Application of Learning Using Online Media During the New Normal

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Abstract. The purpose of this research is to be able to know the implementation of learning during the New Normal period, the readiness of educators in carrying out learning activities and to find out how distance learning activities are carried out in middle schools and colleges, especially whether this learning can be achieved or not. In order to obtain the desired data, this study uses a survey method. The data that has been received will be carried out by quantitative descriptive analysis. In this study, primary data types were taken by taking individual or respondent responses as many as 121 respondents from West Kalimantan Province, both from private and public schools or colleges. The results of this research are the provision of learning materials using online learning media that have been carried out by educators showing various kinds of obstacles used by educators and the use of social media is the most widely used as well as presentation-based learning media and Youtube videos. The achievement of learning outcomes in online learning in the New Normal Era was not significant because there were still challenges faced by educators.

1. Introduction

The New Normal period after the Covid-19 Pandemic had a tremendous impact on the education sector. This happens because basically education does not accommodate this situation. Moreover, there are striking differences between one school and another or one area to another. At the same time, few teachers are ready to undertake online learning independently. Instead of network-based learning, what happens is that it burdens students with piles of tasks. However, it must be admitted, the awareness of educators to start learning online, should be appreciated [1]. Student ownership of communication devices is also limited. Internet quota, which is not cheap, even with network access in some areas, is inadequate. Not to mention parents who are not familiar with online learning. This is a problem in itself which results in this learning practice being deemed ineffective. This pandemic period is a momentum for us to do big and basic things. To prevent transmission of the virus, meanwhile students must comply with health protocols such as washing hands with soap, using masks and applying social and physical distancing, while making various practical efforts so that education runs normally[2]. This does not mean an effort to increase school enrollment rates as is currently being done. However, making
comprehensive and fundamental changes in the school curriculum, both related to its content and changes to the model of the learning system[3].

The learning system cannot return to the atmosphere it was before the pandemic, namely face-to-face or offline teaching and learning activities, especially as long as the vaccine has not been found. Therefore, it is time for the education sector to use new methods in the learning process. If usually learning in class is carried out for 6-8 hours, now it is no longer biased because if you still use this provision, students have to share classrooms. Thus, the government can no longer require 24 hours of teaching for teachers.

The Ministry of Education and Culture must make adjustments to align the learning system with the new normality[4][5]. Evaluation of the online learning process that has been carried out must also be carried out. Especially when learning this model will be used again in the New Normal or new normality later. So that it can minimize the obstacles and problems.

Currently the Ministry of Education in Indonesia has issued a school policy and revised the learning process (KBM) using an electronic system [6] and its implementation is regulated by a circular (No.4 of 2020) using a this online learning. This is a concern of students about the increasing number of assignments given by the teacher.

Another problem with this type of electronic learning is that the sensitivity to knowledge is limited by signals that allow insufficient access to information. Students are often left behind with insufficient signals leading to information. As a result, they are late in getting teacher assignments. Not to mention the teachers who assess the number of assignments given to students, making the gadget storage space narrower. The use of online learning also encourages educators to reconsider the learning styles and methods to be used. The original teacher has designed a learning model to use, and then has to adjust the learning model. This study is something that was not specifically carried out in West Kalimantan. With the number of districts up to 14, and the number of students.

In Indonesia, there is still a lot of information for schools between problems and complaints. Among other things, students and teachers can master technology to support online learning. In this era of highly sophisticated technology transition, teachers and students need to have technology-learning skills. The challenge for them is to master students and teachers with different learning technologies. With the Work From Home (WFH) policy, it will encourage and encourage them as a condition for them to master digital learning technology[7]. These demands encourage them to consider electronic media that will specifically facilitate learning as a substitute for classroom learning, without sacrificing the value of learning services and achieving learning objectives. It also explores and uses a number of distance learning tools. Tools that can be used include online learning media, e-learning, zoom applications, Google Classroom, YouTube and WhatsApp social media[8][9]. This method should be used as a tool both in the study room and in the classroom to the fullest extent. Through the use of online media, students and teachers gradually master the ability to use and use technology.

