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How Universities Entrust Digital Literacy to Improve Student Learning Outcomes

During the COVID-19 Disruption

ABSTRACT

Since the policy of sending students home to study as a result of responding to the dangers of the pandemic, universities around the world have increasingly trusted distance learning solutions. The solution is to rely on digital literacy to continue and improve student learning outcomes during the COVID-19 disruption. As researchers, we still have to get certainty and field evidence. For this reason, we have proven it through analytical efforts and in-depth studies in several international publications. In short, we examine each piece of evidence with a phenomenological approach to get answers to research questions that are among other things, involve a data coding system, critical evaluation, and drawing of valid and reliable final results. Our data discussion concludes that world universities believe that digital technology that is increasingly trending can become a learning innovation even though the world will continue to hit global education. So, we hope that these findings should support other studies in the future.

Keywords: digital technology, pandemic period learning, learning outcomes, and university teaching

INTRODUCTION

Coronavirus is a coronavirus infection disease that WHO has confirmed originated from Wuhan, China (Lancet, 2020). This disease can be transmitted effectively and can cause the transmission to the people around him, and people who have a history of certain illnesses can be at risk of death (Boccia et al., 2020). The spread of infection with the number shows an increase in Indonesia, making standards or arrangements approved in various regions with the ultimate goal of limiting its spread. The new guidelines that have been given are a new trend for individuals. They have to wear masks, bring hand sanitizer, stay away from crowds, and so on must be resolved (Scerri & Grech, 2020). The school area has also undergone an adjustment to education and learning, which was initially face-to-face and personal in classrooms or meetings and transferred to the network. Then automatically, educators and students believe in the benefits of electronic media for an indefinite period (Williamson et al. 2020). Because the distance learning model has no end, this online method has become a habit, teachers and students can feel the benefits of digital literacy. Various associations can utilize sophisticated

media, such as long-distance associations or teleconferencing and Zooming schools (Hacker et al., 2020).

As a result of the increasingly widespread Coronavirus, the government must be aware that the transmission is high-speed, and there is no authorized treatment (Jadhav et al., 2020). Finally, taking policy action, all activities are carried out from home with the following conditions: online or distance learning, learning exercises, and work shifts. Recognition of new students is recognized by public government authorities as long as it does not harm themselves, society, and the state. During the COVID-19 pandemic, every individual, especially students, needs to dominate further education (Mikolai et al., 2020). Proficiency is the capacity in a person to write and read carefully through digital tools from mechanical skills to improve student learning. Improve mind execution as it is commonly used for reading and writing exercises. These include the benefits of digital that must be hurt by students and universities (Watermeyer et al., 2021).

Student proficiency in higher education is necessary for the world of learning in any country (Adeoye et al., 2020). So, during the Covid-19 pandemic, a national policy made new arrangements so that all learning and teaching tasks are not included in face-to-face anymore but are carried out using advanced media, namely digital technology assistance, a collection of applications to support distance learning. In computerized university proficiency, students do not need to visit the destination in person to get data (Charissi et al., 2020). This means they can find data faster and learn faster. The advantages of advanced skills include setting aside time and money. During the Covid-19 pandemic, all individuals can do all exercises at home and limit exercise outside the home. Cash reserve funds can be used if students use computerized media in making online purchases. Many guidance offices are available for lecturers and students who take coaching after school by utilizing computerized capabilities (Dong et al., 2020). Advanced universities currently have many data sources that can be used to reference when knowing what they need. The worldwide solution is distance learning with the help of digital devices (Jena, 2020).

