

## COLLABORATE BETWEEN DIGITAL PLATFORM AND STUDENTS' CREATIVITY IN LEARNING DURING COVID-

19

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### ABSTRACT

The impact of the COVID-19 pandemic can change psychological conditions and change human life, especially in human activities for a long time. Besides, the COVID-19 pandemic is affecting the education system in Indonesia, where the educational process usually changes with a distance learning process using technology. With a structured learning process, you can learn knowledge and skills using technology. Thus the learning method is following collaborating between digital platforms, and student creativity in learning. Therefore this study aims at students who are creative, effective, and think critically in the online learning process. Data were collected using interviews and observations. The results showed that there was a significant influence on students' creativity, active, and critical thinking in collaborative digital platforms.

**Keywords:** *COVID-19, Digital Platform, Students' Creativity*

### INTRODUCTION

COVID-19 is a virus that interferes with the human breathing. This virus has affected the economic, political, and educational sectors. Besides, according to Sansa (2020), COVID-19 is a new virus found in humans and animals called severe respiratory syndrome coronavirus-2 (SARS-COV-2). At the time of the COVID-19 pandemic, one of the biggest impacts was in the education sector in the world. Also, the education system has changed, where the educational process that is usually

carried out in the classroom has now turned into a distance learning process using technology. This is due to the existence of a policy from the government, namely WFH (working from home) so that the entire learning process in the classroom is replaced with an online learning model. Also, in the field of education, the Minister of Education and Culture of the Republic of Indonesia took quick steps by issuing Decree Number 4, 2020 which discusses the Implementation of Education Policies in Emergencies for the Spread of

Coronavirus (Covid-19). With the online learning process that is carried out using technology and parents are fully responsible for student learning at home.

Based on the description above, to continue to carry out an effective learning process during the COVID-19 period by using a digital platform. According to (Crawford et al., 2020) to deal with education during the COVID-19 pandemic, UNESCO recommends the learning process using online learning tools. Besides, according to (Kuntarto, 2017) the beginning of the online learning model is useful in describing learning systems that use computer-based technology. On the other hand, according to (Guernsey, Ishmael, and Prescott, 2020), web-based learning developed rapidly during COVID-19. Following the existing situation, learning can be done using technology as Sayyidina Ali bin Tholib said that "Educate your children they were created for a different era from yours." Similar to, (Dunwill 2016) that technological advances change learning management methods and structures according to the times. All activities, instructor learning materials are intended for virtual learning. Simultaneously (Reyes, Brackett, Rivers, White, & Salovey, 2012) the use of digital platforms in the learning system can be connected effectively by simulating learning in online classes. So that changing the learning process by using a digital platform can make students more flexible in

their time and full responsibility in the learning process.

However, not all learning achievements during COVID-19 can be actualized by technology alone. Therefore, another way is needed to actualize learning outcomes by collaborating on a digital platform with student creativity in learning. This creativity is a student activity that can complete learning using new methods and has good results in online learning. According to (Utami Munandar 2009: 12), creativity is the result of an individual's experience and knowledge with his ability to retrieve information and make combinations based on the data they get, whether in school, environment, family or from the community. There will even be more student creativity in the learning process by collaborating on digital platforms, especially in completing assignments where students will use a digital platform that can help them complete their assignments well. According to (Hussain A. A. 2018) the use of the flipped classroom approach in learning content can be done independently outside of class hours and learning is carried out during class hours. Besides, according to (Djamdjuri, D.S, 2018) the use of technology in learning by watching movies can make students interested and creative in learning. Likewise, according to (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016) For example, virtual classes use Google Classroom, Edmodo, Schoology, and WhatsApp services. Various media can be used

to support the implementation of learning.

