has made it much easier to reshape the education system and promote learning activities by learning online. Therefore, students can continue to obtain an education that can be reached anytime and anywhere regardless of the outbreaks of Covid-19, which must prevent physical interaction with the students. The shortcomings

of learning-based technology through social media proposes that the government should intervene with facilities such as technological tools, equipment, and internet connection for the effective use of learning to be achieved. It is also necessary to note that the closing of schools has a lot of differences in teaching and learning programs during this crisis and have an unequal effect on our children. Therefore, Parents should be supportive of these children by creating time for them and monitored them well while using the devices for their online tasks to enhance their skills.

REFERENCES

- Akçayır, M. (2017). What do students think about SNS in education? University students' perceptions, expectations, and concerns regarding educational uses of SNS. *Australasian Journal of Educational Technology*, 33(5).
- Bahadur, K.R. (2017) Use of Educational Technologies in Teaching and Learning Activities: Strategies and Challenges- A Nepalese case. <http://www.duo.uio.no/>
- Coleman, V. (2013). Social media as a primary source: a coming of age. *Edu cause Review*, 48(6).
- Daniel, E. A., Isaac, E. N., & Janet, A. K. (2017). Influence of Facebook usage on employee productivity: A case of university of cape coast staff. *African Journal of Business Management*, 11(6), 110–116. <https://doi.org/10.5897/AJBM2017.8265>
- Epstein, A.S. (2015). Using Technology Appropriately in the Preschool Classroom. Retrieved May 24, 2019, from <https://ccie-media.s3.amazonaws.com/exchangefocus/001/exchangefocus.pdf>.
- Gikas, J. & Grant, M.M. (2013) "Mobile computing devices in higher education: Student perspectives on learning with cell phones, smartphones & social media," *The Internet and Higher Education*, vol. 19, (2013), pp. 18-26.
- Hawati, A.H & Khalidi, J.R. (2020) Covid-19 and Unequal Learning.
- Jónasson, J.T. (2016) Educational change, inertia, and potential futures. *Eur J Futures Res* 4, 7(2016). <https://doi.org/10.1007/s40309-016-0087-z>
- Jonathan LP, Andrew LF (2016) Depression in children and adolescents. University of Kansas, Clinical Child Psychology Program
- Kuo, Y.C., Walker, A.E., Schroder, K.E., & Belland, B.R. (2014) "Interaction, Internet self-efficacy, and self-regulated learning as predictors of student satisfaction in online education courses", *The internet and higher education*, vol. 20, (2014), pp. 35-50
- Madhusudan G. Tandale, & Raghu, R. (2016). 'Social Media in Teaching and Learning – A Study'. *International Journal of Education & Applied Sciences, Research*. Vol.3. Issue 06. Pp 31-42.
- Naibaho, L. (2019) "The Integration of Group Discussion Method Using Audio Visual Learning Media toward Students' learning Achievement On Listening." *International Journal of Research-Granthaalayah*, vol 7, no. 8 (2019): 438-445
- Oke, A., & Fernandes, F. A. P. (2020). Innovations in Teaching and Learning: Exploring the Perceptions of the Education Sector on the 4th Industrial Revolution (4IR). *Journal of Open Innovation: Technology, Market, and Complexity*, 6(2), 31.
- Radhika, K (2014) Learning technologies. *International Journal of Transformations in Business Management (IJTBM)* 2014, Vol. No. 4, Issue No. II, Apr-Jun <http://www.ijtbm.com>
- Sundus. M. (2017). The impact of using Gadgets on Children. *Journal of Depression and Anxiety*. 07. 10.4172/2167-1044.1000296.
- UNESCO IESALC. (2019). Mobility in higher education in Latin America and the Caribbean: challenges and opportunities of a renewed Agreement for the recognition of studies, titles, and diplomas (Vol. 1). *Caracas: I UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)*.

- Verawardina, U., Jalinus, N., Krismadinata, Widya, R.N., & Simeru, A. (2020). Needs Assessment of ELearning Vocational Education. *International Journal of Innovation, Creativity, and Change*, *11(4)*, 262–274.
- Voorn, R. J., & Kommers, P. A. (2013). Social media and higher education: Introversion and collaborative learning from the student's perspective. *International Journal of Social Media and Interactive Learning Environments*, *1(1)*, 59–73.