

Challenges of Learning-Based Technology in the Covid-19 Era Through the Use of Social Media Implementation in the Educational System

Titilope Olufunke Olusola-Fadumiye^{1,2,*} Jamalludin B. Harun¹ Jonathan Ojo Oke¹

¹) *Department of Science & Mathematics Education, and Creative Multimedia, School of Education, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Malaysia*

²) *Department of Vocational and Technical Education, Faculty of Education, Ekiti State University, Ado-Ekiti, Nigeria*

*Corresponding author. Email: titilope1987@graduate.utm.my

ABSTRACT

Technology in the digital era instil the classrooms teaching with the learning tools which transform the curriculum of educational system and improve the students' motivation towards learning. The technology is also needed for the development of education which is supported with the use of social media tools such as Facebook, LinkedIn, WhatsApp, Instagram, Twitter for learning process to take place anywhere and anyplace so that there will be a contact relationship with the students and the teachers. Especially as the occurrence of the COVID-19 outbreak has interrupted the school education all over world, which leads to the closed down of schools and many exams to be taken are cancelled or postponed. Therefore, the challenges of today are to reduce the negative impact the pandemic had on learning in the school education and improve learning through the implementation of social media for a substitution for a good teacher because the pandemic has reduced students and teachers' interaction supporting the children emotional and social skills in the learning environments. This article examines the use of social media to accord with the COVID-19 eruption in the educational system. The results of the study showed that implementing of social media tools to learning process helps to increase the teachers' digital skills so as to impart new knowledge to the children and to overcome the limitation of learning-based technology in the COVID-19 era in the world.

Keywords: *Technology, Learning-Based, Social Media, Educational System, COVID-19 Era, Learning Tools*

1. INTRODUCTION

Teaching and learning are experiencing a major change in the world today with the introduction of modern approaches and technologies which has contributed to the progress of the educational system to stimulate the students interest towards learning with the technological tools such as the computer, IPad and mobile phones especially within the pre-school students [1]. Thereby, bringing to the awareness of formulating the lesson plans through which the students learn how pictures, images, cartoons are shown to obtain information and also interact with other peer groups. The children are also shown how to make use of note book page on the computer for drawing and painting in a pre-school through the technology [2].

Hence, technology has influenced the education context with the development of technological tools to address the issues and challenges facing the school education of the pre-school children in the era of pandemic outbreak in the world, so as to make a meaningful learning- based for the students to facilitates their learning [3]. According to Verawardina et al. [4] indicated that technological developments continue to transform and improve methods of teaching, which manipulate the learning process with several specific improvements, such as teachers posting assignments with social media online platform, students using interactive tools or apps to complete their assignments online, and submit them to the electronic classroom database.

Therefore, the performance of education is improved by the use of the same developmentally acceptable

activities by teachers integrating technologies to enhance teaching and learning to enable the students to achieve the educational objectives in their initial stage [5] in which such activities contribute primarily to the acquisition of knowledge and abilities required to address various difficulties and problems that allow the students to achieve their aims.

Sundus [6] explained the consequences of the use of devices by children are both positive and negative, but one of the positive outcomes is that some children are able to expand their comprehension and develop their skills and abilities with the use of technology through the social media than the classroom face-to-face teaching while the negative impact on students create unpleasant effects on the children behaviour [7] where in some cases, they become drawn to the use of technologies and they typically do not pay attention to other fields of their study because of the addiction.

Moreover, Oke and Fernandes [8] assumed that new technologies must be accessible through the social media online learning that can enhance the learning experience and the connections between teachers and the students by using the technological devices such as computers, smartphones and the internet for quick responses to the students' challenges during learning in this COVID-19 era outbreaks [9]. Thus, the teachers can deliver a learning-based technology on the students anywhere they are living, maybe in their various houses due to the COVID-19 outbreak to support learning through the social media to stop the spread of the pandemic situation in various schools [10]. The main objectives of this article is to explore the challenges of learning-based technology in the educational system during the COVID-19 Era with the implementation of social media tools to defeat the pandemic lockdown to transform the students learning.

