



E-Learning as A Learning Medium in The Digital Era of the 21st Century

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Abstract

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E-learning is an innovation utilized in education, for learning materials and a transition in the many competencies of students, comprised of e-learning infrastructure, system and application, and content. The advantages of e-learning for global education are: (1) flexibility in place and time; (2) independent learning; (3) lower costs; (4) flexibility in speed of learning; (5) standardization of teaching; (6) the effectiveness of teaching; (7) speed of distribution; (8) on-demand accessibility; and (9) automation of the administrative process. The strategy of e-learning is to support the implementation of a learning process, which is anticipated to improve absorption capacity from school tuition over the given materials, increase active participation from school tuition, improve the ability of independent study school tuition, material improve the quality of education and training, improve the ability of the displays information with a device information technology, and expand the teaching and learning process through the use of information technology. The four components of e-learning are analysis, planning, implementation, and evaluation. Conclusions from the discussion indicate that inexpensive and accessible information technology and telecommunications would eradicate the education world's time and space limitations. Some logical consequences include: (1) students can easily take the learning material anywhere without being limited by place or time; (2) students can easily learn and discuss with experts on topics that interest them; and (3) the material of learning can be taken in every corner of the world without regard to where students study.

Keywords:

E-Learning, learning media, digital era

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INTRODUCTION

Research is conducted to produce Education as a knowledge and building human beings capable of overcoming various problems so that humans and their environment become of higher quality. Meanwhile, goals of the educational process that is to transform and improve individual behavior and mindset so that it becomes even better. Therefore, education is the most important field in the change and progress of a nation. However, the spread of the pandemic virus has caused activities in the education sector to experience several obstacles.



One of these obstacles is the implementation of learning which was originally carried out face-to-face at school, finally carried out online or what is commonly called SFH (*School From home*) with the remote school system. The impact of the *covid-19* pandemic is not only endemic in the education sector.

With this policy, educational institutions face new challenges in dealing with learning situations during the pandemic. Conditions like this are certainly not easy for some educators to pass. There needs to be cooperation between parents and teachers in guiding students during the learning process at home. Therefore it is necessary to have a strategy for educational institutions in improving quality (Taulabi, 2016) teachers so that they can carry out their duties professionally in the midst of a pandemic.

The strategy itself is a way to achieve long-term goals, besides that strategy can also be understood as a unified, broad and integrated plan that links the advantages of an organization's strategy with environmental challenges, designed to ensure that the main objectives can be achieved through proper implementation by an organization. organization or institution (Sumar, 2018). Strategy is all the ways and power to deal with certain goals to obtain the maximum expected results (Maleka, 2015).

The reference for other institutions to improve teacher quality in any situation and condition, including during a pandemic at the moment. Because in teacher education is the main actor to develop and improve the quality of educational institutions and graduates. Therefore, a strategy to improve teacher quality during a pandemic in an educational institution needs to be planned and implemented.

METHODS

In this study using qualitative methods. Qualitative research method is research that explains the facts as they are (Relacion, 2004). This qualitative research is intended to understand phenomena about something experienced by research subjects such as behavior, perceptions, motivations, actions and others holistically and using descriptions in the form of words and language in a special natural context and by utilizing various methods. natural

RESULTS & DISCUSSION

Strategy and Innovation of Educational Institutions

The word strategy originates from the Greek *strategos*. Say *strategos* comes from the word *stratos* which means military and *nag* which means to lead. Strategy (Duhé, 2021) can also be said to answer questions about what we want to do, what organization we want, and where the organization is going (Cordery & Parker, 2009).

This includes how universities need to link with innovation sectors, how regions form ecosystems of living labs, universities and innovation centres, how students challenge their institutions to make more partnerships and studies, and how

the private sector sorts skills and works with universities. The steps above can be implemented in educational institutions in Indonesia, an archipelagic country.

Educational institutions can be interpreted as a place used for the implementation of education which is also responsible for the implementation of education (Saleh, 2017) and human resources in it and have a clear structure. It can be concluded that the strategy of an educational institution is a method used by an educational institution in developing the quality of educational institutions, both the quality of learning (Saleh, 2017), teachers, graduates or management in the institution. One of the main strategies that needs to be done to make the world of education better is the development of teachers who are very influential for students, schools and the environment. Therefore, the role of the teacher is very important in bringing the flow of education to a better level.

