

Pear Deck: bridging the dilemma of Education and Online Learning in the COVID-19 Pandemic

MARIA REGINA JAGA

<http://orcid.org/0000-0002-0383-5519>

English Study Program,
Teacher Training and Educational Science Faculty
Widya Mandira Catholic University
Kupang NTT, Indonesia

Gunning Fog Index: 14.55 • Originality: 99% • Grammar Check 99%
Flesch Reading Ease: 33.32 • Plagiarism: 1%



ABSTRACT

Teachers are required to think creatively and innovatively in making learning innovations in schools that can be done with interactive and contextual learning concepts. One of these learning concepts to overcome learning loss is Pear Deck. This research aimed to determine the effectiveness of the application of pear deck learning media to overcome learning loss and know the perspective of learners and teachers to apply this learning media innovation. This is descriptive research with 40 students and ten lecturers as respondents. Data collection techniques used were observations, interviews, and questionnaires. The study revealed that the role of teachers is very important in providing quality education to the nation's students, as well as facilitating the use of Pear Deck learning media because it helps students undergo interactive classroom lectures and maintain enthusiasm on academic topics in an interesting and up to date learning way. The researcher found several educational dilemmas in the pandemic period, including students and parents of gaptek (stuttering technology) students, internet access, difficulty understanding the material, feeling lazy and difficulty concentrating due to monotonous learning. However, the said obstacles can be overcome by creating an online learning system media, communication with the student's guardian, creating a summary of learning, providing tasks that encourage students to be actively bridged

using Pear Deck learning media. Based on the research results, it can be concluded that the application of Pear Deck media with interactive contextual concepts is declared effective and able to provide solutions to learning loss faced by learners and increase the learning motivation of learners.

KEYWORDS

Online Learning, education dilemma, COVID-19, pear deck, descriptive design, Indonesia

INTRODUCTION

The COVID-19 pandemic makes this sadness felt by the world's entire population. The crisis that came suddenly forced governments around the world, including Indonesia, to respond to overcome difficulties because all segments of life became disrupted, and the world of education, where the Covid-19 Pandemic, made the pattern of education change. All teaching and learning processes are originally done face-to-face inevitably experienced a shift into a teaching and learning process that was done remotely by utilizing the internet network and information and communication technology (ICT). In terms of benefits, distance learning (PJJ) has set the education process in the country towards digitalization. However, on the other hand, it also creates obstacles. First, school activities or learning from home is a big surprise for students, especially related to the psychological problems of learners who are used to learning face-to-face with teachers at schools/universities who are ultimately forced to distance learning (online distance learning). In its implementation, this online learning process is learning that has never been measured and tested because of this unprecedented pandemic condition.

In addition, online learning has a negative impact, namely a decrease in the quality of education. The decline is called loss learning (Safira & Ifadah, 2021). Learning loss can certainly occur in learners because of the impact of online learning that is less than optimal. Minister of Education and Culture (Mendikbud), Nadim Makariem (Jakarta, CNN Indonesia, January 2021), encourages local governments to open face-to-face learning in schools/universities, considering the long-term impact of covid-19 is the occurrence of learning loss in learners. Learning loss is the condition of losing the opportunity to add knowledge due to a certain generation's delayed teaching and learning process (Pratiwi, 2021). Learning loss is also a condition and atmosphere of loss of opportunities and optimal learning time due to the process of learning implementation that is not as usual. If not immediately overcome, learning loss will be a dangerous condition for national and world life related to the quality of education globally (Komalawati, 2020). Teachers should specifically consider this dilemma, especially not avoiding the pandemic that is still ongoing until now is a difficult condition to prevent learning loss in students.

