

THE DOCUMENTARY OF COVID19 EDUCATION JOURNEY (THE SCENARIO TO THE FURTHER SCENE OF EDUCATION)

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ABSTRACT

To the present day, Covid19 has become the star of phenomena. Many of the gaps in education, colourful stories, have emerged as a consequence of the pandemic education; research and innovation as the eyes of the educational body; on the one side, modern countries have been successful in pandemic education, but sad stories come from developing countries, and underdevelopment countries have been terrified by pandemic education until I have written this article. Thousands of papers on science and innovation have had a significant effect on scientific results, but this is just a snapshot of a narrative on the distorted trajectory of pandemic education. However, in-depth analyses of whether and how to continue education in the midst of the pandemic also had an impact on the pandemic education. In addition; digital, internet, synchronized, Asynchronize, distance learning, remote learning has been used as an approach that underpins the policies of each country's current global circumstances. Technology, social and humaniora are in the process of research and have shown a measurable path for pandemic education. The primary focus of pandemic education research was meaningful visionary education; what, when, where, or which measurable approach [is and would be] to solve local and global challenges. So, through this article, I conducted narratively to leverage educational society insight in order to achieve a visionary education system. I concluded that visionary education would establish significant education from a local and global viewpoint.

KEYWORDS

Changes the Educational Pathway; Documentary of Covid19 Education; Innovation; Visionary; the Vision of Education

INTRODUCTION

Since the pandemic of COVID19 attack humanity around the world, all of the science branch in-rush to develop an adaptive approach to continue the education also scientific development. "Teachers may find it difficult to scaffold these skills effectively without the possibility of face-to-face explanation. Future research should focus on constructing and testing educational design principles" (British Council, 2020; Sepulveda-Escobar & Morrison, 2020; Flores, 2017; van der Spoel et al., 2020; Donitsa-Schmidt & Ramot, 2020). "A successful transition to distance modes of education requires elements of readiness; this includes technological, content, pedagogical and home-based learning support, monitoring and evaluation components. Policymakers and educators can do this by investing in high-quality educator preparation" (Kalloo et al., 2020; Assunção Flores & Gago, 2020; Kidd & Murray, 2020; Darling-Hammond & Hyler, 2020; Adedoyin & Soykan, 2020; Ellis et al., 2020). "COVID-19 and emergency e-learning: consequences of the 'securitization' of higher education for post-pandemic pedagogy; while 'securitization' is the procedure where an issuer designs a

marketable financial instrument by merging or pooling various financial assets into one group" (Murphy, 2020; CHEN & SCOOT, 2020).

Other reports reflected "the adaptations made to one initial teacher education course at a Hong Kong university designed for face-to-face instruction that was required to be delivered exclusively online due to the suspension of face-to-face classes caused by the COVID-19 pandemic. Therefore, showed that the adaptations the tutor made, and the challenges faced adapting to the new mode of delivery" (Moorhouse, 2020; Sangeeta & Tandon, 2020; Al-Hosan et al., 2020). In addition, "a greater need for educational institutions to strengthen the practices in the curriculum and make it more responsive to the learning needs of the students even beyond the conventional classrooms; in fact an online instruction environment was the challenges factor, besides opportunities for collaboration, training, and communication for educators" (Reyes-Lillo & Hernandez-Garrido, 2020; Lie et al., 2020; Toquero, 2020; Smith, 2020).

In the other findings showed that "teacher's feel worried not only about their personal lives but also about their professional lives as teachers. In doing so, education stakeholders serve as a call to action for rethinking how to meet the learning needs of student groups that have been on the wrong side of long-standing opportunity gaps" (Trikoilis & Papanastasiou, 2020; Gallardo et al., 2020; Kerkhoff, 2020; Patrick & Chambers, 2020; Bowman & Jallow, 2020; Dayal & Tiko, 2020).

