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7th INTERNATIONAL CONFERENCE OF INTERRELIGIOUS
AND INTERCULTURAL STUDIES (ICIIS)



**“LIVING THE NEW NORMAL:
ACHIEVING RESILIENCE AND
ENSURING SUSTAINABLE
FUTURE”**

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**PROCEEDING BOOK OF
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Virtual International Conference of Interreligious and Intercultural Studies
Living the New Normal:
Achieving Resilience & Ensuring Sustainable Future**

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7th ICIS
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Living the New Normal:
Achieving Resilience & Ensuring Sustainable Future**

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Preface

Om Swastyastu

It gives me great pleasure to extend to you all a proceeding book of the 7th International Conference of Interreligious and Intercultural Studies. Universitas Hindu Indonesia would like to say how grateful we are to the scientist, scholar, and researcher who have contributed in the 7 th ICIIS with an insightful theme: Living The New Normal: Achieving Resilience And Ensuring Sustainable Future on 30 September, 2021.

On this proceeding book, there are 10 papers presented organized by Universitas Hindu Indonesia in collaboration with International Consortium for Religious Studies-Universitas Gadjah Mada (ICRS UGM Yogyakarta), Research Center for Area Studies-The Indonesian Institute of Sciences (PSW-LIPI Jakarta), and International Federation of the Social Sciences Organisation (IFSSO). The greatest academic issues that discussed are the general and specifics issues in Achieving Resilience And Ensuring Sustainable Future during the pandemic. How faith, religion, tourism, economic, political aspects and also culture in the broaden sense could be functioned as support systems in dealing with the new challenges after the experience of hardship with the pandemic that has ravaged religious practices, and has disturbed economic as well as political and cultural aspects of life. Reformulation of worthy elements from cultural values rooted in the society could be practiced or repracticed to deal with a new normal life or even a normal life again. Lessons learned from different countries in dealing with the pandemic could be shared in this conference so that any weeknesses of previous life with pandemic, shall not be repeated by others

In this precious moment, I would like to express our gratitude Hilmar Farid, Ph. D.(the General Director of Culture-the Ministry of Education and Culture-the Republic of Indonesia who gave a valuable speech at this conference. I would like also to convey my appreciation to all invited speakers, both local and broad scholars. We consider that the papers contribution of participants and speakers is exactly the main thing. Through these articles, we explore and develop smart ideas to deal with the threat to the social and culture resiliencies. There are many strategies could be applied by lessons learned from the bad impacts of the pandemic in reviving to the new normal life or even a normal life.

We sincerely hope that this book could be an academic references for scholars from various fields of interest.

Om santih, santih, santih, Om

Denpasar, September 2021

Prof. Dr. drh. I Made Damriyasa, M.S
Rector Of Universitas Hindu Indonesia

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Digital Based Learning Management in New Normal

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ABSTRACT

The Covid-19 pandemic situation that has hit the world for about a year (entering Indonesia on March 2, 2020) forces all sectors to be skilled in using digital technology, namely having internet-based Information Technology literacy. The world of education is experiencing huge disturbance, particularly experienced by students who are still in essential training (elementary school grade 3 and beneath). The purpose of this qualitative research is to raise the phenomenon that occurred during the Covid-19 pandemic in the school community/educational world that carries out online learning. By utilizing Foucault's theory of discourse, debates that are frequently heard between students, parents, and teachers about school policies that implement an online system are expected to find a solution. The conclusions obtained are 1) that the community must comply with government regulations that prioritize health above all; 2) while coronavirus 19 is rampant throughout the world, people should adapt to the situation (adaptation to new life), 3) changes in learning management in the new normal towards the acceleration of the Industrial Revolution 4.0.