Innovation and Strategic of Educational Institutions in Implementation in the Digital Era

Innovation or *tajdid* in educational institutions is very important. This is a benchmark for the quality of change in educational institutions. One of the factors that has led to improving the quality of educational institutions, lies in the quality of human resources which have a very important role in the learning process and the quality of students in school institutions. Human resources who play an active role in improving the quality of educational institutions, namely teachers.

For students, the teacher is the inspiration for learning, as a motivation, facilitator and booster for students' learning (Johnson, 2017), thus the teacher can be called a learning agent. In this case the teacher needs to have a strong desire to continue learning in order to add insight and develop creativity according to the times and circumstances with the aim of developing the quality of teachers in educational institutions. Carrying out the educational process is the task of the teacher who actually does not only provide knowledge but provides education to students broadly so that students have good character and can interpret learning critically.

A teacher has such a big role and responsibility that the teacher needs capital in educating students. The capital is the spirit of learning, the spirit of changing oneself for the better. Because capital is what makes teachers easier and more enthusiastic in carrying out their duties and responsibilities and can improve the quality of education. Therefore, the increasing quality of education can be seen from the number of qualified teachers in each educational institution.

Teacher quality can be seen from the way the teacher teaches (Johnson, 2017), socializing, behaving, speaking and enthusiasm in learning to seek new knowledge so that the seriousness of educational institutions is needed in responding to the implementation of face-to-face learning for students. Educational institutions in general have prepared various means to support learning activities by utilizing various digital platforms.

That arise in each of the domains of higher education experience (new technologies, remote online teaching, and learning), lifestyle (home bubble, work-home balance), and livelihood (employment, workload), on lecturer wellbeing. In the sixth we argue that the four factors of time, space, power, and life stage are important elements of a "socio-ecological system".

Section seven considers the socio-political factors influencing demands, resources, and wellbeing during a global pandemic. we draw on self-observation, self-reflection, memories, and anecdotal evidence to argue for a stronger analytical framework to improve understanding about the relationship between higher education experiences, lifestyle, and livelihood, and how they relate, interrelate, connect, interconnect, and intersect within a “socio-ecological” framework, during unprecedented circumstances.

One of the qualities of a teacher can be seen from how a teacher carries out the teaching and learning process to students under any circumstances. Even during a pandemic at the moment. The existence of the pandemic is a new challenge for educators in carrying out their duties. One of them is the task of the teacher in teaching. teaching process which is usually carried out face-to-face in class, due to the pandemic the teaching and learning process is carried out with an online or online system (in a network).

This requires cooperation from various parties, both the school and outside the school. In addition, it is necessary to coordinate between the head of the madrasa, each teacher and other educators with the aim of finding solutions and ways to facilitate student learning during a pandemic. With the aim of maximizing teacher duties during a pandemic due to the many effects or negative impacts that occur.

As with the lack of student enthusiasm for learning, teachers feel constrained in conveying learning and the need for adaptation in dealing with pandemic conditions which has never been experienced by educators. Therefore, there is a need for a strategy from educational institutions to improve the quality of teachers during a pandemic.

Improving teacher quality is the main task for madrasah heads. It is necessary to have facilities to improve the quality of a teacher in educational institutions. Educational institutions are one of the objects affected by the pandemic, especially teaching staff. One of these impacts is the existence of obstacles related to the implementation of tasks and the role of the teacher in the teaching and learning process.

The role of a teacher in the current conditions, not only provide insight knowledge, but rather create the attitudes and souls of students to be able to survive in the midst of a pandemic, as well as provide motivation for students to be more enthusiastic about learning with some limitations due to the pandemic. Therefore, there needs to be a way to deal with this situation. Media use *youtube*, *power point* and the tik tok application to explain learning material.

As well as program implementation *teacher school* which is a place for teachers to improve the quality of carrying out their responsibilities and duties. Program *teacher school* This was already running before the pandemic. Even so, this program continues to run with online classes and complies with health protocols.

