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REMOTE REALITIES: EVALUATING THE IMPACT OF DISTANCE TEACHING AND
LEARNING ACTIVITIES IN PRIMARY EDUCATION*Yasser Muhammad**Universities Pendidikan Indonesia, Jl. Dr. Setiabudi, Bandung, Indonesia*

ABOUT ARTICLE

Key words: Distance Teaching, Distance Learning, Primary Education, Remote Education, Digital Learning, Pedagogical Effectiveness, Student Engagement, Technological Integration, Educational Impact, Learning Activities.

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Abstract: This research delves into the transformative landscape of primary education, specifically focusing on the effectiveness of distance teaching and learning activities. Titled "Remote Realities," the study navigates through the evolving dynamics of education in a digital era, assessing the impact of distance learning initiatives in primary schools. Through a comprehensive analysis, encompassing pedagogical effectiveness, student engagement, and technological integration, this research aims to unravel the multifaceted implications of remote teaching and learning activities on primary education.

INTRODUCTION

In the wake of transformative technological advancements, the landscape of primary education has undergone a paradigm shift, particularly with the widespread adoption of distance teaching and learning activities. This research, titled "Remote Realities," seeks to explore the profound implications and effectiveness of these digital endeavors in primary education. As we navigate through the contours of this digital era, understanding how distance teaching and learning activities impact the educational landscape becomes paramount.

"Remote Realities" encapsulates the essence of this research endeavor, where we embark on a journey to assess the impact of distance teaching and learning activities in primary education. The introduction lays the groundwork for a comprehensive exploration, acknowledging the swift integration of technology into the educational sphere. The global shifts in education, accelerated by the necessity of

remote learning, have prompted a reevaluation of traditional pedagogical methods and brought to light both opportunities and challenges.

This study aims to unravel the multifaceted dimensions of remote teaching and learning activities. From assessing pedagogical effectiveness and gauging student engagement to delving into the seamless integration of technology, "Remote Realities" sets out to offer a nuanced understanding of the digital transformation in primary education. As we traverse through this research, we seek not only to analyze the current state of distance education but also to provide insights that can shape the future of primary education in an increasingly digitalized world.

METHOD

Survey Implementation:

The first phase of the research involves the implementation of a carefully designed survey among primary educators, students, and parents. The survey aims to gather quantitative and qualitative data on their experiences with distance teaching and learning activities. Questions delve into pedagogical strategies, the effectiveness of digital tools, student engagement, and the overall impact on the learning experience. The survey is distributed through various channels, ensuring a diverse and representative sample.

Interviews and Focus Groups:

Complementing the survey data, in-depth interviews and focus group discussions are conducted with select participants. These qualitative methods provide a deeper understanding of individual experiences, challenges faced, and success stories within the realm of distance education. Educators, students, and parents share their perspectives on the effectiveness of specific activities, the role of technology, and the overall impact on the primary education landscape.

Pedagogical Analysis:

A pedagogical analysis is conducted to evaluate the effectiveness of distance teaching methods employed in primary education. This includes a scrutiny of lesson plans, instructional design, and the adaptation of teaching strategies to the remote learning environment. The analysis aims to identify successful pedagogical approaches and areas for improvement, contributing to a comprehensive understanding of the impact of distance teaching activities.

Technological Assessment:

The technological aspect is evaluated through an assessment of the digital tools and platforms utilized in distance teaching and learning activities. This includes an examination of user interfaces, accessibility, and the integration of interactive elements. The research assesses how technology facilitates or hinders the educational process, exploring its role in enhancing engagement and the overall effectiveness of remote education in primary schools.

Data Synthesis and Comparative Analysis:

The gathered data, both quantitative and qualitative, is synthesized for a comprehensive analysis. Patterns, trends, and correlations are identified through statistical analysis of survey responses, while qualitative insights from interviews and focus groups enrich the understanding of individual experiences. A comparative analysis is conducted to discern variations in perspectives among educators, students, and parents, offering a holistic view of the impact of distance teaching and learning activities in primary education.

Through this meticulously designed process, "Remote Realities" aims to provide a nuanced evaluation of the impact of distance teaching and learning activities in primary education. By combining quantitative and qualitative methodologies, the research endeavors to capture the diverse experiences and perspectives within the dynamic landscape of remote education.

RESULTS

The results of the research shed light on the multifaceted impact of distance teaching and learning activities in primary education. The survey data reveals a spectrum of experiences among educators, students, and parents. Pedagogical effectiveness is found to vary, with certain strategies proving more successful in engaging students in the remote learning environment. Technological tools play a crucial role, with both advantages and challenges identified in their use. Student engagement emerges as a pivotal factor, influenced by the quality of instructional design and the adaptability of educators to the remote setting.

DISCUSSION

The discussion delves into the nuanced findings, analyzing the key factors that influence the impact of distance teaching and learning activities in primary education. Pedagogical strategies are scrutinized, with successful approaches highlighted for potential replication. The role of technology is examined,

considering both its facilitative and inhibitive aspects. Student engagement takes center stage, with a focus on the elements that contribute to a positive and effective learning experience in a remote setting.

Challenges identified in the discussion include issues of accessibility, equity in resource availability, and the need for professional development among educators to navigate the intricacies of remote teaching. The findings also prompt a dialogue on the future of primary education, considering the potential integration of remote learning as a complement to traditional methods.

CONCLUSION

In conclusion, "Remote Realities" contributes a comprehensive evaluation of the impact of distance teaching and learning activities in primary education. The research highlights the diverse experiences within the remote learning landscape, emphasizing the importance of pedagogical adaptability and technological integration. The discussion provides insights for educators, policymakers, and parents to enhance the effectiveness of distance education.

As primary education continues to evolve, the research advocates for a holistic approach that considers the unique needs of students, the capabilities of educators, and the potential of technology to enrich the learning experience. "Remote Realities" serves as a valuable resource for shaping the future of primary education in a digital era, where the blend of traditional and remote teaching methods can create a more resilient and adaptive educational landscape.

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