In times of pandemic, reliable state-of-the-art data will make individuals in the university environment consistently get new data. The university empowers students to make better choices because it allows them to choose digital tools and their literacy skills to view, study, and analyze them (Hanbidge et al., 2018). This has become a necessity for the Indonesian people in any case during the current pandemic because all data will always be linked in the

media. With computerization skills, students at higher levels can help with work, especially computer technology. This is a separate task for students who want to research the current pandemic (Ashrafzadeh & Sayadian, 2015). Today, many literacy media are used today, such as financial managers and the general public, to involve self-task completion. This solution is essential for universities to trust students to complete assignments and innovative ways of learning and maintain lecture excellence and increase results and relaxation in times of pandemic emergency (Guo & Huang, 2021).

With national policies responding to the current pandemic in every country, students worldwide trust this sophisticated data and intelligence literacy as a necessity (Sakib, 2020). The exemplary media literacy will increase the turn of events and changes in academic activity elements that can impact achieving results in the long term. With the Covid-19 pandemic, changes in circumstances are felt in all areas in the public arena, one of which is in the teaching area at all levels in Indonesia. This turned into a need for instructive operational recognition for learning (Collier et al., 2021). It resembles a hurricane that destroys human life when the COVID-19 infection appears—seeing the victims of COVID-19 fall unexpectedly in the millions. Unexpectedly, the analyst as a whole needs to find an improvement in the method of conducting learning in higher education (Cicha et al., 2021). In the modern century, COVID-19 has become a human being who has to move away from each other physically, which has never happened before, and no one knows for sure when it will end, especially for Indonesia, which is still surprising the rest of the world's population.

Jena (2020) said that the impact of the COVID-19 pandemic on the education of countries in Asia is not only in education but in other sectors. The lower working class began to scream at the lack of livelihood and job misfortune. It is impossible to do many exercises together. Higher education authorities utilize digital media and maintain social distance and actual distance to reduce the virus flexibility space in the area (Megahed & Ghoneim, 2020). It is appropriate to stay at home, as long as students are most likely aware of the benefits of digital media. All learning is done from home as much as can be done to limit actual connections (Zulman & Verghese, 2021). For students and students, e-learning, web-based learning, or home learning. These alternatives are entrusted to digital technology, which is ready to revolutionize the previously known learning system (Uebernicket & Thong, 2021).

For this reason, universities provide online strategies for all education and learning units (Moore & Greenland, 2017). The need for remote adaptation dominates advanced innovation

and information technology. Complaints about the implementation of learning activities arise from the guardians of students. They have a dual capacity: to replace lecturers who follow student learning and record all student learning actions by being photographers and cameramen (Luna, 2020). Also, the assignments that students get every day. The restrained force allows this whole thing to be completed. Everyone has to figure out how to handle data advancement and advanced through distance learning. There are no exceptions for supervisors and educators, students, workers, and guardians of education/school units. Students are constrained to reflect on innovation by conditions (Bozkurt et al., 2020). However, they need to get their college-level advancement and knick-knapping skills on the positive side. This is a place where the importance of mechanical skills in contemporary society is evident. Innovative information that sometime before should have been obtained.

Advanced literacy

Besser et al. (2020) said that the information and abilities possessed by advanced university students' skills in finding, evaluating, utilizing, creating, and utilizing computerized media, embedding devices and organizations in such a way as to enhance correspondence and cooperation in daily life that are solid, intelligent, wise, careful, precise. And valid programming (Miller, 2021). Advanced skills can also convey substance/information with intellectual and exceptional capacities by utilizing digital tools. The definition of digital education is progressively closely related to specific information about data access, selection, recognition, and dissemination (Pappas & Giannakos, 2021, April). Indonesia's mechanical development cannot be separated from the foundation of accessibility through a web framework, which, since the fourth-generation network came to power in 2010 and became 4G LTE in 2013, began to proliferate (Bento, 2016).

