THE IMPACT OF THE COVID-19 PANDEMIC ON STUDENTS ABILITY TO USE COMPUTER-BASED TECHNOLOGY IN REMOTE REGIONS OF SUMBAWA REGENCY

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Abstrak

Kata Kunci : Covid 19, Kemampuan, Teknologi, dan Komputer

Abstract
This study discusses the Impact of the Covid 19 Pandemic on Students’ Ability to Use Computer-Based Technology in Remote Areas of the Sumbawa Regency. The objectives of this research consist of; 1) to determine the impact of the COVID-19 pandemic on students’ ability to use computer-based technology in remote areas of the Sumbawa district, and 2) to determine students’ ability to use computer-based technology in remote areas of Sumbawa Regency during the COVID-19 pandemic. The type of research used by the researcher is quantitative research using an analytical (non-experimental) observational design with a cross-sectional approach. The research was carried out at SMA Negeri 1 Ropang and SMA Negeri 1 Orong Telu, which are in a remote area of Sumbawa. Collecting data using interview methods, and documentation. Furthermore, the data were analyzed by Univariate and Bivariate analysis by testing the contingency coefficient and chi-square through the SPSS program. The results of the study found that the ability to use the computer students in remote areas of Sumbawa were the majority of respondents who could use computers in the capable category, namely as many as 22 respondents (61.1%) of a total of 36 respondents. There is a significant relationship (P=0.040) between the
**INTRODUCTION**

*Coronavirus Disease 2019 (COVID-19)* is a new type of disease that has never been previously identified in humans. The virus that causes COVID-19 is called Sars-CoV-2 which is a type of zoonotic virus (transmitted between animals and humans). Covid-19 can cause respiratory tract infections in humans, ranging from the common cold to serious illnesses such as MERS (Middle East Respiratory Syndrome) and SARS (Severe Acute Respiratory Syndrome). Meanwhile, the animal that is the source of the transmission of COVID-19 is still unknown. (Kementerian Kesehatan, 2020).

This virus first appeared in Wuhan and in a short time had a global impact throughout the world which forced the World Health Organization (WHO) to declare an International Emergency on January 30, 2020, followed by a statement as a ‘pandemic’ on March 11, 2020 (Lu, Stratton, & Tang, 2020; Sohrabi et al., 2020).

Data from the World Health Organization (WHO) from day to day the number of confirmed cases of Covid-19 is increasing. The number of positive confirmed cases worldwide as of May 4, 2021, reached 153,187,889 cases with a death toll of 3,209,109 cases. One of the countries affected by Covid-19 is Indonesia with several positive confirmed cases as of May 4, 2021, namely 1,686,373 cases with 46,137 deaths and 1,541,149 recovered cases. The spread of COVID-19 is so fast, where currently 34 provinces in Indonesia have positive confirmed cases of COVID-19 including in West Nusa Tenggara (NTB). According to data from the NTB DIKES, the number of confirmed cases of COVID-19 is 12,407 cases, with 1171 cases being treated, 10,690 recovered and 546 deaths (NTB DIKES, 2021). Sumbawa Besar, NTB, is one of the cities affected by a fairly high number of COVID-19 cases where the number of confirmed positive cases reached 1391 cases with 58 positive patients, 1247 recovered patients, and 86 deaths. (DIKES Sumbawa, 2021).

Based on scientific evidence, COVID-19 can be transmitted from human to human through coughing/sneezing droplets (droplets). People who are most at risk of contracting this disease are people who are in close contact with COVID-19 patients, including those who treat COVID-19 patients (Kemenkes RI, 2020). Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress such as fever, cough, and shortness of breath (Tosepu, 2020). This has made several countries implement a low-down system to prevent the spread of the Coronavirus. In Indonesia itself, a Large-Scale Social Restriction (PSBB) policy was implemented to suppress the spread of this virus. For example, the government makes a policy to lock down all types of outside activities such as offices, malls (shopping places), and also schools. Due to the limitation of all types of activities outside the home by the government, has an impact on education which makes schools and universities stop teaching and learning activities (KBM) in the classroom to prevent the spread of Covid-19 (Daulay, R. S., etc 2020).

