Education Resilience in Facing Pandemic Covid-19 (Study Case: Batam City, Indonesia)

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Abstract

The pandemic covid-19 in Indonesia had an impact on the education system. The Ministry of Education has produced the policy regarding the acceleration of coronavirus spread prevention in form of policy Number 3/2020 and Ministerial Order of 36962/MPK.A/HK/2020 by conducting online learning. The use of technology will be needed to support the policy. However, many problems have existed in the community, such as internet accessibility, inadequate facilities and infrastructure, human capacity, and capability in using technology, limited student interaction, lack of enthusiasm in learning, and other economic factors. The problem exists because of the process of transition in the learning process. The research aims to analyze the phase of transformative learning which occurs in Batam city and how it works. The author uses Mezirow phases of Transformative learning analysis which consists of a disorienting dilemma, a self-examination, a critical assessment, recognition, exploration, planning of a course of action, acquisition of knowledge, provisional trying of roles, the building of competence self-confidence, and a reintegration. A mixed method was conducted with the method of explanatory design using sequential phase. The primary and secondary data was used to answer the research question which taken through survey and questionnaire techniques to the sampling. The analysis is using multiple regression for quantitative and qualitative descriptive analysis by model of transformative learning. The results obtained that the phase of transformative learning in Batam city still not reach reintegration due to many obstacles. Meanwhile, there are possibilities to reach the reintegration of the learning process.

Keywords: Digitalization, Education, Pandemic Covid-19, Transformative Learning

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Introduction

The emergence of the coronavirus in Indonesia since early 2020 has an impact on education. Various policies from the government Republic of Indonesia issued to adjust the situation and conditions. One of the policies in the field of education is through the Circular of the Minister of Education and Culture, Research and Technology of the Republic of Indonesia Number 3 of 2020 concerning Prevention of Corona Virus Disease (Covid-19) in Education Units and Attachment 36962/MPK.A/HK/2020 regarding online learning and work from home to prevent the spread of Corona Virus Disease (Covid-19). Refer to the circular letter from the Ministry of Education and Culture, Research and Technology, the learning process is changing to be online learning.

The implementation of online learning policies requires of technology. The development of technology that facilitates virtual meetings without distance and time restrictions becomes an alternative for learning process during the pandemic. In this case, technology has an important role as a medium of interaction to facilitate the transfer of knowledge between teachers and students.[1] Some of the social media which can be used for online learning are Google Classroom, Google Meet, WhatsApp, YouTube, and Zoom.[2] In addition, the presence of technology has a good impact on digital transformation in the education sector.[3]

The use of technology in online learning sometimes found the problems, either for teacher, student, or parents. That is why those actors need good collaboration.[4] Problems experienced by student, teacher, and parents such as mastering technology, additional work for parents, communication or interaction, and unlimited working hours for teacher as they have to communicate and coordinate with student and parents.[5] The problems are in the implementation of digital learning, learning models adjusted to the situations, learning strategies, to the level of accuracy in the selection of learning media.[6] Adequate structure and infrastructure are also needed in online learning, such as uneven internet networks, network stability, and internet quota price.[7]

The report shows that many students encountered challenges and obstacles in online teaching and learning activities.[8] During the learning process, the students found lack of interest due to

[1] Salsabila, U. H., Sari, L. I., Latif, K. H., Lestari, A. P., & Ayuning, A. (2020). Peran Teknologi Dalam Pembelajaran Di Masa Pandemi Covid-19. Jurnal Al-Mutharahah: Jurnal Penelitian dan Kajian Sosial Keagamaan, 17(2), 188-198.

[2] Pitaloka, A. D. (2020). Pemanfaatan Sarana Prasarana dan Peran Teknologi Informasi sebagai Solusi Pembelajaran Daring di Masa Pandemi Covid 19. Cetta: Jurnal Ilmu Pendidikan, 3(3).

[3] Astini, N. K. (2020). Tantangan Dan Peluang Pemanfaatan Teknologi Informasi Dalam Pembelajaran Online Masa Covid-19. Cetta: Jurnal Ilmu Pendidikan, 3(2).