Based on the description above, a collaboration between digital platforms and student activities in online learning is very possible. Thus, all online learning achievements during the COVID-19 pandemic are expected to be realized through digital platform collaboration with student creativity in learning. These learning outcomes contain students' activeness, creativity, and critical thinking in online learning. Thus, it can be said that digital platform collaboration with student creativity

## **METHODOLOGY**

This research uses qualitative methods and uses a case study research design. Besides, (Creswell, 2010: 4), qualitative research is a method for exploring and understanding the meaning that according to some individuals or groups of people comes from social or humanitarian problems. Likewise, according to (Creswell, 2014: 135), a case study is a qualitative research approach used to understand a problem or problem using a case. Therefore this research was conducted in 2 stages in data collection, the first is observation here we conducted this research for one month in a village in Sidoarjo area. The second stage is our last stage in taking data, namely, we interviewed on 15 September 2020.

## **FINDING AND DISCUSSION**

is strongly thought to increase students' creativity, effectiveness, and critical thinking in learning during the COVID-19 era.

Techniques to develop students' creativity, effectiveness, and critical thinking during the COVID-19 pandemic were realized through methods such as the use of digital platforms (YouTube, WhatsApp, Viva Video, and Kine Master).

The purpose of this research is to optimize students' creativity, effectiveness, and critical thinking in learning during the COVID-19 pandemic using digital platforms.

The first stage is making observations because with this technique we can retrieve data in a relevant way. We can serve the interaction of Gedang Village children in learning by using several applications such as YouTube, WhatsApp, video maker, and Google Drive. In the second stage, we collected 5 participants from students in the village to conduct interviews. In this interview, we gave some learning questions at school such as English, Religion, and Art with answers in the form of participant opinions. The type of interview that we use, persuasive interviews are used to influence the way you think, feel, and act. Also, according to (Noor, Juliansyah 2011: 138) persuasive interview is a technique of collecting data by filling in the data needed to answer the problem formulation in research.

Observation and interviews as a way of collecting data that we do are the final stages of this research. First, we

make observations because with this technique we can search for relevant data by taking documentation of students' learning outcomes. To find out the conditions of student

interaction in learning using digital platforms (YouTube, WhatsApp, WhatsApp, Viva Video, and Kine Master) it can be observed in Figure 1.