Keywords: digital technology; literacy; learning management; revolution industry 4.0

I. Introduction

The terminology of Industrial Revolution 4.0 and Society 5.0 began to be buzzed as a manifestation of the changes faced by the 21st century. Society began to get ready to enter the digital age. Socialization about this has begun, including the world of education, preparing to make changes. Indonesia is improving, especially in the field of education in welcoming the industrial revolution 4.0 [25]. Starting from the reshuffle of the education curriculum with more emphasis on STEAM (Science, Technology, Engineering, the Arts and Mathematics) [26], improving the quality of human resources is one of the 10 priorities in

implementing the Making Indonesia 4.0 program, and aligning the national education curriculum with industry needs [17], as well as improving the global workforce mobility program to take advantage of the availability of human resources in accelerating the transfer of capabilities [4]; [10]. However, movements in that direction were halted for a moment, when a deadly virus called SarsCov2 swept the world.

The world of education in Indonesia has been shaken since the government announced the entry of coronavirus 19. Indonesia has officially faced the Covid-19 pandemic from March 2, 2020, until

now. Starting with the Circular Letter of the Minister of Education and Culture Number 4 of 2020 dated March 4, 2020 [18], concerning the Implementation of Education Policies in the Emergency Period of the Spread of Coronavirus Disease (COVID-19). One of the points is "Learning from home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation. Schools and colleges have closed their gates because students, teachers, education staff are studying and working from home. Face-to-face learning is replaced with online learning. This is also happening all over the world. There are 15 billion students and teachers from 173 countries doing online learning [24].

Learning experiences a paradigm shift, or learning transformation occurs. Various problems arise when distance learning is not supported by adequate learning facilities (hardware and software), causing new problems for students and teachers. Difficulties and boredom come and go, apart from the signal, both students and teachers are required to be familiar with laptops, PCs, cellphones and must be able to use these tools to obtain and digest information. While Covid-19 continues to spread, taking more and more victims, the communities are encouraged to prioritize health over others by complying with health protocols. News about Covid-19 is being broadcasted on national TV every day. The government monitors in detail each region and issues regulations according to regional conditions at that time. Various terminology related to the Covid-19 pandemic situation in certain areas in Indonesia is often heard, such as the term large-scale social restrictions, community

crowd restrictions, implementation of restrictions on micro-scale community activities, implementation of restrictions on micro-scale community emergency, lockdown. , green zone. yellow zone, orange zone, red zone, antigen swab, PCR swab, and so on. Various prohibitions have also been issued by the government, such as travel bans, prohibitions on going to places of worship, it is better to worship from home. It is forbidden to eat in restaurants, it is better to buy food to take home, even a ban on going hometown during Eid. All of these regulations and prohibitions were issued to smooth out cases of Covid-19. All the wheels of life affected by Covid-19 fell, such as the economy, transportation, tourism, trade, industry, and the most severe of course health problems [5;3;1].

In line with the still uncertain situation, because Covid-19 has not subsided, the Government announced that the community must start to be friendly with Covid-19. For the Bali region, this statement was strengthened by "Regulation of the Governor of Bali No. 46 of 2020 [15], concerning the Implementation of Discipline and Law Enforcement of Health Protocols as an Effort for Prevention and Control of Coronavirus Disease 19 in the New Era of Life Order, dated August 24, 2020". Likewise, the world of education has begun to adapt to a new life order (new normal), in line with the process of adjusting distance learning, students and teachers are getting used to online learning, even it is common for teachers to make learning innovations, for the sake of making distance learning more interesting. The key to online learning is collaboration, not competition, including parental involvement, which is

indispensable. Teachers no longer have to complete the curriculum but prioritize how students' motivation remains high and provides meaningful learning. Teachers are not the only source of learning, because through the internet many learning resources can provide useful information for active students. Therefore, in addition to collaboration, independent learning has begun to be nurtured to create creativity, and think critically.

With the implementation of a new life adaptation period (new normal) that requires people to stay at home but remain creative without ignoring health protocols, without realizing it there has been a massive digital movement or called the largest online movement. Society has begun to rise to adjust to the environment. Trade can already be done by online system, some public services can be served by online, and the education management function has also undergone innovation leading to digitalization. Questions begin to arise, how will learning take place after the Covid-19 pandemic ends? Will the school community carry out online or offline learning? What and how will the next challenge be?