It cannot be denied that the process of teaching and learning that should require direct practice also experienced obstacles. To overcome this, innovation is needed, especially by teachers and schools, utilizing limited circumstances. Initiative on the part of the school is essential. Several steps can be an alternative solution to overcome the problem of learning loss. The first step to solving the problem of learning loss is to identify obstacles or learning difficulties of learners, identify the cause of the problem, and find alternative solutions to solve the obstacles or learning difficulties of the learners (Pratiwi, 2021). The next step is to provide alternative learning methods to learners to support the implementation of PJJ activities that have taken place during the pandemic. Teachers are also expected to prepare interactive learning content so that learners do not feel bored and understand in the learning process (Sevima, 2020). Various learning methods are then offered during the pandemic period to bring learning innovations such as Online Method, Project Based Learning, Offline Method, Integrated Curriculum, Home Visit Method, Blended Learning, and many more suitable to be applied to certain levels of education. One more alternative solution is the use of Pear Deck (Anggraini et al. 2020). Looking at some of these learning methods, researchers are more likely to apply pear deck learning media because it feels more able to accommodate more interactive learning situations and contextual learning concepts.

Pear Deck is an interesting tool for supporting online learning because it includes the students' participation; it makes the class more fun and authentic with the opportunity to make the classroom interaction more fun. It might be a trigger for learning programs in elementary to the university level because it is applicable and fun for teachers and students in many areas of learning starting from cognitive development and for the other regions for elevating students' learning progress with academic topics in fun ways for combating learning loss (Bisht, 2020). Pear Deck is a new presentation software (think PowerPoint, Keynote, or Prezi) built as a Google Drive application.

The new idea is that audience members can log in to the presentation in real-time from basically any device. Once connected, the teachers can ask their students questions and display the results. The aim is to create more engaged and accountable students. It effectively supports learners' learning on a small scale (about 2-5 learners) or a large scale (about 15-35 learners). Pear Deck is an add-on that will work on top of online presentation apps, such as Google Slides. To start the presentation, the Teacher can set the Pear Deck to run the presentation in Student Pace mode (students learn alone but are still monitored by the teacher online) or live in class (Ni et al., 2020).

It is a highly effective remedial learning and teaching strategy for students experiencing educational disadvantage, especially those who have faced barriers during remote and flexible learning that they might not have met while at school. It provides an environment where differentiated and targeted interventions reinforce the classroom teacher's instruction. To overcome learning loss, teachers give more scaffolding tailored to each student's learning point (Wijaya et al., 2020).

Using three approaches mandated by Ki Hadjar Dewantara on education, the concept of 3N, namely Niteni, Niroke, and Nambahi, which means observing, imitating, and adding through Pear Deck, it is expected that teachers can be more creative in bridging the dilemma of the learning process that is hampered by the covid-19 pandemic, mimic and create learning situations as before covid and add innovations that can allow the teaching and learning process to continue. Effective, engaging, and interactive. Thus, this study was conducted to find out the effectiveness of the application of pear deck learning media to overcome learning loss and know the perspective of learners and teachers to apply this learning media innovation. Consequently, this study was formulated to establish additional information on how the perspective of learners and teachers to the application of this Pear Deck learning media innovation, especially in Indonesia's setting.

FRAMEWORK

The study aims to focus on finding out the effectiveness of the application of pear deck learning media to overcome learning loss, especially during online learning in the covid-19 pandemic, and to know the perspective of learners and teachers to the application of this learning media innovation. These are the conceptual framework that the researcher selected to support this study:

The “community of inquiry” model for online learning environments developed by Garrison, Anderson, and Archer (2001) is based on the concept of three distinct “presences”: cognitive, social, and teaching. Their model supports the design of online and blended courses as active learning environments or communities dependent on instructors and students sharing ideas, information, and opinions. Of particular note is that “presence” is a social phenomenon and manifests itself through interactions among students and instructors. The community of inquiry has become one of the more popular models for online and blended courses designed to be highly interactive among students and faculty using discussion boards, blogs, education websites, wikis, and videoconferencing to support online learning (Shah, 2020).

Learning loss is the loss of learners' academic ability of knowledge or skills. If it is associated with the Covid-19 pandemic, many children miss out on the opportunity to gain knowledge to skills for human resource development. Human resources (so) are lower than the potential that should be achieved due to pandemics that have forced learning patterns from offline to online. This lost generation because children's education is disrupted, especially many children in the crucial period of education, namely at the level of PAUD, kindergarten, elementary, and junior high school must undergo online learning that cannot be considered successful in Indonesia (Anugrahana, 2020). Education done in school face to face is very necessary. Because, in the context of education, not only talk about sharing knowledge, but there are more important things: life skills, education (living skills), and aspects of social skills. Learning loss also does not