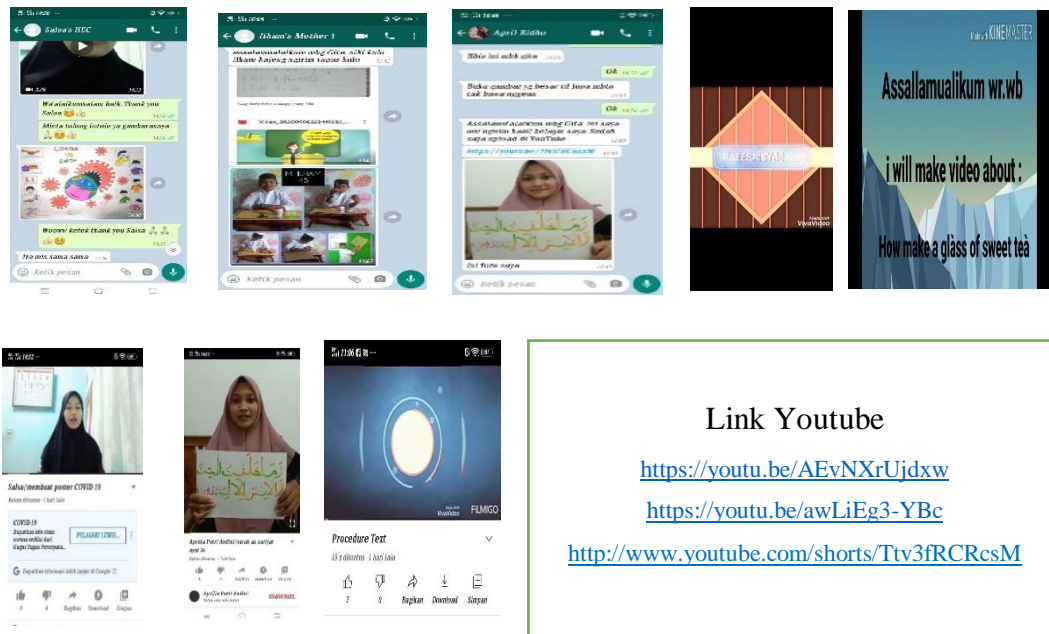


Figure 1. YouTube, WhatsApp, Viva Video, and Kine Master

From the observations, it can be seen that students work on the material using the WhatsApp digital platform as a sender of assignments, Youtube, Viva videos, and Kine Master as platforms to do their work in learning so that they can optimize learning, especially at home. Learning, where students have not been able to optimize learning properly during the COVID-19 pandemic, besides that students can edit and be creative in making videos by using several applications to edit videos. These findings correlate with research conducted by (Enriquez, 2014; Sicut, 2015; Iftakhar, 2016) that the online learning process can use digital

platforms such as WhatsApp, Youtube, viva video, and kine master. Because of that, they began to practice looking for new things in learning by using applications to facilitate learning and increase creativity, effectiveness, and critical thinking. Similar to (Djamdjuri, D.S, 2018) students can be interested and effective in the learning process when using technology

After the observation stage, namely stage 2, the last stage with data, we conducted interviews in this data research, we asked 5 questions related to collaborating digital platforms with student creativity in learning during COVID-19.

**1. How can applications (Whatsaap Youtube, Viva videos, and Kine Master, and Youtube) help understanding when learning online during the COVID-19 period? Briefly explain!**

**Participant 1:** "by using the digital platform I can easily collect assignments, and I can also seek information from the digital platform during the COVID-19 era."

**Participant 3:** "the digital platform can help me when I did my video. I can design my video such as giving music, animation, and also giving the running text in my video."

**Participant 4:** "I used the kine master for editing my video that I have made it. In the kine master, I could make creativity such as putting stickers, filter, and text in my video. And then I upload my video that I have edited into Youtube."

**2. What do you do in using the application to complete learning tasks?**

**Participant 2:** "I complete a task by searching on google and I make a video of doing the task using viva video".

**Participant 5:** "I do my task by using other application for finishing. When I used another applications I can imagine how to finish my task well."

**3. Do you often practice using other applications in completing learning tasks? Briefly explain!**

**Participant 3:** "Yes. Because I felt interested in learning when I used application, and I can use my

creativity for doing my task by using the application."

**Participant 2:** "Yes. I use the application to design my tasks such as making videos and drawing. Other than that applications such as Youtube and wa can make it easier for me to collect assignments by sending links or images."

**Participant 5:** "absolutely. Because I need something new when I did my task because I wanted to do my best task."

**4. When doing assignments, do you use the application, do you learn or discover something new? Briefly explain!**

**Participant 1:** "Yes, I used an application such as viva video, and Filmigo for designing my video. I also have something new that is about designing video and using Youtube channel."

**Participant 4:** "Yes, I do my assignment by using application, and I learnt something new such as giving slide in my video."

**5. Do you apply task completion by using the application in your daily life? Briefly explain!**

**Participant 5:** "Yes. I do not only use applications in learning but I also use applications in my life by making videos and editing them then I upload them to my YouTube channel."

The results of the data interview above explain that students who are active, creative and think critically in the online learning process using applications and students always upgrade their knowledge by finding

better applications to complete their lessons. These findings correlate with research conducted by (Dunwill 2016) suggest that as in this study, the application of the use of digital platforms with student creativity can increase effective, critical thinking in learning during the COVID-19 period. Besides, students also use their creativity in using applications for everyday life.

## CONCLUSION

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Collaboration between digital platforms and student creativity in learning during the Covid-19 era greatly affects online learning activities because, without this collaboration, there is no high-level thinking ability of students in online classes. Therefore, digital collaboration platforms with student creativity can increase student involvement in online learning which includes; think critically, creatively, communicatively, innovatively and collaboratively in the online classroom.

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