

International Seminar

E-Learning Implementation
in Malaysia and Indonesia



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This proceeding is a collection of writings from figures who are experts in their fields which have been presented at an international seminar with the theme, “The Online Learning Opportunities and Challenges” held by the Postgraduate Program at the Head Office of Universitas Muhammadiyah Purwokerto, August 25, 2022. For that, we express our gratitude a big thank to the Rector of UMP Dr. Jebul Suroso, M. Kep. which has opened the activity to the public.

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OPPORTUNITIES AND CHALLENGES OF E-LEARNING-BASED LEARNING: THE CASE IN INDONESIAN LEARNING

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**Extracted from a lecture when he was a speaker in an international seminar with the theme, "The Online Learning Opportunities and Challenges" organized by the Postgraduate Program at Universitas Muhammadiyah Purwokerto August 25, 2022*

THE IMPACT of the Covid-19 pandemic on the world of education began to be felt since 2020, starting when the World Health Organization (WHO) made Covid-19 a global pandemic. The real impact of the pandemic on the world of education is in the form of closing schools in an effort to reduce the mass spread of the virus. In order not to disrupt education during the pandemic process, distance education (PJJ) emerged as a proposed solution. PJJ in the digital era is very likely to be implemented effectively because internet devices (IoT) are available through e-learning.

The implementation of distance learning (PJJ) which suddenly had to be implemented faced several obstacles. Among them, teachers have difficulty adjusting education. Teachers have difficulty implementing learning which results in the dominance of assignment. Meanwhile, education must not be abandoned and must continue to function to educate and maintain the population. With consideration of social benefits, until now education is believed to be the best means to improve human resources.

Luckily, the pandemic period occurred in the Industrial Revolution Era 4.0, so that the completion of emergency learning could be immediately addressed, namely the use of information and communication technology. In the world of education, learning can be converted into the PJJ model by utilizing internet technology so that it becomes easier and cheaper. Many e-learning web products are available that can be used by teachers in distance learning, such as MOOC, zoom meeting, teacher's room, google meet, flipped classroom, e-learning module (moodle), electronic school book (BSE), room study Kemdikbud, and schoology.

The world of education was hesitant to adapt to new situations. Teachers, for example, have difficulty adjusting in implementing learning. Moreover, in reality many students or teachers do not have adequate mobile phones, computers, laptops, and internet networks for various economic reasons. Inadequate availability of online teaching materials. Therefore, PJJ is dominated by assigning tasks. In turn, the effectiveness of learning through e-learning is largely determined by the digitization resources provided in the educational environment.

The problem is, what exactly is meant by electronic learning? What are the opportunities and challenges of learning through electronic learning in Indonesia? How is the implementation of Indonesian language learning during the pandemic related to electronic learning?

Before answering the question above, we need to know the following terms. Society 1.0, meaning the era of humans hunting and recognizing writing; Society 2.0 is the era of humans knowing agriculture and farming; Society 3.0 is the industrial era and uses machines to help with daily activities; Society 4.0 is the era when humans know computers to the internet; and Society 5.0 is an era in which technology becomes part of humans and the internet to share knowledge and information abundance as well as run and harmonize life.

Meanwhile, the current face of world economic activity is depicted in the excitement: Smart Manufacturing Smart City; e-Education e-Government; Cloud Collaborative Online Health Services; Sharing economy; Marketplaces; Smart Appliances. In essence, currently various kinds of human needs have widely applied the support of the internet and the digital world as a vehicle for interaction and transactions.

The Indonesian nation must also calculate the demographic bonus where in 2020 Indonesia has a productive age bonus of 71% of the total population of 270 million people and in 2030 it is estimated that Indonesia will still have a bonus of 64% of the total population of 297 million people. If this productive age is supported by a high reading culture, there will be a big leap for strengthening human potential and current economic capacity. This demographic bonus is in line with the country's vision, which aspires to become Indonesia Gold in 2045. At that time, Indonesia became the 5th largest country in the world, with a GDP of 23,199 US dollars in 2045. The current condition of our GDP is 4,546

Unfortunately, the reading interest of Indonesian young people in a global phenomenon still requires special attention. Based on the reading interest index, only 1 in 1,000 young Indonesians have an interest in reading. In fact, Indonesia's infrastructure ranks 34th or is superior to countries with good literacy health: Germany, Portugal, New Zealand, and South Korea. In a decade, the literacy, scores, and reading interest of young Indonesians are still not optimal.

Indonesia's position in the Most Literate Nations Ranked (CCSU, 2016) is only 60/61; Reading Score in PISA (2018) 371; Indonesia's lowest reading score is 489 and the highest is 800; Meanwhile, according to Nielsen consumer and media view Indonesia 2016 reading interest in Indonesia is only 11%. As many as 7 out of 10 Indonesian students have low scores in reading competence. Indonesian students have difficulty in summarizing a text, 1 out of 2 students never read graphic texts. In fact, realizing reading should be a behavior, habit, and culture because it is stated in the Qur'an Surah Al-'Alaq (96): 1-5. Read with (say) the name of your Lord Who created. He has created man from a clot of blood. Read, and your Lord is the Most Gracious. The one who teaches (humans) by means of kalam. He taught man what he did not know."