fully occur due to distance learning or the absence of face-to-face learning. Learning loss is often caused by teaching that is only moved from the classroom and fully adapted to online learning. In this situation, teachers distribute information and communication only one way, which then causes students to feel bored quickly and not eager to learn (Hutauruk & Sidabutar, 2020). Learning loss can be overcome by meeting in the classroom both online and offline used for active collaboration activities from each student that encourages high-level reasoning or HOTS (Higher Order Thinking Skills) by way of project-based learning, among others through presentations, discussions, case surgery, or debate through learning platforms that accommodate the realization of all these processes (Watnaya, A. et al., 2020).

We are facing today's education dilemma about using E-learning media that design educational technology used to promote effective learning by reducing extraneous cognitive load and managing germane and intrinsic loads at appropriate levels of students. It can be challenging for teachers to design tasks at a proper level for students; the e-learning model hopefully can help teachers understand how cognitive load can be categorized and combined with design principles to make effective learning with technology happen (Zaharah et al., 2020).

Pear Deck is a google slide add-on designed to help teachers create engaging slideshow-style content for the classroom and remote learning. As an interactive presentation, Pear Deck is a tool used to actively engage students in individual and social learning. Suppose teachers design principled tasks by combining learning media like Pear Deck with educational technologies that reduce extraneous cognitive load and manage germane and intrinsic load at appropriate levels for students. In that case, they can learn effectively (Mayer et al., 2015). Thus, it is stated that one of the aims is to make the students develop communicative competence in a simple and easy form to accompany classroom actions within the school context.

OBJECTIVES OF THE STUDY

The study aimed to determine 1) the effectiveness of the application of pear deck learning media to overcome learning loss 2) establish additional information on how the perspective of learners and teachers to the application of this Pear Deck learning media innovation, especially in Indonesia's setting.

METHODOLOGY

Research Design

This study uses qualitative descriptive research were to explain the results of observation of learning activities using pear deck learning media. The subjects of the study were 40 university-level learners for the application of Pear Deck media learning and ten lecturers to find out their perspective about the application of this Pear Deck learning media innovation, especially in Indonesia's setting.

Participants

The participants of this study were the ten lecturers of UNWIRA, consisting of five male and five female lecturers. They are classified based on their year of teaching. Additionally, there were 40 university students selected from first semester students specifically; eighteen males and twenty-two females were selected in this study.

Setting

The setting of this research was Widya Mandira Catholic University Kupang in Indonesia. The specification of the place was Kupang East Nusa Tenggara Province.

Data Collection and Analysis

Data were collected through observations, questionnaires, and interviews through the survey method. This study employed a qualitative methodology, particularly a case study, to investigate students and lecturers' perceptions of the effectiveness of pear deck learning media application to overcome learning loss and to know their perspective about the application of this learning media innovation. The qualitative methodology was chosen because it was appropriate for the study's goals investigating and analyzing the effectiveness of the application of pear deck learning media to overcome learning loss and to know their perspective about the application of this learning media innovation in depth.

RESULTS AND DISCUSSION

Though facing today's unusual pressure, the school hopefully attempt to provide an innovation that exemplifies the best from the students to support the students to grow and learn even though in this covid-19 pandemic. The application of pear deck learning media based on survey method by questionnaire obtained answers that state the findings of students and lectures views related to some good thing's advantages and disadvantages. The advantage of applying this method is that learning is only focused on the active participation of learners so that learning is carried out effectively. With individuals independently accessing the Pear Deck, learning discussions, and learning problems can run optimally. Communication between learners is well established, and the interaction between educators and learners is also very well established through student answer polls that display the harmony of answers per student. The motivation of learning learners to follow the learning is also increased because with the pear deck learning media, learners can convey their aspirations without any awkwardness. Pear Deck learning media provides opportunities for learners to ask things they do not understand in writing or directly via videoconference to lecturers so that they will better master the learning competencies that will be achieved efforts Utilization of additional applications pear deck also allows teachers to be able to add tasks in the form of problems with multiple-choice models and open questions after delivering one material. Teachers

can create problems where students can directly answer by writing, drawing, or dragging and dropping to the pear deck screen. In an article, Liana Threestayanti (2021) wrote that pear decks make it very easy for teachers to give instruction or provide materials for students to learn (Threestayanti, 2021).