After I retell that previous literacies described about what is going on since pandemic arise, until the present time; I narratively synthesized the keys point that developed in each of previous literacy. Therefore, on below, I put some of keys point on the table that represented the whole stories on above.

Table

Keys Point Reflection of Factual Pandemic Education Process

1. Teachers need help and support with further resources.
2. Designing and presenting appropriate tasks well; a challenge for teachers.
3. Most of them said that identifying and developing teacher resources; while and provide feedback for teachers working remotely.
4. Systemic analysis of Initial Teacher Education [ITE] programs is needed in order to fully understand the rationale and aims as well as outcomes.
5. Constructing and testing educational design principles for effective professionalization of teachers in adopting technology for educational practices
6. The evaluation of the impact at the about Flexibility, communication, and adjusted timelines, revised examination formats and sensitivity to the personal needs of student-teachers to foster of resilience during the crisis period
7. The discussion of the implications for teaching and teacher education in such uncertain times, particularly in regard to the role of practice as well as issues of mentoring within the context of a practicum as a 'real practice' versus 'an idealised' practice.
8. The development of authentic teacher education through the alternative pedagogies and technologies to support professional learning in the case of a 'missing' practicum'.

9. What policymakers and educators can do; first, Invest in high-quality educator preparation, including teacher and leader residencies in high-need communities; second, Transform educator learning opportunities to match current needs; third, Support mentoring and new teacher roles; four, Create collaboration time.
10. The migration methods of universities, faculty and students, challenges and opportunities of the online learning and emergency remote teaching; online learning will be more sustainable while instructional activities will become more hybrids provided the challenges experienced during crisis.
11. on how districts can legislate unbiased and even-handed grading policies based on these recommendations; (i) student academic performance, (ii) academic performance of students related to racial, economic and resource differences, and (iii) high-quality instruction framework for remote teaching
12. stimulated an innovative stance in education
13. The framework of face-to-face in the middle of crisis
14. Teachers' expectancy adoption to online teaching.
15. Students Attitude had a significant impact on behavioural intention as well as actual use
16. The high levels of teaching staff members' responsibilities to raise students' awareness about the COVID-19 pandemic
17. The level of teaching staff members' perception of their cognitive responsibilities to raise students' awareness about the COVID-19 pandemic was average.
18. The studies to proliferate and document the impact of the pandemic to the educational system. There is also a greater need for educational institutions to strengthen the practices in the curriculum and the framework of responsive education to the learning needs of the students even beyond the conventional classrooms.
19. Strengthen the development of key information competencies in students for a modern knowledge society.
20. The teaching of information skills, specifically in 3 topics: 1) information seeking, 2) selection and evaluation of information sources and 3) ethical use and application of bibliographic rules.
21. Teacher's knowledge Impact on Society: Knowledge of the impacting factors on online learning engagement and providing equal opportunities for all students through technology and transforming current practices into quality learning
22. Issues related to technology integration in education can still be unearthed especially because the budding insights of online learning will steadily be developing in post-pandemic realm, particularly in Indonesia; five related factors of online learning processes are learners, teachers' prior exposure to online learning, technological knowledge, pedagogical knowledge, and the support system. Teachers enhanced the competence and improve professional practices.
23. Delivering education in a time of severe crisis; making teaching and learning possible and meaningful.
24. Teachers physically isolated.
25. Unprepared for the challenging tasks of teaching online.
26. Improving teacher's professional development in remote areas.

27. Developing the access of traditional professional development opportunities.
28. Utilizing educational research for assisting teachers in period of COVID-19.
29. Developing education system in the mid of time crisis.
30. Language development services and meaningful access to content instruction.
31. New global teaching practices
32. Online self-reflection instruments
33. Teaching for Global Readiness Scale and Global Competence; analyse and reflect on teaching practices related to global learning.
34. Action of rethinking how to meet the learning needs of student groups.

