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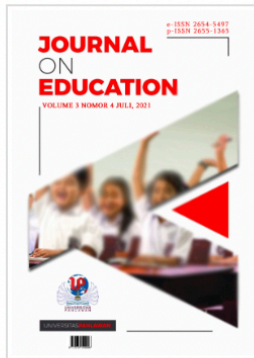
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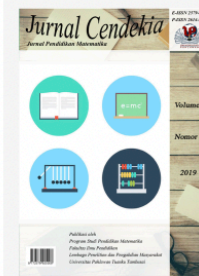
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Implementation of E-Learning System in Distance Education Management during the Covid-19 Pandemic

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Abstract

The Covid-19 situation has forced the education system to adjust to remote or online learning. Social restriction and lockdown policies caused schools and universities to be closed to avoid the spread of the virus. This study aims to analyse the implementation of e-learning systems in distance education management during the Covid-19 pandemic, with a little focus on the factors that affect the success of implementation and student performance in distance learning. The focus here is on qualitative analysis. Listening to and recording pertinent information was an integral part of data collection, which was followed by data reduction, data display, and inference. This study found that the implementation of an e-learning system in distance education management during the COVID-19 pandemic is an important step that needs to be taken to ensure the continuity of education and the health of students and teaching staff. The e-learning system provides flexibility in learning and allows students to stay connected with teaching staff despite limited face-to-face interaction.

Keywords: Implementation, E-learning, Management, Education, Covid-19

Abstrak

Situasi Covid-19 memaksa sistem pendidikan untuk menyesuaikan diri dengan cara belajar jarak jauh atau online. Kebijakan pembatasan sosial dan lockdown menyebabkan sekolah dan universitas ditutup untuk menghindari penyebaran virus. Tujuan studi ini yakni menganalisis penerapan sistem e-learning dalam manajemen edukasi jarak jauh saat wabah Covid-19 melanda, dengan sedikit mengambil fokus pada faktor-faktor yang mempengaruhi keberhasilan implementasi dan kinerja siswa dalam pembelajaran jarak jauh. Fokus studi ini adalah pada analisis kualitatif. Mendengarkan dan mencatat informasi yang relevan merupakan bagian integral dari pengumpulan data, yang diikuti dengan reduksi data, tampilan data, dan kesimpulan. Studi ini menemukan hasil bahwa implementasi sistem e-learning dalam manajemen pendidikan jarak jauh pada masa pandemi COVID-19 merupakan langkah penting yang perlu dilakukan untuk memastikan kelangsungan pendidikan dan kesehatan siswa serta staf pendidik. Sistem e-learning memberikan fleksibilitas dalam pembelajaran dan memungkinkan siswa untuk tetap terhubung dengan tenaga pengajar meskipun terbatas dalam interaksi tatap muka.

Kata Kunci: Implementasi, E-learning, Manajemen, Pendidikan, Covid-19

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INTRODUCTION

The background of the research "Implementation of E-Learning System in Distance Education Management during the COVID-19 Pandemic" is related to the COVID-19 pandemic situation that has hit the whole world including Indonesia. This situation forces the education system to adjust to remote or online learning (Al Shammari, 2021). Social restriction and lockdown policies have caused schools and universities to close to avoid the spread of the virus (Nurunnabi & Almusharraf, 2021) and (Sahu, 2020).

In an effort to maintain the continuity of the learning process, many educational institutions implement a distance learning system or e-learning (Benadla & Hadji, 2021). However, in this implementation, there are various challenges that need to be overcome such as limited technology and infrastructure, limited skills of teachers and students in managing technology, and lack of experience in using e-learning platforms (Zalat et al., 2021); (Barrot et al., 2021) and (Thi & Minh, 2021).

Therefore, this study aims to analyse the implementation of e-learning systems in distance education management during the COVID-19 pandemic, with a little focus on the factors that affect the success of implementation and student performance in distance learning. This research is expected to provide input in developing better distance education management policies and strategies in the future.

METHOD

In this study, rather than going out into the field to gather data, the researchers undertook background reading in libraries and other reference materials that helped the study go smoothly. By searching for terms like "E-learning systems," "education management," and "Covid-19," relevant articles were culled from online media and database portals for journals. The author does not restrict themselves to using only Emerald Insight, ResearchGate, or Elsevier's journal portals to find relevant references; instead, they take a more holistic approach. The author narrows the scope of the discussion in this article about E-learning system implementation by focusing on certain terms in the search. Articles published between 2016 and the present were prioritized in the search for journals, magazines, and newspapers. We used keyword searches on several online databases to find the references we needed. However, only those articles, journals, and publications most pertinent to the development of e-learning systems and their link to remote education administration during the Covid-19 pandemic will be utilized. Twenty sources were used to supplement the information in this article.