It can be said, learning is currently faced with new challenges in the form of cultural conditions for literacy, technological disruption, demands for 21st century skills, demands for higher-order thinking skills, during the Covid-19 pandemic. Various perceptions of learning that are still seen as monotonous, disorientated, boring, regardless of context, and lack of growing a reading culture are factors that have not contributed to education to boost human resources.

The learning paradigm shows that teachers have been transferring knowledge and behavior to students. So far, the Indonesian people have learned from conventional models to technology-based learning models. Even during the pandemic, teaching and learning has changed from face-to-face to virtual. The question is, why should electronic learning?

Before answering this question, it is better to know a number of terms that were born in the 4.0 Education era, including: E-Learning (Online Learning); Blended Learning; E-books; E-libraries; E-report; UNBK, etc. Features and problems of electronic learning include: Computer-based learning (CD and player); Internet-connected learning; Public perception: not yet fully accepted; Presumption: face-to-face is better than virtual; Parents: formal education in face-to-face classes guarantees employment. So far, it is considered that face-to-face classroom learning is effective for developing basic knowledge and introducing new material, while online learning is less for developing student activity in creative and innovative problem solving (21st century skills).

Following are a number of free e-learning applications and learning management systems (LMS), including: (1) SEVIMA EdLink; (2) Moodle (<http://moodle.org>); (3) Blackboard CourseSites (<https://www.coursesites.com>); (4) Google Classroom; (5) Edmodo; (6) Schoology (<https://www.schoology.com>); (7) Latitude Learning (<http://www.latitudelearning.com>); (8) Academy of Mine (<http://www.academyofmine.com>); (9) LRN (<http://www.dotlrn.org>); (10) eFront (<http://www.efrontlearning.net>); (11) Dokeos (<http://www.dokeos.com>); (12) Sakai (<https://sakaiproject.org>); (13) Learning House (learning.kemdikbud.go.id). Meanwhile, paid E-Learning includes: (1) Teacher's Room; (2) Our Class; (3) Elementary Exam Questions; (4) Quippers; (5) Exam Preparation; (6) Digital School Books (BSE); (7) School Exam Questions.

The difference between conventional learning and virtual learning is that conventional classes are teacher-centered. While the teacher is considered an all-knowing person and is assigned to transfer knowledge to students. While virtual learning the main focus is students. Students learn independently at certain times and are responsible for their learning. The atmosphere of electronic learning forces students to play a more active role in their learning. Students make designs and look for materials with their own efforts and initiatives.

The modes in electronic learning consist of LMS: Moodle, Google Classroom; Conversation apps: WhatsApp, Telegram, Youtube; Video link: Zoom, Google Meet; And social media: Instagram, Facebook. The challenges of electronic learning include: Availability of ICT-based learning material software; Availability of application software; Human resources educators and technicians who master ICT; ICT infrastructure; Internet access; Training support; Electric power support; And support for ICT utilization policies;

Types of using information technology for learning: Learners and educators do not meet face-to-face; Teaching materials, discussions, consultations, exercises, exams, and online learning activities; And this model uses PJJ. Meanwhile, the combination of PJJ with face-to-face activities takes the form of: Some teaching materials, discussions, consultations, assignments, and exercises are delivered via the internet, while exams and some consultations are conducted face-to-face; The percentage of face-to-face is still smaller than the percentage of learning through the internet. Educators can provide instructions to students to learn the subject matter through the network that has been created; Utilization of the internet to support the improvement of the quality of learning carried out in the classroom. Its function is for enrichment and communication between students or participants with other resource persons. Providing learning resources and also providing link facilities to various learning resources.

With regard to the development of learning content, the goal of PJJ is to replace face-to-face learning experiences in the classroom. Facilitation of educators to students is centered on software and various online applications. Students are assumed to be independent or not too dependent on the direct assistance of educators. While the components of learning content consist of: teaching materials, assessments, information about online classroom management.

While related to teaching materials, the learning content used by students is in the form of modules, computer-based interactive activities, reference lists or reading materials for students. All of these teaching materials are used as material for the development of assessment instruments that refer to learning achievement indicators and accommodate the needs of students. Assessment is done by providing a way for students to demonstrate: knowledge, skills, and dispositions; Use of an e-portfolio system that can store all of your work and reflections (you can use google drive); Allowing students to choose their own path and pace of learning.

Educators also need to prepare information about managing their online classes for students. Examples of this kind of information can be found easily on the internet. For example, information management learning to read. Educators determine whether there is already learning content that is in accordance with predetermined learning outcomes. All of these learning content can be searched on internet repositories. A lot of learning content in the form of learning objects is widely circulated on the internet, for example BSE, Kemdikbud Learning House. Educators need to check whether the content is in accordance with learning outcomes, students, and the previously planned and targeted learning process.

Regarding sources of learning content, can appropriate learning content be found from various sources? If not all of the learning content that has been determined can be found, then educators need to compile it themselves (with the help of other professionals). Skills from the simple use of word processing software to converting them into web-friendly content. Google classroom, google meet, or zoom can be used to build a learning management system (LMS). Educators need to pay attention to theories and principles that have long and widely used. When developing instructional multimedia (including videos), educators need to refer to video-

making procedures. Relevant assessment principles: authentic assessment, Bloom's taxonomy, and higher order thinking skills (HOTS).