2. CHALLENGES OF LEARNING-BASED TECHNOLOGY IN THE COVID-19 ERA

Specifically, the discussions have highlighted some of the challenges faced by students who have devices and internet access necessary to start online learning through the social media. Now, more details will be focused on the challenges to improve the direct interactions between the teachers and students which are lacking during the COVID-19 Pandemic. These issues are itemised as follows: (1) teacher's digital skill, (2) inaccessibility to online learning, (3) non-interaction with peer group, (4) unsupportive parents to child's education, (5) inadequate use of internet connectivity, and (6) unsecured protection.

In general, teachers changed their teaching practices from conventional classroom teaching to either distance learning or online learning using electronic equipment with physical distance specifications during the COVID-19 pandemic outbreak [11] which has an intense effect on

the children privacy, safety and social development in the world today.

Several students continue to be unfamiliar with digital technology, particularly at primary level which they could not set up Google Classroom, or independently solve technical problems, needing assistance and guidance from the teachers, which therefore increase and improve the teacher skills on how they teach the students digitally on the online classroom using various social media on their technology devices.

Thus, Patrikakou [12] affirmed that most students without phones and laptops/computers do not have any access to learning online due to the reason that their parents do not wish to give each wards phones without being monitored by them, because they believed that the children make abuse of these devices to watch films, check what are not relevant to their learning. For instance, children watching non-educative learning work on the internet, instead of using it for educative learning according to their teachers' instructions. Therefore, most parents are very agitated allowing their children to use the technology gadgets to learn online and this does not encourage the teachers to give a proper learning to the students technically [13].

However, the lockdown of schools in various places also had a great impact on the children's interaction with their peers' group because they don't have the direct access of interacting with each other as they always learn together (social-relationship) through the face-to-face classroom learning compare to the learning-based where they communicate only with the teachers.

Additionally, Mehmood [14] proposed that the use of appropriate online tools can be implied for delivery lessons plans through the social networks with a good communication with parents for proper use of phones to monitor their children when learning through the online classes, but most parents are not supportive to the children due to their work schedule throughout the all day, instead of helping the children to learn through the social media by giving them a little attention out of their own time [15].

Furthermore, online learning through the social media can be accessed properly with a workable connectivity internet in different homes where the students can work on without any interruption during their learning for effective achievement. Though, it can also have helped the students to learn at their own pace by reading over what they have been shown and taught in the online teaching because without the internet connectivity, there would not be any access to learn with the online technology learning [16].

Eventually, the problem of the COVID-19 pandemic has really exposed the children to unsecured environment especially those living in a crowded areas and those whom their parents evolved them to stay with different

people because of the lockdown that has been made mandatory to the world, thereby the children are exposed to the high risk of abuse which may disturb their learning during the online teaching [17].

3. COVID-19 ERA SITUATION

The outbreak of the coronavirus created a rapidly changing in the educational system which has identified a significant technical void in how technologies can be used in a pedagogically practical manner to improve teaching and learning. Therefore, those people who are infected with the virus suffer nausea, dry cough, and trouble breathing, in order to resolve the proliferation of COVID-19, an attempt has to be made to deal with it, one of which is illustrated to the field of education in enhancing the students and teachers with the implementation of learning through the online process so that the learning activities can also move on, for the students' to remember what they have been taught in the classroom before the closure of schools.

Actually, due to the partial closing of school education, the COVID-19 pandemic is no longer news, as most countries have avoid teaching face-to – face for the safety of the children in schools. Thus, UNESCO IESALC [10] reported that following the turmoil of the 19th century, students will keep enjoying their rights through completing schooling, even though it is achieved vaguely.

Conversely, for learning to be achieved during the COVID-19 era, there must be the integration of learning-based technology tools to promote the education through the social platform such as Facebook, YouTube, LinkedIn, Twitter with the use of learning tools like Edmodo, Kahoot, and other tools which could be use by the teachers to conduct learning online to the children where ever they at any point in time.

4. SOCIAL MEDIA PLATFORM

Social media is becoming the most powerful platforms for engagement between individuals, where anyone can communicate, connect, criticize, debate and build awareness and expertise in a shared way that are increasingly transforming the contact environment, which had a huge effect on the learning of students and the instruction of teachers. Hence, Tandale and Raghu [18] assumed that schools embrace pedagogical innovations and incorporate social media into the classroom which is a phenomenon that has gained a lot of attention.