The Ministry of Education and Culture encourages the implementation of the online teaching and learning process. This is by the Circular Letter of the Ministry of Education and Culture of the Republic of Indonesia number 3 of 2020 regarding the prevention of Corona Virus Disease.
(COVID-19) in Education units, and the Letter of the Secretary-General of the Minister of Education and Culture number 35492/A.A5/HK/2020 dated March 12, 2020, regarding the Prevention of the Spread of Corona Virus Disease. (COVID-19). Because the Province of West Nusa Tenggara (NTB), especially the Sumbawa Besar district is also affected by the Covid-19 pandemic, the government requires high school, vocational and special education levels in the Covid-19 spread zone, including SMA Negeri 1 Ropang and SMA Negeri 1 Orong Telu which are in the area. Remote Sumbawa also continues to carry out distance learning with the concept of Learning from Home (BDR) online. The BDR system is carried out until the end of 2021. The implementation of distance learning encourages students to adapt to technology, especially the use of computers in the learning process. 

Based on observations at SMA Negeri 1 Ropang and SMA Negeri 1 Orong Telu, it was found that before the Covid-19 pandemic, students at the school were still lacking in the ability to use computer-based technology because the learning process was not supported by computer-based technology. During the Covid-19 Pandemic, these two schools began to implement distance learning, of course, the process could not be separated from the use of technology so it had an indirect impact on the ability to use technology for students. Several studies discuss the use of technology in education during the Covid-19 pandemic. These studies discuss three aspects. First, there is a study that wants to look at internet technology in distance learning. Second, related to the use of information technology in learning during the Covid-19 pandemic. Third, research related to the role of information technology in the learning process during the Covid-19 pandemic. These three research groups found results that were not much different regarding the results of using technology in the form of processes and learning outcomes from students during the Covid-19 Pandemic. For example, Research conducted by Thohir, I.A., et. al (2021) only sees the impact of the development of internet technology in distance learning for students and is only limited to seeing the picture, from the impact and perspective on the development of the internet technology that affects students in the implementation of distance learning during the Covid-19 pandemic. So this research has not shown students' ability to use technology as a complete outcome that can be used as an interesting discussion. Zam, E.M.. (2021) only mentions that technology is the key to the sustainability of PJJ which can be a liaison between teachers and students who are separated by distance. However, it would be better if this study also discusses the steps taken to see the technological capabilities of students in using technology so that success in the students’ learning process can be seen. In this study, it would also be better if you thoroughly discuss technological literacy which includes all knowledge and skills in utilizing technology, starting from knowing the device, operating it, and processing and communicating information.

Then the research was conducted by Ainur, R. (2020) with the title The Impact of the Covid-19 Pandemic on Teaching and Learning Activities in MI/SD (Online-Based KBM Studies for Teachers and Students. This research is also not complete, for example, there are no complete results from student aspects such as learning activities from the use of technological aspects that can affect teaching and learning activities. So that the research for this thesis is also a correction to previous research that has been carried out by previous researchers.

Besides, as a tourist destination, English also needs to be considered to support the success of communication with foreign tourists, English is an essential aspect of communication. English exists as a global language. Therefore English is widely regarded as a global language (Anggayana, Nitisah & Budasi, 2016). It is even known as an international language (Asriyani, Suryawati & Anggayana, 2019). It is done to minimize errors in grammar or English grammar aspects, such as the use of
tenses in sentences (Lindawati, Asriyani & Anggayana, 2018).