Pear Deck learning media has a positive impact because, at the time of learning, there are student discussion activities so that learners appear more active (Ahmad & Nurma, 2020). Pear Deck's use of learning media also provides several advantages: 1) allows learners to discover and engage with a variety of perspectives, ideas, and backgrounds, 2) allows learners to be more actively involved, where students' responses in learning are directly recorded on pear deck screens. The use of pear deck media in learning during the pandemic at UNWIRA shows that student activeness can increase. Students are not only actively listening to teacher explanations when studying online. Some of the images prepared by the teacher as teaching materials, presented interactively, where students can respond in writing on the virtual board used. The use of pear deck media is very helpful for teachers to convey materials while assessing students' learning outcomes. Another positive value is that students are more motivated to learn and can provide positive feedback towards using this medium. Learning, in general, requires face-to-face between teachers and students because learning is the process of understanding and mastering something. Direct interaction between teacher and student is necessary. By utilizing this pear deck medium, teachers can invite students to sketch ideas, solve problems or draw collaboratively and in real-time. The utilization of pear deck media collaborated in learning content can activate students, reduce face-to-face limitations, and reduce learning loss between students and teachers.

From the views of lecturers found several supporting reasons related to their perspective of teachers to the application of this Pear Deck learning media innovation, especially in Indonesia's setting. The results showed that Pear Deck learning media innovation helps learners to clarify their attitudes and ideas about important subjects as they test their own ideas and attitudes towards others, helps learners develop a sense of academic rigor and willingness to share ideas, provides opportunities for learners to receive more hands-on input on their learning, encourage learners to learn independently and independently, provide opportunities for learners to more easily gain awareness of their emotional reactions, provide opportunities for learners to learn and develop cooperative behavior including critical thinking and group problem-solving processes, easier to establish relationships between teachers and learners, and provide more opportunities to develop skills in communication (listening, Respond, interact) and interpersonal relationships. Strong relationships are also an important element of a defense. Teachers should work closely with learners to align with learners' learning style choices, identified goals, and overall learners' needs. This process must remain coherent with broader curriculum objectives and support learners' progress towards the curriculum determined through teacher observation and analysis of learners' data (Victoria State Government, 2020).

Through Pear Deck learning media innovation, teacher interaction with learners can take place well the communication process even though oral and written is not too balanced but can still be well established. In contrast to communication when learning online with many learners. Information from teachers can be easily received by learners because they are individually active through Pear Deck. Control over the academic development of learners during the implementation of the method is also very easy compared to the implementation of large classes in offline learning situations. It also contributes positively to the development of learners' learning and fosters learning motivation for learners. Pear Deck learning media innovation is also in its application in this study many obstacles. From the results of experiments conducted by researchers, the application of Pear Deck learning media innovation online there is many shortcomings. The shortcomings found in the implementation of Pear Deck learning media innovation is the constraints of the internet network that is less stable, some learners complain of poor internet connection so that learning is impaired, and time is widely spent for online learning activities with an individual interaction system, which is felt less effective and efficient time in the implementation of pear deck learning method. Although it takes a lot of time, the positive thing obtained is the results of learning achievements of learners can be said to be successful and meet the expected competence. In addition, interaction in learning and between teachers and learners can be intertwined intensely, and teachers can understand the needs of learners in learning. The perception of parents of learners towards the implementation of this method is also felt very positively.

From the results of interviews with lecturers and students, they said that learning activities with the use of Pear Deck learning media are an effective learning solution in the midst of a pandemic like this. Lecturers also said that with this method, their students become motivated in learning because learning activities feel like face-to-face. Students feel they get maximum service to their learning needs. This breaks the negative perception of society if online learning is only given tasks and tasks without any material explanation and assistance from teachers, and methods are still conventional. They also stated that when lecturers provide some kinds of instructional media such as Pear Deck that support communication in classroom interaction, this media needs to be developed, so it's instructional media will provide enough opportunities for the students to communicate and to use the objective of interactive and active participation in a class setting to accompany classroom actions within the school context, so the objective of the learning process will be successfully achieved. Thus, if the problems are handled, the students will be able to combat the educational learning loss in the online learning in the covid-19 Pandemic.