[4] Mulyadi. (2021). Pembelajaran Daring Bahasa Inggris Pada Siswa SMP: Sebuah Tantangan Pembelajaran. Journal On Teacher Education, 2(2).

[5] Purwanto, A., Pramono, R., Asbari, M., Hyun, C. C., Wijayanti, L. M., Putri, R. S., & santoso, P. B. (2020). Studi Eksploratif Dampak Pandemi COVID-19 Terhadap Proses Pembelajaran Online di Sekolah Dasar. EduPsyCouns: Journal of Education, Psychology and Counseling, 2(1).

[6] Arikarani, Y., & Amirudin, M. F. (2021). Pemanfaatan Media dan Teknologi Digital Dalam Mengatasi Masalah Pembelajaran Dimasa Pandemi. Edification Jurnal, 4(1), 93-116.

[7] Surahman, E., Santaria, R., & Setiawan, E. I. (2020). Tantangan Pembelajaran Daring di Indonesia. Kelola: Journal of Islamic Education Management, 5(2), 89-98.

[8] Prijowuntato, S. W., & Wardhani, A. M. (2021). Analisis Kesan, Tantangan, Hambatan, dan Harapan Pembelajaran Daring di Era Pandemi Covid 19. Jurnal Inovasi Pendidikan Ekonomi, 11(1).

the feeling of loneliness.[9] Students also complained that during online learning, learning activities were dominated by assignments rather than material delivery.[10] Students' learning motivation is disrupted due to lack of mastery of technology, difficulty in accessing the internet, lack of supporting facilities, and a less conducive environment.[11]

Besides students, the challenge comes from the teacher. During online teaching and learning activities, teachers are required to innovate for the material delivery as some students have limited economic conditions and are unable to adjust the facilities needed in online learning. As for many teachers who are in remote areas or who are much older in age, they find it difficult to adjust to existing learning, because they have limited ability to operate technology.[12]

The role of parents is very important to replace the teacher's position in accompanying children's learning. However, it is not as easy as imagined, many parents complained about various things. Based on the survey conducted by the Tanoto Foundation regarding Distance Learning on 332 school principals, 1,368 teachers, 2,218 students, and 1,712 parents, it was found that 34% of parents of junior high school students admitted that they were tired of handling children's abilities and concentration, 24% had difficulty understanding the material. children, 28% find it difficult to explain children's material.[13]

Through all the existing problems, it shows that Indonesia still having difficulties in online learning. Researchers from the Indonesian Institute of Sciences said that after one year of online learning, Indonesia was still having difficulty adapting to online learning.[14] Therefore, the author aims to analyze the transformative learning phase in Batam City Junior High School, as during online learning Education in Indonesia including Batam City experienced an unexpected transition, so an analysis based on transformative learning theory is needed to find out what phase it has reached.

Theoretical Framework

Transformative learning is one of the theories about transformation in learning where students can adapt to existing circumstances. This theory was originally developed by Jack Mezirow. According to Mezirow, a person's learning process is not applying an understanding that was previously believed to be in an ongoing situation. So that he defines transformative learning as "an orientation which states that the way students interpret and reinterpret what is felt by the senses is to seek meaning and learn".[15]

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[9] Yunitasari, R., & Hanifah, U. (2020). Pengaruh Pembelajaran Daring terhadap Minat Belajar Siswa pada Masa COVID 19. EDUKATIF: Jurnal Ilmu Pendidikan, 2(3).

[10] Sudewo, B., Gojali, M., & Raditya, A. (2021). Dampak Kegiatan Pembelajaran dan Penugasan Siswa Saat Pembelajaran Daring. Lentera: Jurnal Pendidikan, 16(1).

[11] Juliya, M., & Herlambang, Y. T. (2021). Analisis Problematika Pembelajaran Daring dan Pengaruhnya terhadap Motivasi Belajar Siswa. GENTA MULIA: Jurnal Ilmiah Pendidikan, 12(1).

[12] Hakim, M. F. (2021). Peran Guru dan Orang Tua: Tantangan dan Solusi dalam Pembelajaran Daring pada Masa Pandemic COVID-19. Riwayat: Educational Journal of History and Humanities, 23-32.