Mobile organizations strongly support university learning, and the use of web innovation is extensive and inevitable by broadband web networks (Jones et al., 2010). To help develop their organizations, more and more universities are making online applications. Sites are more dynamic and robust but no longer static. Market spots and webshops began to appear. Innovative fields are no less agile in leveraging new world-class organizations. Our organization started studying exchange on the web. The increase in online cruiser taxi applications logically affects the organization directly. The college tradition is starting to shift to the online way (Dhawan, 2020). The general practice of society began to include online exams, online purchases, online exchanges, and shocking online dinner requests. The effect is

now starting to be seen; campus organizations are starting to start due to the proliferation of web stores that offer internet connection services that are increasingly cheap and compete for services to the public (Akram et al. 2020). This adds to the confidence of universities and the government why learning is slowly being shifted to the virtual way with the help of digital applications (Pregowska et al. 2021).

Literacy in higher education

The computerized way of innovation has also been a source of effect in university education for a long time (Ferri et al., 2020). Current teaching and learning programs do not continue as face-to-face events in the classroom but can also be completed online. Elective reference assets may not only be reference sources from books, digital materials, and the web (Xue et al., 2021). The developments in people's way of life and behavior, which can be inferred from their impact, are known as hours of distraction. We are currently in the era of Industrial Revolution 4.0, which demands computerized innovation to dominate. It is not a decision at all anymore, but a necessity.

The computerized system since the center of the 1960s is the starting point for the advancement of hardware, data innovations, and the production of robotized machines. From that point forward, advancements identifying with digital tools have been advancing amazingly quickly. The rise of the cell organization and the Internet organization, trailed by a small Internet organization, empowered it a lot faster than anybody might have suspected already to disperse data and data. Email, news access, amusement, everything happens in no time flat—social outcomes: individuals, data, and media (Ahmad & Murad, 2020).

Considering the anticipation of this pandemic situation, universities and governments in global education have switched to distance learning with the help of digital tools. The impact of the disruption to the Covid-19 outbreak will not become a significant obstacle to the survival of universities. Therefore, we try to understand what and how the university believes in digital learning innovation (Susilawati & Supriyatno, 2020).

METHOD

Our method to prove our hypothesis is to review several previous findings with a coding system and in-depth analysis of each data. We analyze it very critically to ensure that our findings are very close to the validity and reliability of answering the study questions. We followed the

guidelines for qualitative studies recommended by research review experts (Hadar et al. (, 2012).

RESULT AND DISCUSSION

Since Covid-19 hit high education, website-based learning is like a panacea when all college activities are disrupted. This is due to the impact of the policy to stop the Covid-19 outbreak, which suddenly led to the outbreak of a deadly disease known as a pandemic caused by the SARS-CoV-2 coronavirus, which shocked the world (San Francisco and Dhawan, 2020). Many academic organizations, hesitant to change their traditional way of teaching, have little choice but to switch entirely to web-based learning. The essay considers the importance of online learning and research of e-learning modalities during times of emergency. The growth of EdTech start-ups during the hours of epidemics and catastrophic events has also been made clear. Many similar studies have also been carried out to respond to the outbreak, but learning still has to go on. The solution is in digital literacy tools (Zulkarnain et al., 2020, October).

As a result of the impact of the COVID-19 pandemic on the review of data and work by higher education management, education, work, and life transformation activities must continue, namely with the addition of technology media (August et al., 2020). . What else can you say, the COVID-19 pandemic has forced several organizations to undergo a massive transformation. This solution provides an overall knowledge, using a data framework and a creative perspective, of many of the critical issues and fundamental complexities that affect organizations and society. The perspectives of 12 welcomed professional topics are organized and examined to identify each of the following understandable aspects: internet learning, computerized technology, handcrafted reasoning, managerial data, social cooperation, network security, considerable information, blockchain, security, innovation, and processes portable. The findings and similarity of the study were also carried out by Radanliev et al. (2020), where COVID-19 has taught humanity. Since the pandemic, humans, especially academics, are increasingly severe about solutions in the style of digital technology. This is the beginning of the collective world university trusting technology solutions during the increasingly orderly pandemic and providing better results.