On the basis of the main points in the table above, I have interpreted that all the key points of interest to the subject of visionary education are therefore explored in my article on this aspect throughout a narrative direction, in order to support the forth landscape of flexible pandemic education. I understand that, either the types of different terms used in pandemic education, it is best to reflect, in order to consider the unforeseen condition between the education community and the environment, which is closely linked to educators, decision makers, states, educational institutions, parents, learners, curricula and the method, and also to the aim of education. All of these factors of education must be affordable and renewable as long as the condition of the global process persists.

METHOD

My paper used a qualitative and applied narrative approach. In order to eliminate bias, I used a judgmental approach to interpret relevant research papers to help my topic study. So, intentionally, I chose primary data from the 'legal' publishing house, such as Tylor Francis, Elsevier, sage, emerald, Eric publication, even google scholars as a legitimate study engine database; to reduce bias in research data; one more aspect, data analysis, I produced as the newest edition supported from the other publication period that significantly impacts to the research data.

ANALYSIS

"The excellence-'honours' programmes are a relatively new way in Dutch higher education institutions to serve the needs of talented and ambitious students, but may also serve as a testing ground for educational innovations; diffused innovations are, for example, student-driven learning approaches and student assessment practices" (Kolster, 2020b; Kolster, 2020a; Jacobs et al., 2020). "Teaching is a highly complex profession" so that practical wisdom is needed in order to act thoughtfully and effectively. A solution for effective teaching can be traced all the way back" (Stenberg & Maaranen, 2020); Schwartz & Sharpe, 2010; Eisner, 2002; Chekijian et al., 2020; Levander, 2020). Moreover, all education should strive to provide caring relationships and educate for both self-understanding and group understanding; because of "everything changes; either individuals, organizations also the other entities change. So, for the knowledge to be established or embodied, a habit must be formed. In general, there are two reactions when facing changes, namely accepting or refusing. Personality and emotional intelligence are the two main things that are taken into consideration. A healthy organization does not depend on personnel but depends on a system created" (Kostenius & Alerby, 2020; Sarwono et al., 2020); therefore I provided the highlights into a table below.

Table

The Narration of Education Improvement Pathways based on Sarwono et al., (2020)

The 8 Old Standards	Quantitatively Changes Standard	Qualitatively Changes Standard	A Leadership Model with the Following Characteristics
<ul style="list-style-type: none"> Graduate competency standards Contents standard: in the form of a curriculum applied: for example, The implementation of the curriculum in higher education is expected to create graduates who are superior and characterized and have national values and in accordance with national development which also includes the need for educated and skilled human resources in the era of industrial revolution 4.0 which requires high level of mastery of information and communication technology and that continues to experience rapid changes. Process standard: a standard that regulates the implementation of the learning process in educational units to achieve graduate competency standards as desired in the National Standards. Lecturer and administrative staff standards: include the number of lecturers and administrative staff must be sufficient. In relation to lecturers, there must be sufficient between the ratio of lecturers and students. Fulfilment of lecturers' requirements or qualifications, for example functional and class positions. Besides that, there is also high competence in the field of science for each lecturer. Standard of facilities and infrastructure: Standard of facilities and infrastructure 	<ul style="list-style-type: none"> The number of middle leadership. The number of heads of departments and study program. The number of director. The number of unit head. The number of lecturers. The number of administrative personnel. The number of classes, laboratory rooms, libraries and the like. Number of books in the library and others 	<ul style="list-style-type: none"> Lecturer education to doctoral level. Lecturer academic functional position. Teaching ability. Ability to do research. Ability to carry out community service activities. The ability to make scientific works. 	<ul style="list-style-type: none"> Open to changes caused by external parties. Think far ahead. Have global insight. Understanding and knowing information and communication technology as capital for the development of digitalization systems supporting the teaching and learning process (academic) and managerial (administrative). Critical thinking in obeying change in ways that are honest and not detrimental to others. Protect the interests of stakeholders, namely students and users of higher education services. Understand the problem of higher education in Indonesia and understand the ins and outs of higher education.