[13] KOMPAS. (2020, November 15). Hasil Survei: Berikut 3 Masalah Orangtua Dampingi Anak BDR. Retrieved from KOMPAS.com: https://edukasi.kompas.com/read/2020/11/15/143509971/hasil-survei-berikut-3-masalah-orangtua-dampingi-anak-bdr?page=all

[14] Santoso, Y. I. (2021, July 30). Peneliti LIPI sebut pembelajaran daring belum berjalan maksimal, ini alasannya. Retrieved from Kontan: https://lifestyle.kontan.co.id/news/peneliti-lipi-sebut-pembelajaran-daring-belum-berjalan-maksimal-ini-alasannya-1

[15] Mezirow, J. (2018). Transformative Learning Theory. In Contemporary Theories of Learning (2nd Edition ed., p. 15). Routledge.

Simply in the learning process, the student is not only looking for current situation, but also reflect the previous situation. Throughout the evaluating previous understandings and changing their views by the process of critical reflection. The student will be able to criticize their past understanding in the present, so that they can understand themselves and learn for the better. The key to transformative learning theory is understanding past perspectives, the ability to read structures, understand and accept new perspectives. In transformative learning theory there are 10 phases that students follow in changing their understanding and views after getting some information, including a disorienting dilemma; a self-examination; a critical assessment; recognition; exploration; planning of a course of action; acquisition of knowledge; provisional trying of roles; building of competence self-confidence; a reintegration.[16]
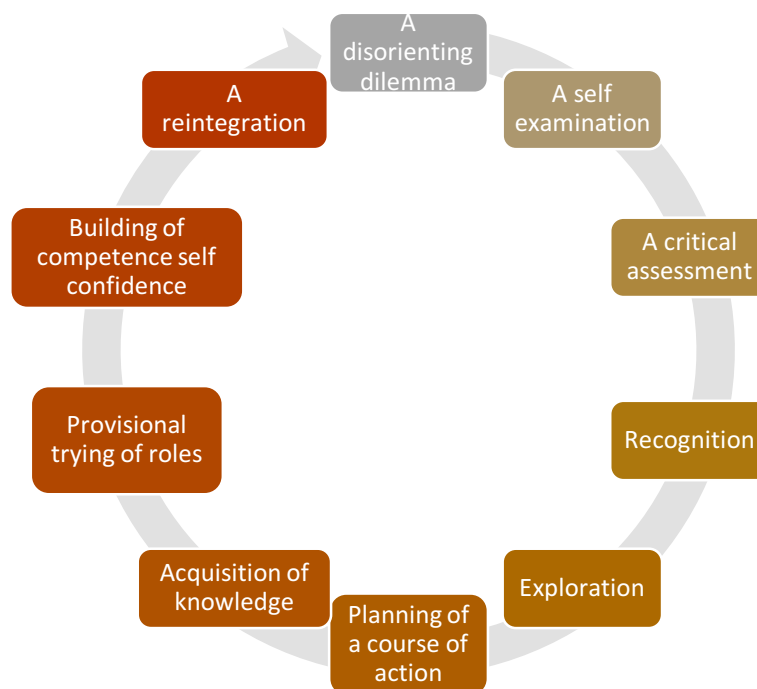
Figure 1. Phase of Transformative Learning Theory

Based on the diagram above, the stages of transformative learning have 10 phases:
-        A Disorienting Dilemma

According to the Cambridge dictionary, dilemma is a difficult situation for someone to choose between two different things. The phase in which the learner finds that what is currently found is different from his experience so that there is a dilemma in himself to consider what he found.

-        A Self-Examination

Merriam Webster dictionary refers self-examination as a condition for someone to do introspection. students begin to self-examine their previous understandings and when associated with newly perceived dilemmas.

-       A Critical Assessment

A critical stage where students review comprehensively and accept that previous understandings are not appropriate and are open to receiving new information.

-       Recognition

The students realize that they are not alone in the process of change, and everyone experiences the same thing.