Tejedor et al. (2020) noted that the skills of advanced students and further education during the COVID-19 lockdown were greatly helped by the digital tool. During the internationally imposed lockdowns for the COVID-19 pandemic, a worldwide instructive framework must deal with the many troublesome changes. The point of the exam is to introduce

an immediate investigation of three countries' continuing education organizations (Spain, Italy, and Ecuador), outlining how they are dealing with the state of lockdowns around the world. The results indicate the need to improve fundamental aspects such as advanced skills of instructors, customizable learning points, communication between colleges and students, and educational procedures.

⁶ Qadir and Al-Fuqaha (2020). A student guide on how to progress in engineering education during and after COVID-19. The worldwide pandemic has disrupted educational activities, with colleges completely closing in many parts of the world and students and staff turning to remote learning. The primary commitment of this paper is to make sense: we present a mix of excellent test writing about viable student learning in public, online, and upset settings. ³ Towards the end of the paper, they also present a conversation about essential issues identified with distance teaching and online training, for example, value assurance and maintenance of lab work for engineers in digital literacy-assisted learning settings during a pandemic (Aydin & Erol, 2021).

¹ The disruption of the Coronavirus pandemic on tertiary education and learning and capacity building through student assessments of web-based learning meetings in Hong Kong was essential (Mok et al., 2021). ¹³ The COVID-19 pandemic has limited the teaching and learning of the internet to design an essential guide in universal continuing education. This study examines how students in Hong Kong assessed their web-based learning during the pandemic, including factors affecting their computerized learning. It was tracked that most of the respondents were disappointed with the meeting and the adequacy of their online learning. Discovery empowers college pioneers and teachers to explore different modes of course delivery to help students become wise pioneers with 21st-century capabilities (Myers & Berkowicz, 2015).⁶

Soni, V. D. (2020). (2020). Worldwide Impact of E-getting the hang of at COVID 19. The present study emphasizes the global impact of the e-learning measure during COVID 19. The globe is utterly susceptible to data developments throughout these crises. This may be referred to as having an increased quantity of online courses, gatherings, gatherings, and so forth. The present research offers knowledge into the interplay of electronic learning and its ⁷ advantages with the refreshing variation of its usage.

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Bączek et al. (2021) said that students' views on internet pick-up during the COVID-19 pandemic study investigation of Polish clinical undergraduates. The COVID-19 pandemic has disrupted education in various organizations, especially in clinical schools. Electronic learning (e-learning) has become a central technique for broadcasting educational programs during a pandemic. After two months of only web-based learning, a study was led to explore this view of learning among clinical students. Most respondents chose the lack of cooperation with patients and particular problems with information technology equipment as the main obstacles (He et al., 2021).

The last article we reviewed was from Adarkwah (2021), which states that it is not against internet education, but what it might say about us involves ICT in post-Covid-19 Ghana. Internet learning is hailed as a fundamental force in democratizing teaching. This method opens instructions for people with limited access based on the actual topography, status, or disturbance. There has been a disproportionate spread of ICT acceptance among different populations, families, and spaces since the network. A similar study was also reported by (Adedoyin & Soykan, 2020). They said that the Covid-19 pandemic and online lectures were challenges that could be overcome with highly literate digital technology solutions.

CONCLUSION

We close this section with the conclusion of a series of research studies that aim to gain a strong understanding of how universities entrust digital literacy to improve student learning outcomes during the COVID-19 disruption. We are very confident that we are reviewing and getting answers to the questions of this study where on average, the articles we have reviewed have added a new understanding of how the majority of the world's universities have believed that Covid-19 solutions and responses have been successfully carried out through digital applications to improve learning outcomes during a pandemic. Belief in digital technology is not without reason how the field evidence data that technological capabilities revolutionize and

innovate learning and evaluation. They continue to recommend that computerized digital tools continue to be pursued as a solution option even after the pandemic ends (Pham & Ho, 2020).

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