

Digital Learning and Its Impact on Education System during Pandemic (Covid 19)

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Abstract: The COVID-19 has caused schools all across the world to close. Over 1.2 billion youngsters are out of school worldwide. As a result, education has undergone significant transformations, with the rise of e-learning, in which instruction is done remotely and via digital platforms. According to research, online learning increases information retention and takes less time, implying that the alterations created by the corona virus are here to stay. With the abrupt shift away from the classroom in many parts of the world, some are wondering if online learning adoption would continue post-pandemic, and how such a shift might affect the global education industry.

Key Words: Covid, School, Impact, Children, Digital, Learning

I. INTRODUCTION

The COVID-19 has caused schools all across the world to close. Over 1.2 billion youngsters are out of school worldwide. As a result, education has undergone significant transformations, with the rise of e-learning, in which instruction is done remotely and via digital platforms. According to research, online learning increases information retention and takes less time, implying that the alterations created by the corona virus are here to stay. With the abrupt shift away from the classroom in many parts of the world, some are wondering if online learning adoption would continue post-pandemic, and how such a shift might affect the global education industry.

While some believe that the haphazard and hasty transition to online learning – with no training, insufficient bandwidth, and little preparation – will result in a poor user experience that will hinder long-term growth, others believe that a new hybrid model of education will emerge, with significant benefits.

However, there are obstacles to overcome. Some students who do not have dependable internet access or technology find it difficult to engage in digital learning; this divide exists across countries and between income levels within countries.

There is evidence that learning online can be more effective in a number of ways for people who have access to the correct technology. According to several studies, students who learn online retain 25-60% more content than those who learn in a classroom retain only 8-10%. This is primarily due to students' ability to learn more quickly online; e-learning takes 40-60% less time to learn than traditional classroom learning since students may learn at their own pace, going back and re-reading, skipping, or accelerating through subjects as needed.

IMPACT OF DIGITAL LEARNING EDUCATION SYSTEM DURING COVID-19:

The efficiency of online learning, however, differs by age group. Children, especially younger ones, require a regulated environment, according to the widespread agreement, because they are more easily distracted. To reap the full benefits of online learning, a concerted effort must be made to provide this structure and to go beyond replicating a physical

class/lecture through video capabilities, instead employing a variety of collaboration tools and engagement methods that promote inclusion, personalization, and intelligence.

1. Because of the current COVID-19 crisis, most educational systems have been forced to adopt alternatives to face-to-face teaching and learning. Many school districts moved activities online to allow instruction to continue even when schools were closed.
2. When compared to the alternative of not going to school, online learning has proven to be a valuable tool for continuing to build skills during school closures. However, there are also worries that online learning may have been a sub-optimal substitute for face-to-face education, particularly in the absence of universal access to infrastructure and a lack of proper teacher and student preparation for the unique needs of online teaching and learning.
3. Students can overcome some of the possible problems offered by online learning by developing strong attitudes toward learning, such as remaining focused during online classes or retaining appropriate motivation. They are also critical in assisting students in properly using information and communication technology and making the most of emerging learning technologies. Positive learning attitudes, self-regulation, and intrinsic motivation to study all have a role in enhancing school achievement, but they may be especially crucial if online learning continues.
4. The support students receive from their family and instructors, as well as the role models they are exposed to, have a significant impact on their attitudes and dispositions. Different types of family and teacher support, such as parental emotional support and teacher enthusiasm, have been found to be important for the development of positive learning attitudes and can ensure that students acquire the attitudes and dispositions that will allow them to maximize their ability to take advantage of online learning opportunities. However, due to a lack of time, insufficient digital skills, or a lack of curricular guidelines, some families and teachers may find it difficult to provide such support, particularly during the COVID-19 crisis.
5. In order to provide information and guidance to parents on successful strategies for supporting their children's learning, education systems should strive to strengthen engagement between schools and parents. Teachers, on the other hand, require assistance in incorporating technology effectively into their teaching techniques and approaches, as well as in assisting students in overcoming some of the challenges that come with this type of learning environment. To guarantee that ICT is properly utilized, it is critical to support teachers' training in the use of digital resources for pedagogical practice and to promote teaching techniques that are appropriate to this context.
6. To stop the spread of the COVID-19 virus, numerous countries have had to close schools, colleges, and universities. Because of the long-term negative effects of school closures on skill building, several educational systems have gone online at an unprecedented rate. Because lockdowns may be implemented again in the future until effective vaccines or therapeutics are available, governments must reflect on the major challenges that students, parents, teachers, and school principals have faced in adapting to this phase of massive online learning and intervene to better harness the potential of online learning.
7. Digital Learning initiatives in various countries started providing following:
 - a. Collaborations with national educational media (TV and radio stations) in order to reach as many students as feasible;

- b. To reach all learners, there are a variety of free online learning materials available: Creating free instructional content for online distribution. facilitating collaborations with national telecommunications operators to deliver unlimited mobile data;
- c. Distributing free electronic gadgets and learning materials to impoverished and vulnerable kids, as well as giving internet access.

4. Conclusion:

The COVID-19 crisis has compelled education systems all over the world to seek alternatives to face-to-face instruction. As a result, online teaching and learning have been used on an unprecedented scale by teachers and students. Because lockdowns – whether massive or localized – may be required again in the future to respond to new waves of the infection until a vaccine is available, governments must identify which policies can maximize the effectiveness of online learning.

This policy brief investigates the role of students' attitudes toward learning in realizing the full potential of online education when regular face-to-face instruction is not possible. Because parents and teachers play a critical role in assisting students in developing these critical attitudes, particularly in the current situation, targeted policy interventions should be designed to reduce the burden on parents while also assisting teachers and schools in making the most of digital learning.

The data presented thus far has shown how important it is for both parents and teachers to promote students' learning and motivation, both in regular times and during school closures. As a result, governments must make it easier for citizens to participate effectively. Finding effective ways for working parents to offer childcare and support for their children's academics while balancing their work responsibilities is a major concern that many governments are seeking to address.

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