-       Exploration

In the process of transformative learning, students can find out online learning that suits their skills.
-       Planning of A Course of Action

Once students understand how beliefs about transformative, offline learning into online learning, they begin to plan action. The plan is to prepare the type of learning needed in online learning.

-       Acquisition of Knowledge

This is where the real learning takes place as learners carry out their plans further in transformative learning. They do exploration, act in preparing online learning.

-       Provisional Trying of Roles

Students are able to make their own decisions and have confidence in themselves. While following the transformative learning phase, students want to move forward and try to understand all the changes that are taking place in online learning.

-       Building of Competence Self-Confidence

Self-confidence means trusting in your own judgment, capacities, and abilities. At this stage, students build confidence in the newly discovered information.

-       A Reintegration

This phase allows the learner for their successful integration into life based on a new perspective (transformative offline learning to online learning). Students are fully prepared if they continue to do new online learning in the future.

Research Method

The study uses a mixed method, namely quantitative and qualitative. Mixed method has the ability to capture and explain the phenomenon of the complexity of the teaching and learning process. Quantitatively, the effect of a learning method will be measured and qualitatively will

explore how students perceive learning strategies, influencing factors, and changes in students' thinking.[17]

The research uses explanatory design using sequential phases. Where researchers use quantitative methods to measure attributes, then continue qualitative methods to deepen findings. [18] Quantitative methods were used in student surveys, while qualitative methods were used in teacher and parent interviews. primary data is taken through survey techniques and structured interviews, while secondary data is taken from reports, journals, news, and books related to the research topic. Quantitative data analysis using the SPSS for iOS application with multiple linear regression methods and descriptive test. The variables tested were students' understanding of the material, mastery of technology, interest, and level of self-confidence of students as the independent variable and e-learning as the dependent variable.

A total of 110 students, 33 parents, and 10 teachers were selected by simple random sampling in all junior high schools in Batam. The number of junior high school students in Batam City is 48,067 and the number of teachers is 2,787. So that the research results can be generalized, the number of students who are used as samples is representative whose size is determined based on the Slovin formula. The following is the determination of the student sample size using the Slovin formula:

$$n = \frac{N}{1 + N\,(e)^2}$$
$$n = \frac{48.067}{1 + 48.067\,(0.1)^2}$$
$$n = 99.79 \rightarrow \text{rounded to } 100$$

n : sample size
N : population
e : error tolerance
 10% for big population

Therefore, the sample taken by the researcher is 110 because it has been added up with a bias of 10%.

Result

The multiple linear regression on variables of student's understanding, mastery of technology, student's interest, and student's level of confidence shows significant result towards variable of e-learning. The significance value was 0.000 or less than 0.05, so it can be concluded that simultaneously the variables of student's understanding, mastery of technology, student's interest, and student's level of confidence affect the of e-learning process with a significance level of 95%. Here are the results of the Multiple Linear Regression test:

	F_{value}	F_{table}	Sig.
Regression	6.202	2.46	0,000
df1 = k – 1= 5 – 1 = 4			
df2 = n – k = 110 – 5 = 105			

Table 1. the Results of the Multiple Linear Regression Test

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[17] Ponce, O. A., & Maldonado, N. P. (2015). Mixed Methods Research in Education: Capturing the Complexity of the Profession. International Journal of Educational Excellence, 111-135.
[18] *Ibid*

The significant influence shows the transformation of learning proses in the junior high school Batam City. Therefore, further analysis is needed to find out in depth about the transformation phase of learning that occurs in junior high schools in Batam City. Based on Mezirow's theory of transformative learning, there are 10 phases in the transformation of learning as follows:

- A Disorienting dilemma

The phase where the student finds that what is currently found is different from their experience, so there is a dilemma to be consider. The presence of the Covid-19 pandemic in early 2020 makes the Ministry of Education and Culture, Research and Technology Republic of Indonesia have to take quick steps in reducing the spread of the coronavirus by issuing a social restriction policy through online learning. The unexpected change caused shock experience for students, teacher, and parents.