It also stated that the primary motivating factor that encourages the students to use social media for educational purposes was efficient and rapid means of communication technologies [19]. Social media online have been used as a strong engine for learning

experiences in conversation and informality which include Facebook, Twitter, LinkedIn, Twitter, Instagram and have increasingly become important networking spaces between different social classes, some of which are highly specialized, and where it is easy to find people who have the same interests or reconnect with others [20].

Moreover, social media make it easier for students to get in contact with each other on their tasks and assignments and they may also work on school assignments from their homes especially in this COVID-19 era to build the level of their confidence when learning [21]. The social media also has a negative impact on the children when they ignore their studies by wasting time on social media websites talking with peers for hours which leads to a loss of energy that could have been used to learn new skills in their studies. Though, the students are willing to interact with each other through social media platform for collaborative learning to support their class related task together [22].

5. IMPLEMENTATION OF LEARNING-BASED TECHNOLOGY THROUGH SOCIAL MEDIA TOOLS IN THE COVID-19 ERA

Addressing the epidemic of COVID-19 virus which has spread globally, and that general consciousness to prevent COVID-19, meaning that one challenge that occurs is the social contact at school, and learning is redirected online. According to Gikas and Grant [23] implied that teachers should be able to implement learning-based technology for leaning to be effective by engaging the students with the social media tools to interact with their class evaluation. Hence, the learning-based technology includes the assistance of electronic devices such as smartphones, tablets and laptops that can be used to view information online at any time from the students.

With the introduction of learning-based technologies by social media, which can be accessed easily and at any time, students can choose the lessons to be taught and the tasks to be done first in the planning of their own learning to inspire them to succeed [24], there is one interesting result that the students felt more convenient to ask questions and express opinions in the online learning through social media. The position of the teacher in this COVID-19 era, must always be able to encourage and monitor the students to learn independently through the social media online in which the instructions to be delivered to the students must be a clear instruction to explain the objectives of the learning on the internet [25].

6. CONCLUSION

The implementation of learning-based technology through the social media has made it much easier to

reshaped the education system and promotes learning activities by learning online. Therefore, students can continue to obtain education that can be reached anytime and at anywhere regardless of the outbreaks of COVID-19, which must prevent physical interaction with the students. Considering the shortcomings of the learning-based technology through the social media, it is proposed that the government should intervene with facilities such as technological tools, equipment, and Internet connection for effective use of learning to be achieved. It is also necessary to note that the closing of schools has a lot of differences in teaching and learning programs during this crisis and have an unequal effect on our children, therefore, Parents should be supportive to these children by creating time for them and monitored them well while using the devices for their online tasks to enhance their skill.

ACKNOWLEDGMENT

This work was supported by Tertiary Education Trust Fund (tetfund) of Nigeria, and the department of Vocational and Technical Education, Faculty of Education, Ekiti State University, Ado-Ekiti, Nigeria.