The skills and components of the language contained in them are still general and less relevant to the needs of student (Sudipa, Susanta, & Anggayana, 2020). Grammar is a set of rules contained in certain languages (Lindawati, Asriyani & Anggayana, 2019). It is possible to develop their communicative competence in four language skills, namely listening, speaking, reading, and writing skills (Asriyani, Suryawati & Anggayana, 2019).

The primary energy source in terms of language sounds is the presence of air through the lungs (Anggayana, Suparwa, Dhanawaty, & Budasi, 2021). Languages studied can contribute to the Language Development and another researcher around the world (Anggayana, Suparwa, Dhanawaty, & Budasi, 2020).

Even though Indonesia consists of various dialects, it is not an obstacle (Anggayana, Budasi & Suarnajaya, 2014). Speaking English has become a conversation that is often done by foreign tourists (Anggayana, Budasi, & Kusuma, 2019). In these services, facilities, and service quality spearhead in terms of giving a good impression of service (Anggayana & Sari, 2018). In the cultural tourism industry is included (Redianis, Putra & Anggayana, 2019). Since Balinese people conduct many cultural and religious activities (Budasi, Satyawati, & Anggayana, 2021).

The tourism sector can provide economic, social and cultural benefits for all stakeholders of tourism stakeholders (Osin, Pibriari & Anggayana, 2019). One of the developments in tourism is to open opportunities for the millennial generations to conduct tourism in tourism village synergizing different parties, namely, the community and the Government (Osin, Purwaningsih, & Anggayana, 2021). Observing the growth and development of world tourism which continues to move dynamically and the tendency of tourists to travel in various different patterns is an opportunity as well as a challenge for all destinations (Suarthana, Osin, & Anggayana, 2020). It is not surprising that the tourism industry is an important economic sector, where most people work in the tourism industry (Budasi & Anggayana, 2019). The progress of a nation is largely determined by the quality of education of its population (Anggayani & Osin, 2018).

The tourism sector continues to be encouraged because this sector is a mainstay in generating public income and foreign exchange for the country (Suryawati, & Osin, 2019). The development of tourism industry will affect the increasing income of the community around attractions and the creation of employment opportunities (Osin, Kusuma, & Suryawati, 2019). Many language expressions can be used to greet and offer help to the customers. In using those expressions, choosing the proper expression that suits the situation and the degree of the formality is essential (Anggayana, 2022).

The interests of tourism began to explore the potential of the region and as much as possible to package it into alternative tourism products (Suryawati, Dewi, Osin, & Anggayana, 2022). The existence of the tourism industry today has increased significantly both in quantity and quality, which is able to make an economic contribution to the country's foreign exchange (Osin, Pibriari & Anggayana, 2020). From the description above, that previous research on the use of technology has not been done completely and there has been no research showing the outcomes of students' ability to use technology during the Covid-19 Pandemic Period. In this case, the authors are interested in researching "The impact of the COVID-19 pandemic on students' ability to use computer-based technology in remote areas of Sumbawa Regency".

METODE

The approach used in this study is a quantitative approach using an analytic (non-experimental) observational design with a cross-sectional approach. In this case, the design is used because this research is not experimental in nature, it only wants to see the correlation of the independent variable with the dependent
variable, namely the impact of the COVID-19 pandemic on students’ ability to use computer-based technology.

The population in this study were all students of Senior High School 1 Ropang and Senior High School 1 Orong Telu in a remote area of Sumbawa. Furthermore, the sampling technique in this study was carried out by the total sampling method. With this technique, the samples obtained in this study were students of class XI and XII of SMA Negeri 1 Ropang as many as 18 respondents, and students of class XI and XII of SMA Negeri 1 Orong Telu as many as 18 respondents. So the total sample is 36 respondents.