Qualitative research methods were used in this study. In order to construct a whole image of the literature review, it is necessary to listen to and capture relevant information, followed by data reduction, data presentation, and conclusion drafting. In order for the data to yield useful insights and facilitate inference, we must first reduce the volume, variety, and complexity of the data. For this reason, the reduction stage is essential for data analysis due to the sheer volume and complexity of the data. In this elimination phase, we determined which pieces of information were most useful in achieving our objective. In the beginning, we gathered a total of 57 references. However, following this preliminary procedure, it became twenty. After that, we'll proceed to the data display. After data reduction, this stage involves systematically organizing the remaining data so that it can be understood and conclusions drawn. Narrative style is used to relay information. This data visualization will aid in our capacity to organize and arrange information according to a relationship pattern. Finally, conclusions can be drawn from the collected information. This is the last stage of our

qualitative data analysis procedure, and it still makes references to the initial analytical aims. The goal of this phase is to derive insights from the gathered data and provide solutions to pressing issues by identifying patterns, commonalities, and distinctions. The sources we rely on are trustworthy, so we can draw reliable judgments. An honest conclusion has been sought after for the sake of clarity.

RESULT AND DISCUSSION

Distance education is a concept of learning that is done through online media, so it can be done anywhere and anytime (Saputra et al., 2021). This system is very popular in education nowadays as it provides many benefits for students and educational institutions (Febrianto et al., 2020). During the COVID-19 pandemic, e-learning system becomes very important in distance education management, as many schools and universities have to switch to online learning system to maintain the safety of students and teaching staff (Armstrong-Mensah et al., 2020).

One of the implementations of e-learning system in distance education management during the COVID-19 pandemic is by using online platforms such as Learning Management System (LMS) (Sumardi et al., 2021). This platform allows students to access course materials, assignments and exams anywhere and anytime. For example, Moodle is one of the LMS platforms often used by educational institutions to organise and manage learning content online. In addition, the use of technology also allows for interaction between students and teachers, such as video conferencing, online discussions, and online tutorials (Efriana, 2021). This allows students to stay connected with teachers and ask questions directly about the material learnt. In fact, some schools and universities use chat and video calling applications such as Zoom or Google Meet to facilitate the learning process. Not only that, e-learning system also facilitates the process of student evaluation and assessment. In the online platform, teachers can organise exams online and get the results immediately (Rapanta et al., 2020) and (Wu, 2021). In addition, the system can also monitor student activities, such as online attendance and the number of assignments completed.

However, although e-learning systems have many advantages, there are still some challenges that must be overcome. Some of them are internet access issues and inadequate technology, especially for students living in remote or less developed areas. In addition, the limitations of face-to-face interaction can affect the quality of the learning process and require adaptations in the teaching and learning process (Dayagbil et al., 2021).

It should be underlined that the implementation of e-learning systems in distance education management during the COVID-19 pandemic provides many benefits for educational institutions and students. However, challenges must also be overcome to ensure equitable access to education and the quality of learning is maintained.

In implementing an e-learning system in distance education management during the COVID-19 pandemic, there are several things that need to be considered. Firstly, educational institutions must ensure that the e-learning platform used can be accessed by all students easily and can be operated

properly (Nur Fitria, 2021). This means that the platform must be user-friendly and not too complicated, and can be accessed through various devices such as laptops, tablets, or smartphones. Secondly, teaching staff also need to adapt their teaching methods to suit the e-learning system (Mohammed, 2020). This means they need to change their teaching strategy from face-to-face to online, as well as utilising various tools and applications to facilitate student and teacher interaction. In addition, they also need to consider learning time and work with students to create a schedule that suits their respective situations.

Third, educational institutions need to pay attention to the security and privacy of student data in using e-learning platforms (May & George, 2011). This can be done by adopting strong cyber security standards, such as using data encryption and regulating user access based on their role in the system. Fourth, there needs to be technical support to ensure that the e-learning platform and the technology used are running well (Nawaz & Siddique, 2012). Educational institutions should ensure that there is a technical team available to assist students and faculty in addressing technical issues that may arise. Fifth, there is a need for continuous evaluation and development in the use of e-learning systems (Saeed Al-Marroof et al., 2020). Educational institutions should continuously monitor and evaluate the quality of online learning and teaching to ensure its effectiveness. In addition, they should continuously improve and develop the e-learning system to fulfil the changing needs of students and teachers.

In essence, the implementation of e-learning systems in distance education management during the COVID-19 pandemic can provide many benefits for students and educational institutions. However, there is a need for adaptation, technical support and continuous evaluation to ensure effectiveness and equitable access to protected education.

CONCLUSION

In conclusion, the implementation of e-learning systems in distance education management during the COVID-19 pandemic is an important step that needs to be taken to ensure the continuity of education and the health of students and teaching staff. The e-learning system provides flexibility in learning and allows students to stay connected with teaching staff despite limited face-to-face interaction.

However, the implementation of e-learning system requires adaptation and good technical support from educational institutions. Educational institutions need to ensure the e-learning platform used can be accessed by all students easily, provide training for teaching staff in using the e-learning system, and ensure the security and privacy of student data. In addition, continuous evaluation and development need to be done to ensure the effectiveness of the e-learning system and fulfil the changing needs of students and teaching staff.

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