II Discussions

A. Learning Challenges During the Covid-19 Pandemic

Since it was announced that learning is carried out online, various kinds of obstacles have occurred coloring online learning. Boredom often hits children due to limited facilities. Not all students have gadgets, laptops to receive course materials. Before Covid-19 broke out, children were forbidden to carry cell phones, now they have to get used to staring at cellphone or laptop screens, they even have to fight over their gadgets/laptops with their siblings, or even

with their parents. Sometimes an unstable internet network due to location or distance. Students' learning barriers are certainly very worrying for parents. Parents prepare more times to be able to help students learning from home, especially for children under the 4th grade of elementary school, also children are less disciplined in learning, and spend a lot of time studying, and internet costs [23]. But there is no other choice, other than having to study from home according to government recommendations.

As a result of online learning, there is what is called disruptive innovation in education by online and massive distance learning. In Indonesia, 68.8 million students are studying from home and there are 4.2 million teachers and lecturers who work from home [9]. This is an innovation in learning. Teachers and lecturers arrange study schedules in such a way as not to get bored, so that synchronous or asynchronous becomes an alternative. Both teachers/lecturers, and students began to be creative, critically looking for sources of information to complement the learning materials. Virtual seminars or webinars are often held to share knowledge and exchange information. Thus learning online is more beneficial than negative side.

On the other hand, issues arise about the quality of teachers/lecturers who must master technology while still paying attention to humanist and national values in every lesson. Many people argue that by learning online, the emotional engagement between teachers and students becomes empty. It often happens that teachers teach via zoom or Google meet without seeing students' faces, due to signals, or indeed because students do not show faces (off-camera) so that

harmonious communication often does not occur. Thus, it has become a shared commitment that even though learning is done online, teachers still insert character education and national values in each lesson. As stated by the Director-General of Higher Education of the Ministry of Education and Culture, Nizam, that technology still cannot replace the role of teachers, lecturers, and learning interactions between students and teachers because education is not only gain knowledge but also about values, cooperation, and competence [6].

Learning during the pandemic also has an impact on the education economy, which is also the financial management of schools/colleges. Based on [14] that 'BOS and BOP PAUD' funds can be used to help purchase credit, internet packages for teachers and students, to support learning from home, so that students can take part in distance learning activities [13]. Many parents complain that school fees remain the same, there are no waivers, even though they are learning from home. For this, Indonesia is indeed in a very dilemma. Many parents have been laid off or even lost their jobs, but demand that school/college payments continue without any fee waivers. Various assistance in the form of necessities, or cash/school fee subsidies have been given to students to reduce the burden on students' families [22].

Amid the widespread use of gadgets to facilitate online learning, a negative impact emerged namely the emergence of an interaction gap between humans, that could encourage the nation's generation to become consumerists, hedonists, nudists, liberals, demoralizes, opportunists, vandals, and other negative deviant behavior, due to excessive use of gadgets (drug addict), and negative effects of technology abuse (the dark side of technology) [2]. It is very important to have

self-control from users of these technological tools and also the role of families to invite children and family members to gather and share so that household harmony can be maintained.

Various kinds of challenges come and go due to the Covid-19 pandemic, and various kinds of human behavior are shown as an effort to find solutions to the situations they face. Each individual has their perspective on the problems faced during the Covid-19 pandemic, depending on the accumulation of knowledge they have. Both knowledge about efforts to stay healthy and efforts to get out of the problems faced due to the impact of Covid-19. Foucault says that it is through discourse that dominates a time in history in a place in the world so that humans have a certain frame of mind or view. Foucault's Discourse Theory called bio-politics explains the existence of arrangements in the body, regulations in health and safety, rules in physical movement around the city, is a discourse that defines modern life [16]. Discourse theory is very appropriate to be implemented during the Covid-19 pandemic as it is today. Certain people have a certain perspective or mindset towards the SarsCov2 virus and also the knowledge they have is very dependent on the dominance of the Covid-19 discourse in their minds. Furthermore, the bio-political function moves to regulate the population and create regulations so that the population remains healthy and free from deadly diseases. Everyone during the Covid-19 pandemic is required to carry out the health protocols, namely washing hands, wearing masks, maintaining distance, staying away from crowds, and reducing mobility. The movement of the population is also severely restricted unless mobility between cities must be

permitted under various conditions. Likewise, sanctions have been prepared for people who violate the rules that have been set.

