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ATTITUDE AND ROLE OF TEACHERS TO DEVELOPMENT OF EDUCATIONAL TECHNOLOGY DURING THE COVID- 19 PANDEMIC

by Fajrul Ilmi

Submission date: 01-Oct-2022 11:37AM (UTC+0700)

Submission ID: 1913592634

File name: Saidi,_N._Huda,_M.Y.Khairi,_F._Noor,_Jarkawi_-_Fatwiah_Noor.pdf (167.09K)

Word count: 2578

Character count: 14754

ATTITUDE AND ROLE OF TEACHERS TO DEVELOPMENT OF EDUCATIONAL TECHNOLOGY DURING THE COVID-19 PANDEMIC

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Abstract

This study aims to clarify teachers' attitudes and roles in the development of educational techniques during COVID 19 pandemic. This study uses a descriptive qualitative method with a literature review. The literature used in this study is from articles, books, and online journals related to the title of the study. As a result of this survey, teachers are parties that interact directly with students, and students play an important role in the development of information technology. Teachers need to be wise and student role models to reduce student skill misuse, as teachers are role models in the use of information and communication technology in schools. By utilizing and using computer equipment, and being able to maximize information technology facilities and infrastructure in schools, students will feel the benefits and increased learning resources.

Keywords: Teacher Attitude, Teacher Role, Development, Educational Technology, Pandemic.

INTRODUCTION

Innovation is a change or renewal in which there are ideas or ideas to bring about a change. Etymologically, innovation comes from Latin, namely innovation which means renewal and change. The verb is innovo, which means to renew and change. So, innovation is a new change in the direction of improvement and planning (not by chance) (Sutirna dan Suntoko, 2018). Therefore, innovation can be interpreted as an attempt to find new objects through inventions and discovery activities. In this regard, Ibrahim (1989) states that innovation is an invention and can be an idea, object, event, or method that is considered new to an individual or a group of people (society). Innovation can be the result of invention or discovery. Innovation is carried out with a

specific purpose or to solve problems (Hapsari & Fatimah, 2021).

The term innovation is very commonly used in the literature to describe changes and improvements in organizations and/or systems. The word is rarely used in relation to the individual. The definition of innovation as a planned change, which aims to improve or improve practices or ways of working, raises certain problematic relationships. It can be concluded that innovation is a renewal of ideas, ideas, and goods in human life to achieve the goal of a better life. Therefore, innovations made by individuals and groups of people or nations are related to qualitative changes in the embodiment of human culture which are manifested in various fields and aspects of life (Firmansyah, 2019).

Today, almost every country in the world is affected by the outbreak of Covid19. Covid19 is a virus that spreads very rapidly and is deadly. For this reason, countries around the world are busy establishing various policies to break the chain of coronavirus spread. One of them is Indonesia. Indonesia itself has established a policy of large-scale social restrictions (PSBB) in force in each region. This policy has brought about major changes in, for example, the economic, health and education sectors. (Hanifah Salsabila, Irna Sari, Haibati Lathif, Puji Lestari, & Ayuning, 2020).

In education, the government, through the Ministry of Education and Culture (Kemendikbud), strives to enable educators, students and other educators to continue to organize education and learning in a variety of ways. The Ministry of Education and Culture has issued a rule that education in Indonesia will continue, but that another system, Study From Home (SFH), will be used. The Ministry of Education and Culture promotes the implementation of online education and learning processes. This is in line with the 2020 Circular on the Prevention of Coronavirus Disease (COVID19) in the Education Unit of the Ministry of Education and Culture of the Republic of Indonesia and the letter of the Secretary-General of the Ministry of Education, Culture number 35492 / A.A5 / HK / 2020 on March 12, 2020 to prevent the spread of coronavirus disease.

Of course, the implementation of online learning is inseparable from the role of technology. Technology can drive all needs in the teaching and learning process. This is in agreement with the founders. (Selwyn, 2010) states that institutional digital technology is a means of supporting learning as a means of accessing information about learning resources, as a means of supporting learning activities, and as a means of being associated with tasks. In fact, with the development of the technological era, there are now many platforms to help implement online learning: e-learning, Google Classroom, Edmodo, Moodle, Learning houses, and even more platforms in the form of video conferencing such as Google

meet, Zoom, and Visco Webex (Iskandar, 2019).

The number of learning platforms is one of the occurrences of educational technology innovation. This educational technology innovation certainly cannot be separated from the role of a teacher (Juliyati, 2021). The teacher's role in innovation in schools is inseparable from the order of learning carried out in the classroom. Teachers must continue to pay attention to a number of students' interests, in addition to paying attention to an act of innovation (Mulandari, 2018). Based on the above background, the researcher is interested in conducting further research on "ATTITUDES AND THE ROLE OF TEACHERS TO DEVELOPMENT OF EDUCATIONAL TECHNOLOGY DURING THE COVID-19 PANDEMIC".