In this study, the data collection procedure consisted of giving questionnaires to the respondents after the questionnaires were filled in, and the respondents were interviewed to obtain research data. Then, the data that has been collected is processed, tabulated, and analyzed. Data processing is carried out by following the views of Notoatmodjo (2012): 1) Editing (editing data); 2) Coding (Creating a code sheet); 3) Data Entry (Data Entry); and 4) Data Cleaning (Cleaning). Furthermore, the results of the data processing were analyzed using univariate analysis to measure the case size distribution of samples from a single variable and bivariate analysis which showed the relationship between one independent variable and one dependent variable (Lapau, 2012).

RESULTS AND DISCUSSION

The research results are grouped into two, namely:

1. The Impact of the COVID-19 Pandemic on Students’ Ability to Use Computer-Based Technology in Remote Areas of Sumbawa Regency (Table 1.);

<table>
<thead>
<tr>
<th>Pandemic Covid-19</th>
<th>Computer Usage Ability</th>
<th>Total</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Capable</td>
<td>Not capable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Affected</td>
<td>14</td>
<td>38.9</td>
<td>4</td>
</tr>
<tr>
<td>Not affected</td>
<td>8</td>
<td>22.2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>61.1</td>
<td>14</td>
</tr>
</tbody>
</table>

Based on Table 1, it is known that of the 18 respondents (50%) who were affected by the Covid-19 pandemic, there were 14 respondents (38.9%) who could use computers. Meanwhile, of the 18 respondents (50%) who were not affected by the Covid-19 Pandemic in the Unaffected category, there were 10 (27.8%) respondents who could not use computers. Table 1 shows the results of the analysis using the Coefficient contingency test with a significance level of 95%. Ha test criteria are accepted if the p-value <0.05 (at an error rate of 5%). Based on the results of the bivariate analysis, p-value = 0.040, meaning p-value <0.05, Ha is accepted, so it can be interpreted that there is an Impact of the COVID-19 Pandemic on Students’ Ability
to Use Computer-Based Technology in Remote Areas, Sumbawa Regency. Based on the results of the analysis, it is known that the correlation coefficient (\(r\)) is 0.323. Based on the table of closeness criteria, these values are in the range of values 0.21–0.40, which are in the weak category. It can be interpreted that the close relationship between the Impact of the COVID-19 Pandemic on Students' Ability to Use Computer-Based Technology in Remote Areas of Sumbawa Regency is in the weak category. Based on Table 2, there are 22 respondents (61.1%) in the category of having the ability to use computers. This figure shows that high school students in remote areas of Sumbawa Regency mostly can use computer-based technology, this is because students are getting used to distance learning using technology, especially computer-based. Based on the results of this analysis, it can be interpreted that the COVID-19 pandemic has an impact on the ability of students to use computer-based technology in remote areas of the Sumbawa Regency. This can be seen from the analysis that those affected by the COVID-19 pandemic are more in number, namely, 14 respondents (38.9%) compared to those who are not affected by the Covid-19 pandemic (8 respondents (22.2%) with the same category, namely having the ability to use computers. The close relationship between the impact of the COVID-19 pandemic on students' ability to use computer-based technology in this study was in the weak category because results were found to be affected by the COVID-19 pandemic with the ability to use computers in the incapable category and not affected by the COVID-19 pandemic with the ability to use computers in the category. In other words, the ability to use a computer is not only affected by the covid-19 pandemic but other factors can affect the ability to use a computer such as social, task suitability, long-term consequences, affect, complexity, and facilitating conditions.

CONCLUSION
Based on the results of the research conducted, the following conclusions are obtained:
1. There is a significant relationship (\(P=0.040\)) between the Impact of the COVID-19 Pandemic on Students' Ability to Use Computer-Based Technology in Remote Areas of the Sumbawa Regency. The level of closeness of the relationship between the Impact of the COVID-19 Pandemic on Students' Ability to Use Computer-Based Technology in Remote Areas of Sumbawa Regency is 0.323 which means weak.
2. The ability to use computers in students in remote areas of Sumbawa, the majority of respondents who can use computers are in the capable category, as many as 22 respondents (61.1%) out of a total of 36 respondents.

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