Based on the survey results, as many as 57.6% of students agreed that they experienced shock at the beginning of e-learning during the pandemic. It is supported by the results of teacher interviews who admit that the dilemma occurs because the process of teaching and learning activities completely has changed. So that teachers experience difficulties in supervising students, less study time, changes in children's attitudes who become less disciplined, lack of student interest, digital literacy for teachers and students, and the adjustment process.

The results of interviews with parents of students found that 58.3% did not agree with the dilemma when starting online learning. The contributing factor is that the involvement of parents in teaching and learning activities takes place indirectly, besides that the technological factor in the case of parents of junior high school students in Batam is not too affected. The digital literacy of parents of junior high school students in Batam City is not bad compared to other areas as digital literacy is important for parents in facing the risks of online learning.[19]

- A self-examination

After experiencing the dilemma of changing learning methods, the student will enter the stage of self-examination for their previous understanding. Thus, they will easily determine whether to accept the presence method or reject it for their own reasons. Usually, students will begin to understand the current situation and reflect on themselves with the existing situation.

As many as 87.3% of junior high school students in Batam City admitted that they understand why online learning is needed in the midst of pandemic. It is shows that junior high school students in Batam City clearly know the dangers of the Covid-19 pandemic for health. Parents and teachers also agree to the implementation of online learning because the need for education is very important for children, on the other hand the pandemic is hard to stop. So, the policy to continue to do learning with a qualified method is very much needed.

However, teachers and parents do not denial that the problems arise in the midst of online learning. The results of the interviews show one of the main problems, namely the student's understanding was reduced. The reason is because there are many challenges exists, decrease student involvement, and disruption of student learning opportunities.[20]

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[19] Purnama, S., Ulfah, M., Machalia, I., Wibowo, A., & Narmaditya, B. S. (2021). Does digital literacy influence students' online risk? Evidence from Covid-19. Heliyon, 7(6).

[20] Hill, K., & Fitzgerald, R. (2020). Student Perspectives on the Impact of COVID-19 on Learning. AISHE-J, 12(2).

-        A critical assessment

The critical stage which the students review comprehensively and accepts that previous understandings were inaccurate, they are open to accept new method. In the case of online learning in Batam City, it focuses on how students understand the dangers of face-to-face learning in the midst of a pandemic. As the possibility of transmission of the covid-19 virus becomes higher if face-to-face learning is carried out. The following graph is the survey result of junior high school students in Batam City regarding the understanding of the dangers of face-to-face learning.
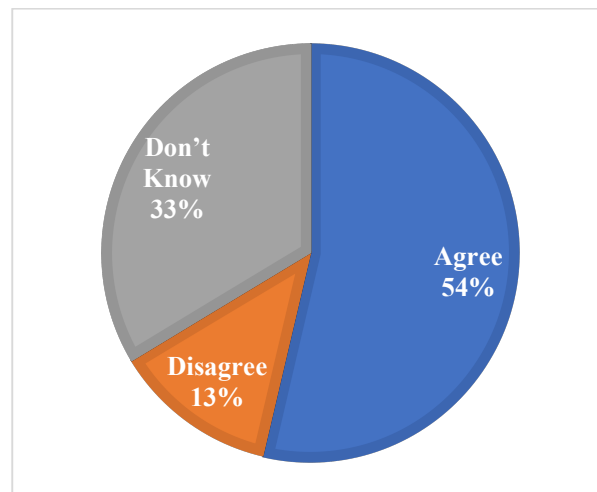

Figure 2. Survey on the Dangers of Covid-19

The diagram shows that 53.7% students agree if face-to-face learning is dangerous to be carried out during the pandemic. The same thing also happened to the results of teacher interviews who preferred online learning rather than face-to-face learning. The opposite analysis is shown by the large percentage of students' answers that do not know compared to disagree. It is shows that there are doubts and doubts about learning methods that are in accordance with the COVID-19 pandemic situation.