B. Learning in The New Normal

Entering the new normal period, there is a tug-of-war between online and offline learning, especially in green and/or yellow zones, preparations for face-to-face meetings have begun. The Joint Decree of 4 Ministers in Limited Face-to-Face Learning was issued by the Minister of Education and Culture on March 30, 2021, which plans to open schools in July 2021[13]. In the decree, several conditions must be met to be able to carry out limited face-to-face learning. Don't let it spread Covid-19 is caused by school clusters, and this has also been experienced by several schools that carry out face-to-face meetings [19]. School opening and closing will occur in 2021. The face-to-face meeting planned for the new academic year 2021 had to be canceled due to the drastic increase in the number of Covid-19, even an emergency restriction on the movement of community activities was decided from July 3 to July 26, 2021. The situation is still not regular, face-to-face learning is limited, it depends on Covid-19 conditions in the area. Coordination between local government, schools, and parents is required. Distance Learning's policy makes parents aware that parental involvement is important in children's education. Parents cannot leave their children's education completely to teachers. Likewise, the teacher must also realize that parents are partners in supporting children's education. The role of school public relations is to bridge or improve two-way communication between schools, teachers, and parents. Good communication is important not only in the Covid-19 pandemic situation but in the future, related

to progress, and obstacles/difficulties in children's education. Therefore, in a limited face-to-face plan, parents have the right to determine whether their child will attend face-to-face learning or not. The decision to carry out learning in schools (limited face-to-face meetings) must be extra careful in the current pandemic season [20].

Digital technology-based learning will continue to be used by educational units in serving students both face-to-face and distance learning. Blended learning will be the most suitable way of learning to be developed by educational units. Furthermore, education units need to refer to the emergency curriculum, (the curriculum under conditions) is a simplification of the national curriculum. In the curriculum, basic competencies are reduced for each subject so that teachers and students can focus on essential competencies and prerequisite competencies for continuing learning at the next level [8]. The main infrastructure used is not the need for school buildings but the internet network, which is spread throughout Indonesia to remote villages and also has adequate speed quality. Developing a Learning Management System in each school is becoming more important to provide educational services to students wherever they are whenever they study. Digital-based learning will reduce the gaps and boundaries of formal, non-formal, and informal education services in the future because students can learn anytime, anywhere, and under any circumstances.

The government is also very proactive in providing learning facilities, such as "learning houses", "educational TV" and other WEB-based learning facilities. There are approximately 23 channels that

can be used for free to assist students, teachers in finding learning resources so that it will increase the enthusiasm of students and teachers to learn in enriching the repertoire of knowledge [10]. With the breakthrough made by the government, the quality of students during the pandemic should not get worse but instead improve as long as internet needs are met. It is proven that the response of students and teachers to use learning resources is very positive, for example, the 'feature of learning houses' was attended by 278,687 teachers and 667,688 students spread across Indonesia [7].

The realization of the Industrial revolution 4.0 and Society 5.0, which initially stopped for a moment, became stretched again, it can be said to be faster, because by learning from home, or through the distance learning system, it is as if the world of education has gained a new footing momentum to change the face of Indonesian education towards the era of digitization. Digital literacy is very important because it can make a person able to think critically, creatively, and innovatively; solve problems; communicate fluently; and collaborate with many people. In addition, other benefits obtained by mastering digital literacy are being able to obtain various information in an effective, efficient manner and expand the network [21]. This is in line with the demands of 21st-century learning which requires every student to have 6 competencies, namely critical thinking, creativity, communication, citizenship, character, and collaboration [12].

E-learning has become a form of learning in the new normal era which is actually a demand for 21st - century learning. Educators should have technological, creativity, collaborative skills, and establish extensive/communicative relationships [11]. Thus, practicing using technological tools to improve skills and services are very much needed by educators and education staff even

though they work from their respective homes (Work From Home). In addition, they should be still having a sense of humanism in carrying out learning.