The existence of this program is motivated by the opinion of the principal about the progress and fall of an educational institution depending on the quality of the human resources in it. Thus, this program was approved by all parties. The program was implemented with the aim of improving the quality of each teacher, both cognitive, personality, social and skills that make it easier for a teacher to carry

out his duties. By learning and adding insight, teachers will not lose their right to teach, especially with the pandemic, teachers are encouraged to continue learning so that they are able to overcome the problems faced during the pandemic.

Some information related to strategies being implemented to improve teacher quality during a pandemic according to the results of interviews and observations. The teacher carries out the program *teacher school* with such activities *microteaching* using learning media and reviewing books or scientific studies in which there are discussion activities and sharing between friends. This activity is carried out once a week, to be precise on Friday after the teachers carry out the learning process. With a schedule of activities that have been prepared by the head of the madrasah and deputy head of the curriculum.

The first activity is *microteaching* (Julhijah, 2017) which was carried out by 1 teacher who had been appointed by the school principal before the activity was carried out, so the teacher who had a turn could prepare for implementation *microteaching*. This activity was carried out with the aim of increasing the teacher's ability to convey learning material and adding innovation to making learning media for other teachers.

This activity is carried out for 1 hour in the form of teacher activities explaining according to the lesson plan made and learning media that support the teacher in delivering learning material. After the teacher finished, there was a question and answer session related to the material explained by the model teacher. If this has been answered, then one or two teachers appointed by the principal will evaluate and provide input for the *microteaching* activities that have been delivered by the model teacher.

During a pandemic This activity is carried out *online* through a *zoom meeting*. For the process of its activities, the model teacher uploads learning videos that have been made before and other teachers pay attention. When finished, the model teacher opens a question and answer session and a suggestion-criticism session for explaining the material in the learning video. This program is still carried out on Fridays after the teachers have finished carrying out the teaching and learning process online or in a network (*online*) with their students.

This activity greatly affects the teacher during the teaching and learning process. Teachers communicate more easily with children, master the material more, are able to create creative learning media so that students are more interested in paying attention to the teacher's explanations. During the teaching process the teacher is not only passively reading material and giving assignments but the teacher is able to maximize learning time with children in an active and meaningful way.

As well as building students' critical thinking (critical thinking), inviting students to be creative, discussing and attracting students' attention so that they are focused on the explanations that we convey by making innovative and creative learning media. This will make the learning atmosphere fun which will make students enthusiastic in learning. The second activity is book review or scientific study (Academy, 2013).

This activity was carried out with the aim of increasing the teacher's ability and liking in reading books and increasing teacher insight through reading activities. Before the book review activity is carried out, each teacher must have

finished reading the chapter or material that has been chosen by each teacher from a book determined by the school principal. So each teacher gets the same 1 book from the principal, after that each teacher chooses a different chapter from the book.

After finishing reading, each teacher makes a summary regarding the contents of the chapter that has been read using power point. This is in addition to training the teacher's habit of reading fondly, it also trains the teacher's courage in expressing opinions. In addition, the mentality and confidence of the teacher in conveying the material is increasingly trained, and the way the teacher speaks or communicates is more organized and easy to understand.

Because teachers are not only dealing with students but teachers are also dealing with parents and other communities. During a pandemic currently, teachers have the additional task of establishing communication not only with students but also with students' parents. In a pandemic situation. In this case, the teacher needs good cooperation with parents in monitoring student learning activities while at home (Aziz et al., 2021)

Good communication with parents will produce *output* which is also good for students. Because during this pandemic. More students are at home and learning activities are also carried out independently *online*, where teachers and students are both at home. Thus the learning activities carried out during the pandemic continue to run smoothly according to the expected goals.

CONCLUSION

Strategy for educational institutions in improving the quality of teaching staff during a pandemic, for example a program *teacher school* focused on improving the quality of teachers and teaching staff. There is a spread of the virus, Education is one of the areas affected. The program is carried out with two activities including, *microteaching* and reviewing books or scientific studies by utilizing digital media. This activity is carried out every Friday after the teachers have completed their teaching duties.

With this program, many benefits are obtained by teaching staff teachers in carrying out these activities. both in the form of increasing personality, knowledge, social and teacher creativity in the learning process. This will impact the character of students who are good, cheerful, enthusiastic in receiving learning material. So that teaching staff can face various challenges in the world of education, even during the *covid-19* pandemic so that they can continue to work.

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