The parents had doubts in choosing online learning over face-to-face learning. The reason is because of the learning effectiveness, besides other solutions such as vaccines and the implementation of health protocols are considered solutions for face-to-face learning. A similar study was also experienced by Sumini, which found that parents have an important role in online learning and have an effect on student learning outcomes, unfortunately student learning outcomes are still below average because the role of parents which differ with role of teachers as the learning process before pandemic.[21]

-        Recognition

The government implements online learning based on the Circular of the Minister of Education and Culture, Research and Technology Republic of Indonesia Number 3 of 2020 concerning Prevention of Corona Virus Disease (Covid-19) in Education Units and Appendix 36962/MPK.A/HK/2020 which recommends that educational institutions apply online learning. This circular applies to all education units in Indonesia, so it can be said that almost

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[21] Sumini. (2020). Pengaruh Peran Orang Tua dan Pembelajaran Daring Terhadap Hasil Belajar Siswa Pada Masa Pandemi Covid-19. Cetta: Jurnal Ilmu Pendidikan, 3(3).

all schools apply online learning. In such cases, students will enter the recognition stage or realize that the process of change experienced is also experienced by others.

However, the survey results 53.6% of students admitted that they did not know if online learning was also carried out in other schools. The reverse statement was made by parents and teachers, almost all of them admitted that they understood and were aware of the online learning policy by the Ministry of Education and Culture, Research and Technology. It shows that students do not have an interest in knowing more about the ongoing situation. But they still try to adjust to the situation without take part in dealing with what other schools are experiencing.

- Exploration

In the transformative learning process, students can find out online learning suitable to their skills. Increasingly, students are exploring to find out more about newfound learning, as online learning. At this stage, students will find new things that have never been found before.

The case of online learning at the junior high school level in Batam City, 92.7% of students agreed that after online learning they were able to operate online learning media, 86.4% admitted that they had mastered the features of online learning, although some of them still needed parental help. In helping students' learning process, parents strive to provide facilities, as well as improve digital literacy to accompany their children. Online learning also helps parents to increase emotional relationship with the student also monitoring students' development, although it is not entirely possible for parents who have busy schedules or work outside the home.[22]

Exploration has not been done by students, but also teachers and parents. Not only can parents accompany their children, but their digital literacy will also increase. Meanwhile, teachers have a positive impact on mastering technology in learning which may have been difficult before. A number of teachers admit that the development of science and technology is much better than face-to-face learning.

- Planning of a course of action

In the transformation stage, students build trust, confidence and understanding about the online learning. Thus, they will tend to plan the future steps by including their acceptance of the online learning. If it turns out to be difficult to adapt, students will prefer to stick with the previous learning method.

The survey results show that 25% of junior high school students say they don't really mind the trend both online and face-to-face. Meanwhile, 34.5% are more likely to choose face-to-face learning than online, with the main reason is concerns over the Covid-19 pandemic. If the covid-19 pandemic is no longer exist, the students will prefer face-to-face learning rather than online.

Similar results were also shown from parent and teacher interviews. 95% of parents tend to choose face-to-face learning compared to online because of the effectiveness, students

[22] Susanti, L., Maula, L. H., & Pridana, R. E. (2020). Peran Orang Tua Terhadap Pembelajaran Dalam Jaringan (daring) Pada Masa Pandemi Covid-19. Jurnal Persada: Jurnal Pendidikan Guru Sekolah Dasar, 3(3).

understanding, interaction between teachers and students which not hampered, children's psychomotor development is better, students' enthusiasm for learning is increased, learning focus and absorption of knowledge is no longer hampered. Although the teachers said that there was a positive impact from online learning, but they were more concerned with understanding students in the absorption of knowledge and the effectiveness of learning as our country's goal is to educate the nation's life. Research on the study of online learning in junior high schools found that there are still a number of solutions needed for teachers and students as actors in teaching and learning activities so that later they can do online learning without problems.[23]

-        Acquisition of knowledge

Once students understand about the transformative of face-to-face learning into online learning, they begin to plan actions and find out more about the knowledge and capabilities of the new learning method. This stage will be carried out if students feel they need the ability and knowledge to be used in the future. In the case of online learning during the Covid-19 pandemic, can be interpreted that student are starting to have more interest in knowing and practicing online learning methods even though they are outside the pandemic.

50% of students admitted that they had an interest in learning more about online learning, as well as teachers and parents who were curious to learn more about online learning. This is due to the technology mastery factor which became much better after the online learning process.

