THE USE OF TECHNOLOGY IN TEACHING AND LEARNING
(CASE STUDY IN TWO STATE SCHOOLS IN KUPANG, INDONESIA DURING THE COVID-19 PANDEMIC)

by Seprianus A. Nenotek
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ABSTRACT
This article is an exposition and analysis based on a case study of two public schools in Kupang city. Data were obtained through observations and questionnaires distributed to teachers who teach at the schools. The results show that learning continues even though the pandemic of Covid-19 forces learning to take place virtually. Teachers have no difficulty in delivering teaching materials to their students because of the availability of technology along with its various applications and features. In this situation, teachers find new challenges in managing learning. However, there are various obstacles that contribute to the effectiveness of learning. These obstacles come from students and technical infrastructure which is also a problem for teachers. The findings in this study were analyzed from five aspects, namely pedagogical, the mastery of technology, human resource readiness, economic, and social aspects. All these aspects are interrelated, therefore intervention from all stakeholders is needed to realize learning in an effective virtual classroom environment.

KEYWORDS
Technology; teaching and learning; virtual classroom

INTRODUCTION
The entire education system around the world from elementary level to college has been collapsed by coronavirus disease 2019 (COVID-19). All aspects of the field of education are in a mess because its academic activities are limited. This sudden change paralyzed various educational scenarios that had been planned. The teaching and learning process in formal educational institutions that are conducted face-to-face is forced to become virtual or online education, no matter who the students are or where the school is.

The impact experienced by the world of education is very much felt due to the underpreparedness of resources, academic incompetence, and technical infrastructure. This is generally the case in low or middle-income countries. However, restrictions or limitations during the Covid-19 pandemic have forced everyone to learn, live, and survive the current crisis because this is just the beginning of the long run (Mishraa, et al., 2020). This Covid-19 crisis has taught us that no one can ignore or run away from digital transformation. This means that the availability of reliable communication tools, high-quality digital academic experiences, and encouraging technology-based learning to bridge the gaps originating from the education system before and after the Covid-19 disaster are also unavoidably necessary for continued learning.

So far, we can agree that the pandemic of Covid-19 has opened our eyes to see and prepare for more effective teaching and learning, not only if a pandemic like this happens again but information technology attacks are unavoidable in many ways. So the responsibility of the world of education is not only to provide qualified learning facilities but also to prepare students or graduates to get used to the digital world.
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