CONCLUSIONS

The researcher found several educational dilemmas in the pandemic period, including students and parents of *gaptek* (stuttering technology) students, internet

access, difficulty understanding the material, feeling lazy and difficulty concentrating due to monotonous learning. However, the said obstacles can be overcome by creating an online learning system media, communication with the student's guardian, creating a summary of learning, providing tasks that encourage students to be actively bridged using Pear Deck learning media. The conclusion of this study is the importance of creating learning interaction between educators and learners so that there is no learning loss where the learning process loses its importance. By applying the use of Pear Deck and combined with several cooperative learning methods by concentrating learners as learning centers, it will create better learning interactions. Pear Deck was chosen to overcome the boredom of learners in online learning, the results of which can be seen that this method is able to create good learning interaction, and the learning process goes well. The application of this method also breaks the negative perception of the community towards online learning that has been implemented. Pear decks provide many benefits in online learning, namely a) not paid or free, b) easily accessible and used c) can take pictures directly from google, d) can be used interactively and collaboratively between teachers and students. One limitation of this application is that pear decks cannot display videos in their exposure; only images can be displayed. Research on the use of pear deck media is not separated from limitations. Researchers only photograph the implementation of online learning at one university only, so the data sources obtained can be said to be less diverse. The study was conducted in just three months, so the data source response was relatively the same. Researchers hope there will be similar research related to the use of online media for primary school in learning, with a wider data source and over a longer period.

This research provides some suggestions; the first for teachers to continue to innovate by utilizing various online media in learning activities during the covid-19 pandemic is not over. Second, the leader of an educational institution as a supervisor and motivator for teachers, to play a role in encouraging and facilitating the needs of teachers to be able to develop competencies and abilities in the mastery of IT teachers. Third, parties related to the implementation of learning, especially the education office, to facilitate the development of teaching competence with various pieces of training and workshops related to the preparation of teaching materials and online media for learning in elementary school. The advice from researchers for researchers is that it is necessary to pay attention to the combination of learning models that will be used to support the use of Pear Deck learning media or other online learning media so that in learning, there is active interaction and participation between learners and teachers.

LITERATURE CITED

Aji, R. H. S. (2020). Dampak COVID-19 pada pendidikan di indonesia: Sekolah, keterampilan, dan proses pembelajaran. *Jurnal Sosial & Budaya Syar-i*, 7(5), 395-402. Retrieved on November 11, 2021, from <https://bit.ly/35UpVF5>

- Admin Sevima. (2020). 6 Metode Pembelajaran Paling Efektif di Masa Pandemi Menurut Para Pakar. *Sevima.Com*. Retrieved on January 12, 2021, from <https://bit.ly/3grFMNf>
- Adnan, M., & Anwar, K. (2020). How Students' Perspectives About Online Learning Amid The Covid-19 Pandemic? *Journal Of Pedagogical Sociology And Psychology*, 2(1), 45–51. Retrieved on January 12, 2021, from <https://bit.ly/3snJE7o>
- Anggraini, V. A., Mauliska, N., & Sholehah, M. A. (2020). Pembelajaran Daring Mahasiswa Tadris Matematika dengan Menerapkan E-Learning di Tengah Pandemi Covid-19. *KULIDAWA*, 1(2), 61-64. Retrieved on November 10, 2021, from <https://bit.ly/3GuCiEn>
- Anugrahana, A. (2020). Hambatan, solusi dan harapan: pembelajaran daring selama masa pandemi covid-19 oleh guru sekolah dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10(3), 282-289. Retrieved on November 10, 2021, from <https://bit.ly/3grT7Fo>
- Bisht, T. K. (2020). Online Learning A Game Changer During Covid 19 Pandemic. 11(7), 830–834. Retrieved on November 10, 2021, from <https://bit.ly/3GtngghZ>
- Blyznyuk, T., Budnyk, O., & Kachak, T. (2021). Boom in Distance Learning During the Coronavirus Pandemic: Challenges and Possibilities. *Journal of Vasyl Stefanyk Precarpathian National University*, 8(1), 90–98. Retrieved on November 12, 2021, from <https://bit.ly/3J4EGTY>
- Firdaus, F. (2020). Implementasi dan Hambatan Pada Pembelajaran Daring di Masa Pandemi Covid 19. *Vol. 6 No. 2 (2020): Utile: Jurnal Kependidikan*, 220-225. Retrieved on November 14, 2021, from <https://bit.ly/3uydlFE>
- Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. *American Journal of distance education*, 15(1), 7-23. Retrieved on November 12, 2021, from <https://bit.ly/3uyiz4f>
- Hutauruk, A., & Sidabutar, R. (2020). Kendala Pembelajaran Daring Selama Masa Pandemi di Kalangan Mahapeserta didik Pendidikan Matematika : Kajian Kualitatif Deskriptif. *SEPREN: Journal of Mathematics Education and Applied*, 02(01), 45–51. Retrieved on November 15, 2021, from <https://bit.ly/3J4EO5U>