III. Conclusions

There are several points that can be drawn based on the explanations above:

- In a pandemic situation where the conditions are unpredictable, maintaining health is the main thing by following the health protocols, namely washing hands, wearing masks, keeping distance, staying away from crowds, and reducing mobility. Being healthy is something we strive to keep learning, creative, and praying in the new normal.
- Following the government's advice is the best thing because the Covid-19 pandemic situation is not yet stable.
- In connection with online learning during the pandemic, there will be an 'online learning movement' which automatically accelerates the realization of digital Indonesia or the realization of the Industrial Revolution 4.0. which has implications for curriculum changes and learning management, namely from a). face-to-face learning (offline) to distance learning (online); b) meetings held in class become meetings in cyberspace; c) using books, stationery to be paperless. d) abilities that initially only required reading, writing, and numeric to require digital literacy skills such as big data literacy, technological literacy, and a human literacy; e)

students explore other learning resources more and are required to develop six skills (critical thinking, creativity, communication, citizenship, character, and collaboration); f) and teachers are still required to maintain two-way communication, humanistic interactions in teaching so that the online learning situation remains conducive and student learning motivation is stable.

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Supplementary Material

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1. Rumah Belajar oleh Pusdatin Kemendikbud
<https://belajar.kemdikbud.go.id>
2. TV edukasi Kemendikbud
<https://tve.kemdikbud.go.id/live/>
3. Pembelajaran Digital oleh Pusdatin dan SEAMOLEC Kemendikbud
<http://rumahbelajar.id/>
4. Tatap muka daring program Sapa Duta Rumah Belajar Pusdatin Kemendikbud pusdatin.webex.com
5. LMS SIAJAR oleh SEAMOLEC-Kemendikbud
<http://lms.seamolec.org>
6. Aplikasi daring untuk paket A,B,C
<http://setara.kemdikbud.go.id>
7. Guru Berbagi
<http://guruberbagi.kemdikbud.go.id>
Baca juga: Mendikbud Jelaskan 3 Fokus Penyederhanaan Kurikulum Selama Pandemi
8. Membaca Digital
<http://aksi.puspendik.kemdikbud.go.id/membacadigital>
9. Video Pembelajaran
<http://video.kemdikbud.go.id>
10. Suara Edukasi Kemendikbud
<http://suaraedukasi.kemdikbud.go.id>
11. Radio Edukasi Kemendikbud
<https://radioedukasi.kemdikbud.go.id/>

12. Sahabat keluarga sebagai sumber informasi dan bahan ajar pengasuhan dan pendidikan keluarga <http://sahabatkeluarga.kemdikbud.go.id/laman/>
13. Ruang Guru PAUD Kemendikbud <http://anggunpaud.kemdikbud.go.id/>
14. Buku Sekolah Elektronik <http://bse.kemdikbud.go.id>
15. Mobile Edukasi Bahan Ajar Multimedia <https://m-edukasi.kemdikbud.go.id/medukasi/> Baca juga: Belajar di Rumah Diperpanjang, Kemendikbud: Berikan Materi Life Skill dan Karakter
16. Modul Pendidikan Kesetaraan <https://emodul.kemdikbud.go.id/>
17. Sumber bahan ajar siswa SD, SMP, SMA, dan SMK <https://sumberbelajar.seamolec.org/>
18. Kursus daring untuk Guru dari SEAMOLEC <http://mooc.seamolec.org/>
19. Kelas daring untuk siswa dan Mahasiswa <http://elearning.seamolec.org/>
20. Repositori Institusi Kemendikbud <http://repositori.kemdikbud.go.id>
21. Jurnal daring Kemendikbud <https://perpustakaan.kemdikbud.go.id/jurnal-kemdikbud> Baca juga: Kemendikbud Jelaskan Bentuk Pendidikan Karakter selama Belajar di Rumah
22. Buku digital "open-access" <http://pustakadigital.kemdikbud.go.id>
23. EPERPUSDIKBUD (Google Play) <http://bit.ly/eperpusdikbud> Baca berikutnya "Blended Learning", Membangun Ruang Belajar...