-        Provisional trying of roles

While the transformative learning phase, students want to move forward and try to understand all the changes that are taking place in online learning. Various knowledge that has been obtained, will try to be applied to their life. In terms of online learning in the covid-19 pandemic, students will show how skilled they are in using online learning media. As many as 75% of students admit that they already have the ability to operate online learning media independently and have understood online learning procedures and 6% admit they have not been able to, the rest are still unsure or sometimes they are not. From these results, it can be said that junior high school students in Batam City on average have the ability to use adequate technology.

Interviews with parents also showed that the students were now able to use online learning media and some of them had above average digital usage skills. The same thing is also experienced by teachers who now have the ability to operate online learning media much better.

-        Building of competence self confidence

At this stage students build confidence and use the newly learning method. Although the majority of students admitted that they had adequate technology use skills, only 58% felt confident in continuing to use it. Likewise, teachers who already have adequate skills in operating learning media, but only some teachers feel confident to use them. Some of them still feel that communication, networking and learning effectiveness problems are still hampered.

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[23] Gisella, I., & Thesalonika. (2021). Kajian Pembelajaran Online Berbasis Zoom di Sekolah Menengah Pertama Pada Masa Pandemi Covid-19. Seminar Nasional Pendidikan Program Pascasarjana Universitas PGRI Palembang. Palembang: Universitas PGRI Palembang.

-       A reintegration

The phase allows students for their successful integration into life based on a new perspective (transformative face-to-face learning to online learning). Students are fully prepared if they continue to do online learning in the future even though the pandemic has ended. Reintegration is a sign that the learning method has undergone a transformation to a newer direction.

With all the capabilities they have, as many as 40% student admit that they do not agree if online learning is still carried out in the future. Meanwhile, 30% admitted that they were still unsure about their choice and 34% agreed to use online learning media completely. The parents also all chose to use the old method of face-to-face as well as most of the teachers. This refers to the readiness that is still needed if online learning is to be used for a long period of time.

Transformative Learning Theory Analysis

The process of transformative learning from face-to-face to be online learning using online media has been passed through various phases but not succeeded yet in achieving reintegration. In the early stages, or a disorienting dilemma, it was proven that teachers, student, and parents experienced shock at the beginning when the online learning policy was implemented. The second phase is self-examination, student, teacher, and parents understand that during a pandemic, learning is needed in accordance with pandemic conditions, namely online learning that does not harm many parties. The third phase or critical assessment shows that students, teacher, and parents understand that online learning is a solution during a pandemic which very dangerous. The fourth or recognition phase shows that online learning is a Ministerial policy which all educational institutions must comply with. The fifth stage is exploration where students, teachers and parents show their efforts to find out more about online learning such as using learning media, using browsers, and others.

The sixth stage showed the results that students, teachers and parents chose not to prepare further plans regarding online learning. However, the next stage process, namely the acquisition of knowledge, has been successfully passed by teachers, students, and parents which can be seen in the digital mastery ability which has increased to be much better and 50% of students showed interest in exploring online learning. The next phase can be carried out well by students, teachers, and parents because of the habit that gives 75% of students the ability to be independent in operating online learning media and have understood online learning procedures. Even though they have been able to use online learning media, parents, teachers, and students still lack the confidence to apply new learning. The last stage clearly shows that there is no reintegration for now.

Conclusion

Based on the results of the research above, it can be concluded that:
-       The learning process in junior high school of Batam City shows a transformation. It is evidenced by the results of multiple linear regression tests which show a significant impact from students' understanding, mastery of technology, student's interest, and level of confidence towards e-learning learning.
-       In the sixth stage, namely planning of a course of action, it is clear that students, parents, and teachers choose not to plan further online learning actions. These results indicate that there is a tendence to persist with the old method. The new learning method can be applied properly.

- Based on transformative learning theory analysis, it can be seen that junior high school in Batam City has not yet entered the reintegration stage but is stuck on planning of action. Both parents, teachers and students chose not to plan further about new learning methods during this pandemic. so that the reintegration process is hampered.

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