Since educators can consider a variety of e-learning re-sources, they must acknowledge more complex learning methods and systems that educators have never reached. For example, teachers create innovative video content as a learning resource[10][11]. In this case the teacher is more convincing because through imaginative videos it makes students more interested in the information presented by the teacher. Students can certainly understand what the teacher explains in the imaginative video the instructor makes. As a result, students are not frustrated with online learning by implementing a learning environment at home[12].

The use of technology to complete student assignments can also lead to innovation among students in increasing the knowledge they already have. With different learning methods from teachers, they can create creative learning products that can improve thinking through their own research, without leaving the material on the material provided by the teacher[13][14][15]. The essence of the Covid-19 Pandemic
also offers another perspective. Learning is done at home, which can make it easier for parents to track or monitor children's learning progress. Parents find it easier to monitor and supervise children's learning in the household. This should lead to more frequent communication and stronger relationships between parents and children. Parents should direct children's mentoring to learning opportunities that children do not yet understand. The fact is that parents are the first institutions in children's education. Parents will track their child's skill level and skills in teacher online learning activities[16]. Then the simplicity of the material given to the teacher makes contact more established between parents and children. Parents should help with material problems facing children[17].

Although the Covid-19 pandemic has affected education in Indonesia, on the contrary, learning knowledge and lessons can be learned[18][19]. The existence of a Government program to conduct distance learning online will provide incentives that will raise awareness of the latest technological innovations and resolve the complexities of the education sector in Indonesia. The aim of this research is to get an overview of remote recognition in the West Borneo.

2. Methodology

In order to be able to analyze in this study using quantitative descriptive methods with reference to primary data obtained and data collection methods by distributing questionnaires to respondents with the aim of wanting to know information in online learning and also obtaining information on the abilities of students and teachers in learning activities using facilities[20][21]. online learning in the New Normal. Respondents came from various districts in West Kalimantan who represented both private and public educators. The number of respondents in this study were 121 educators, both male and female.

Several stages in data collection are: (a) Compiling a list of questions made using Google Forms, (b) Distributing the Questionnaire through the Whatsapp social media application to Educators and (c). Carry out data recapitulation and analyze according to the proportional responses obtained.

3. Result and Discussion

Overall the number of respondents reached 52 respondents and respondents from various districts in West Kalimantan. The age range of respondents ranged from the age of 21 to 40 years and the most respondents at the age of 31 to 40 years occupied 42.4% and the most educated respondents had an undergraduate education with a total percentage of 63.5%. West Kalimantan which consists of 14 districts in this study Melawi district ranks the most with a percentage of 28.8 percent followed by other districts, namely the city of Pontianak with a total of 21.2 percent respondents. Respondents with the profession as teachers rank first in answering the questionnaire given with a total of 80.8% and lecturers with a total of 19.2% respondents. In this study, respondents were also given questions about the media used in learning. The use of whatsaap media ranks first accompanied by the use of google classroom.

As in the picture below:

![Figure 1. Online Platform Percentage](image-url)
In learning designs that are often used in learning activities, the majority of respondents answered giving structured assignments in learning and the percentage of respondents was 61.5 percent and the provision of teaching materials was 25%. In the use of the presentation application, what is used in the New Normal period learning the use of powerpoint media ranks first with a total of 48.1% accompanied by the use of Youtube media with a total of 63.5%.

![Figure 2](image2.png)  
**Figure 2.** Media Presentation in learning activities

![Figure 3](image3.png)  
**Figure 3.** Percentage of online learning system achievement

In terms of the achievement of learning using online media in pictures, it can be seen that the maximum achieved learning is obtained by 57.7%, this is because the online learning model has not been widely known among educators and students. West Kalimantan which has 14 districts with communication facilities, not all places are available so that online learning cannot be maximized. To achieve maximum learning outcomes, adequate facilities and human resources are needed who understand how to provide online learning.

4. Conclusion

The results of our research showed that during the New Normal era, many institutions conducted online learning at both private and public institutions in West Kalimantan. The results show that the use of social media as a means of online learning is widely used. This is because the use of social media is easier and does not require large internet data so that many educators and students choose Whatsapp Social media and also the learning media provided by Google ranks second most widely used. Use of Youtube Video Presentation Media and Powerpoint are also widely used by educators. Learning achievement in general is not achieved significantly because this is because educators are not accustomed to using online learning media even though most of the educators and students have been able to use learning tools such as smart phones but the problem of understanding still needs to be improved.
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