REFERENCES

- [1] K. Bahadur Rana, "Use of Educational Technologies in Teaching and Learning Activities: Strategies and Challenges A Nepalese case," p. 77, 2017.
- [2] R. Kapur, "Learning Technologies," *Phi Delta Kappan*, vol. 4, no. 2, pp. 18–24, 2014, doi: 10.1177/003172170208300604.
- [3] J. T. Jónasson, "Educational change, inertia and potential futures," *Eur. J. Futur. Res.*, vol. 4, no. 1, 2016, doi: 10.1007/s40309-016-0087-z.
- [4] U. Verawardina et al., "Reviewing online learning facing the Covid-19 outbreak," *Talent Dev. Excell.*, vol. 12, no. SpecialIssue3, pp. 385–392, 2020.
- [5] A. S. Epstein, "Using technology appropriately in the preschool classroom," *HighScope Extensions*, vol. 28, no. 1, pp. 1–12, 2015.
- [6] M. Sundus, "The Impact of using Gadgets on Children," *J. Depress. Anxiety*, vol. 07, no. 01, pp. 1–3, 2017, doi: 10.4172/2167-1044.1000296.
- [7] M. A. Jonathan L. Poquiz, M.A. and Andrew L. Frazer and Many, "Depression in children and adolescents.," *Ceylon Med. J.*, vol. 53, no. 2, pp. 65–67, 2016, doi: 10.4038/cmj.v53i2.238.
- [8] A. Oke and F. A. P. Fernandes, "Innovations in teaching and learning: Exploring the perceptions of the education sector on the 4th industrial revolution (4IR)," *J. Open Innov. Technol. Mark. Complex.*, vol. 6, no. 2, 2020, doi: 10.3390/JOITMC6020031.
- [9] J. R. Khalidi, J. R. Khalidi, K. Sundaram, H. A. Hamid, and J. Romadan, "Covid-19 and Unequal Learning," no. April, pp. 1–8, 2020.
- [10] UNESCO IESALC, "COVID-19 and higher education: Today and tomorrow. Impact analysis, policy responses and recommendations," 2020.
- [11] R. Rasmitadila et al., "The Perceptions of Primary School Teachers of Online Learning during the COVID-19 Pandemic Period: A Case Study in Indonesia," *J. Ethn. Cult. Stud.*, vol. 7, no. 2, p. 90, 2020, doi: 10.29333/ejecs/388.
- [12] E. N. Patrikakou, "Parent Involvement, Technology, and Media: Now What?," *Sch. Community J.*, vol. 26, no. 2, pp. 9–24, 2016.
- [13] E. Patrikakou, "Relationships among Parents, Students, and Teachers: The Technology Wild Card," *Procedia - Soc. Behav. Sci.*, vol. 174, pp. 2253–2258, 2015, doi: 10.1016/j.sbspro.2015.01.883.
- [14] S. Mehmood, "The Effects of Social Networking Sites on the Academic Performance of Students in College of Applied Sciences , Nizwa , Oman .," vol. 2, no. 1, pp. 111–125, 2013.
- [15] M. Badri, A. Al Nuaimi, Y. Guang, and A. Al Rashedi, "School performance, social networking effects, and learning of school children: Evidence of reciprocal relationships in Abu Dhabi," *Telemat. Informatics*, vol. 34, no. 8, pp. 1433–1444, 2017, doi: 10.1016/j.tele.2017.06.006.
- [16] L. H. Sokhulu, "Students' experiences of using digital technologies to address their personal research needs during the COVID-19 lockdown," *African Identities*, vol. 00, no. 00, pp. 1–17, 2020, doi: 10.1080/14725843.2020.1801384.
- [17] P. Green, "Risks to children and young people during covid-19 pandemic," *BMJ*, vol. 369, pp. 1–2, 2020, doi: 10.1136/bmj.m1669.
- [18] M. G. Tandale and R. Raghu, "Social Media in Teaching and Learning – A Study," *Int. J. Educ. Appl. Sci.*, vol. 3, no. 6, pp. 31–42, 2016.
- [19] M. Akçayir, "What do students think about SNS in education University students perceptions, expectations and concerns regarding educational uses of SNS," *Australas. J. Educ. Technol.*, vol. 33, no. 5, 2017.
- [20] E. A. Daniel, E. N. Isaac, and A. K. Janet, "Influence of Facebook usage on employee productivity: A case of university of cape coast staff," *African J.*

- Bus. Manag., vol. 11, no. 6, pp. 110–116, 2017, doi: 10.5897/AJBM2017.8265.
- [21] V. Coleman, “Social media as a primary source: a coming of age,” *Edu cause Rev.*, vol. 48, no. 6, 2013.
- [22] R. J. Voorn and P. A. Kommers, “Social media and higher education: Introversion and collaborative learning from the student’s perspective,” *Int. J. Soc. Media Interact. Learn. Environ.*, vol. 1, no. 1, pp. 59–73, 2013.
- [23] J. Gikas and M. M. Grant, “Mobile computing devices in higher education: Student perspectives on learning with cell phones, smartphones & social media,” *Internet High. Educ.*, vol. 19, pp. 18–26, 2013.
- [24] L. Naibaho, “The Integration of Group Discussion Method Using Audio Visual Learning Media toward Students’ learning Achievement On Listening,” *Int. J. Res.*, vol. 7, no. 8, pp. 438–445, 2019.
- [25] Y. C. Kuo, A. E. Walker, K. E. Schroder, and B. R. Belland, “Interaction, Internet self- efficacy, and self-regulated learning as predictors of student satisfaction in online education courses,” *internet High. Educ.*, vol. 20, pp. 35–50, 2014.