- Komalawati, R. (2020). Manajemen Pelaksanaan Tes Diagnostik Awal Untuk Mengidentifikasi Learning Loss. *Jurnal EDUPENA*, 01(2), 135–148. Retrieved on November 12, 2021, from <https://bit.ly/35UqVJl>
- Moreno, R., & Mayer, R. (2007). Interactive multimodal learning environments. *Educational Psychology Review*, 19(3), 309–326. Retrieved on November 10, 2021, from <https://bit.ly/35UqVJl>
- Ni, C. K., Jong, B., Dison, M. A., Thomas, S. A., Yunus, M. M., & Suliman, A. (2020). Enhancing Malaysian primary pupils' vocabulary skills using pocable game and pear deck. *International Journal of Learning, Teaching and Educational Research*, 19(6), 145–160. Retrieved on November 10, 2021, from <https://bit.ly/3303gG8>
- Pratiwi, W. D. (2021). Dinamika Learning Loss: Guru Dan Orang Tua. *Jurnal Edukasi Nonformal*, 2 (1), 147–153. Retrieved on November 10, 2021, from <https://bit.ly/3B5695k>
- Ru, O. H. P. (2021). *Opini PTM sebagai Upaya Mencegah Ancaman Learning Loss*. 2–5.
- Safira, A. R., & Ifadah, A. S. (2021). The Readiness Of Limited Face To Face Learning In The New Normal Era. *JCES (Journal of Character Education Society)*, 4(3), 643–651. Retrieved on November 12, 2021, from <https://bit.ly/3AZRiCj>
- Syah, R. H. (2020). Dampak Covid-19 pada Pendidikan di Indonesia: Sekolah, Keterampilan, dan Proses Pembelajaran. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, 7(5). Retrieved on January 2021, from <https://bit.ly/3Lg2q9J>
- Threestayanti, L. (2021). Lima Aplikasi Ini Akan Membuat Pjj Lebih Interaktif Dan Efektif. Retrieved on January 12, 2021, from <https://bit.ly/3ruiz3r>
- Watnaya, A. kusnayat, Muiz, M. hifzul, Nani Sumarni, Mansyur, A. salim, & Zaqiah, Q. yulianti. (2020). Pengaruh Teknologi Pembelajaran Kuliah Online Di Era Covid-19 Dan Dampaknya Terhadap Mental Mahasiswa. *Eduteach : Jurnal Edukasi Dan Teknologi Pembelajaran*. Retrieved on January 12, 2021, from <https://bit.ly/3Bfnw3v>
- Wijaya, T. T., Ying, Z., Purnama, A., & Hermita, N. (2020). Indonesian students' learning attitude towards online learning during the coronavirus pandemic. *Psychology, Evaluation, and Technology in Educational Research*, 3(1), 17–25. Retrieved on January 12, 2021, from <https://bit.ly/3HDwvxO>

Zaharah, Kirilova, G. I., & Windarti, A. (2020). Dampak wabah virus corona terhadap kegiatan belajar mengajar di Indonesia. *Salam: Jurnal Sosial Dan Budaya Syar'i*, 7(3), 269–282. Retrieved on January 12, 2021, from <https://bit.ly/3uumO0T>