RESEARCH METHOD

This study uses descriptive analytical literature method. According to (Sugiono: 2009; 29), descriptive analysis is a method of describing or describing the object under investigation as is, without analyzing the data or collected samples and drawing published conclusions (Sugiyono, 2017). On the other hand, according to Burhan Bungin (2008), "The literature method is one of the data acquisition methods used in social research methods for tracking event-recorded data." (Soendari, 2012). The literature used in this study is from articles, books, and online journals related to the title of the study. The steps taken in this bibliographic review include defining the scope of the review, identifying relevant sources, reviewing the bibliography, creating the bibliography, and applying the bibliography to ongoing research (Alwasilah, 2011).

RESULT AND DISCUSSION

The urgency of using information technology in educational innovation in the current era began when the government issued an adjustment to a decree with four ministers, namely the Minister of Education and Culture,

the Minister of Religion, the Minister of Health, and the Minister of Home Affairs which discussed learning during the Covid-19 Pandemic (Herri, 2018). This adjustment is due to the improving situation and environmental conditions and public health from exposure to COVID-19. Before Covid-19 the learning process took place as usual, but when Covid-19 entered Indonesia, the learning process was carried out online (on a network). So that it becomes an unexpected new problem.

Most teachers currently only focus on affective assessments and cognitive assessments, while psychomotor assessments are not assessed or ignored (Effendi., Prawitasari., Susanto, 2021: 24). If during a pandemic like this the teacher only pays attention and sticks to the assessment in accordance with the existing curriculum, there will be inequality in the assessment or student learning outcomes. In order to be able to conduct an assessment or evaluation. This determination is very important, this is because history teachers focus more on memorizing activities than understanding events that occurred in the past. "The tendency of history teachers in teaching that is more focused on emphasizing the side of memorization is concerned with a series of names of figures, dates and years of a monumental event that may not mean anything to students" (Anis., Putro., Susanto, & Hastuti, 2020: 7895).

Facing the new policy, the learning process is no longer carried out with the old policy but must follow the current situation, namely normality. The new normal in learning contains new procedures and habits that are different from the old procedures. As for the old habits in the learning process, which is carried out face-to-face, there is a lot of material, using only one media, method, and strategy, and it takes a long time.

The entry of Covid-19 into Indonesia requires us to be able to update the previous situation. A new habit in the learning process during Covid-19 is the use of information and communication technology, choosing materials essentially, the time provided is not much. So that the use of information technology in educational innovation in the current era becomes urgent.

In the early days of face-to-face learning was stopped, and online learning was mostly done via WhatsApp by creating subject groups. Over time, to improve the quality of learning, other applications have begun to be used to support online learning processes such as Google Classroom, Google Meet, Meeting Zoom, and even LMS such as Ruangguru and domains/accounts from the Ministry of Education and Culture (Andriani, Andriany, & Lailia, 2021). The online learning process is carried out using the common features contained in the application, namely sharing material in the form of files, in this case, more in the form of Microsoft PowerPoint (PPT), learning modules, and videos. In addition, learning through video conferencing is also an alternative to online learning (Padmini & Tyagita, 2015).

4 Educational innovation as an effort to change education cannot stand alone but must involve all related elements in it, such as innovators, and innovation organizers such as teachers, and students (Suparman, 2019). In addition, the success of educational innovation is not only determined by one or two factors, but also by the community and the completeness of the facilities. The main factors that need to be considered in educational innovation are teachers, students, curriculum and facilities, and programs and objectives (Mursid & Yulia, 2016).

With the urgency of using information technology in educational innovation in the current era, it is appropriate for existing educational institutions to immediately introduce and start using information and communication technology as a basis for more innovative learning (asmaul husna, husnul khotimah, 2019). This is important even that the use of information technology is one of the key factors enabling the speed of knowledge transfer to students and generations throughout the country. In more specific context, education policy must provide students with access to a broader understanding and acquisition of cutting-edge technology, whether organized by government, local governments, or communities can do (Haryanto, 2015).

Teachers as events who deal immediately with college students so that they have an vital position with inside the improvement of **13**ords technology. Teachers are examples in the use of information and communication technology in schools, so **teachers** must be wise and role models for students, thereby reducing misuse of technology for student (FKIP, 2015)s. By utilizing and using computer equipment, and being able to maximize information technology facilities and infrastructure in schools, students will feel the benefits and increased learning resources. With the use of information technology as **5** in innovation by teachers, it can be believed that **the teaching and learning process** will be **more interesting** and can improve student learning outcomes (hidayat, 2021).

CONCLUSION

Basically, innovation means talking about renewal. Innovation in education can occur in any form, such as media, systems, or policies. The concept of educational renewal or innovation in schools which includes existing components must also be based on the school education system consisting of curriculum, rules, and organizational management of existing learning resources. As educators, teachers must be innovative in the educational process. Because, with the existence of innovative teachers, the world of education will be able to become more innovative, so there is a need for teachers who are competent and have high creativity. Teachers also play a role in the development of information technology, taking into account the characteristics of student development, student development is still very dependent on real or concrete objects during the learning process. Teachers as part **12** who are in direct contact with students have an **important role in the development of information technology**.

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