<p>include physical facilities. Physical facilities can be in the form of study buildings or campuses equipped with classrooms, libraries, laboratories, canteens, sports venues, and seminar rooms and so on. Physical facilities can also be in the form of books in libraries, computer equipment, stationery facilities and the like. The point is a college organization must provide the facilities and infrastructure to support the success of the teaching and learning process to the maximum so as to produce satisfaction for students studying on the campus.</p> <ul style="list-style-type: none"> ● Management standards: includes among others the administration and managerial procedures related to academic and non-academic activities and other supporting activities. The administration system in higher education consists of the level of the university, the faculty level and the department level. Other parts are bureaus and supporting units. ● Financing standards: refers to the financing of university operations which can be broadly divided into two: Public Universities and Private Universities. Generally Public Universities are funded by the state while the private sector is funded by a foundation formed by the community. Financing to Private Universities is charged to student tuition contributions and other sources. ● Standard of assessment: are standards that govern the 			
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assessment process and guidance in providing student assessments related to student achievement. Assessment standards are made to obtain objective assessments and standards of student achievement results in accordance with applicable regulations regulated by the government			
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Xiaomin & Auld (2020) argues "the adoption of the 2030 Approach and the Sustainable Development Goals (SDGs) by the international community is an important driver for work on sustainable development; so SDGs potentially yield valuable insights for governments in middle- and low-income countries". Should be noticed that most researchers in the field, view globalisation in education as an umbrella term, a catchword, a buzzword, or a meta-field that is rather hard to define or conceptualise. Over the last three decades, globalization processes have modified the demand for new professional competencies. Indeed, education systems play a role in forecasting the development of competencies due to their responsibility in preparing students for the labour market. Considering globalization processes, the subject of competency seems to have undergone a transformation" (Hajisoteriou & Neophytou, 2020; Ortiz-Marcos et al., 2020).



Figure
The Three Macro Clusters (Dimensions)

Based (Nazeha et al., 2020) "the most prevalent domain relates to competencies aimed at providing knowledge on informatics concepts and processes. The other common domains included the ability of health care workers to manage data from health information systems and records and to be well-versed in digital communications. Therefore, from this synthesis of digital health competency frameworks, scholars proposed recommendations for the development of future frameworks. First, an iterative methodology that includes literature

review and consultations with local also the international experts is ideal for a comprehensive framework". While, research report of (Huang et al., 2020) scholars recommended to address five objectives of Open Educational Resources [OER]. To obtain the details of fives objectives, I showed on the table below.

Table

The Detail of Five Objectives of Open Educational Resources

1. Building capacity of stakeholders to create, access, re-use, adapt and redistribute OER
Member States are recommended to strategically plan and support OER capacity building, awareness raising, use, creation and sharing at the institutional and national levels, targeting all education sectors and levels. Member States are encouraged to consider the following:
a) Building awareness among relevant stakeholder communities on how OER can increase access to educational and research resources, improve learning outcomes, maximize the impact of public funding, and empower educators and learners to become co-creators of knowledge.
b) Providing systematic and continuous capacity building (in-service and pre-service) on how to create, access, make available, re-use, adapt, and redistribute OER as an integral part of training programs at all levels of education, including assistance in initial training programs for educators. This should include improving the capacity of public authorities, policy makers, as well as quality development and assurance professionals to understand OER and support their integration into learning, teaching, research and everyday life.
c) Raising awareness concerning exceptions and limitations for the use of copyrighted works for educational and research purposes. This should be enacted to facilitate the integration of a wide range of works in OER, recognizing that the fulfilment of educational goals as well as the development of OER requires engagement with existing copyright protected works.
d) Leveraging open licensed tools, platforms with interoperation of metadata, and standards (including national and international) to help ensure OER can be easily found, accessed, reused, adapted and redistributed in a safe, secure and privacy-protected mode. This could include free and open source authoring tools, libraries and other repositories and search engines, systems for long-term preservation and frontier technologies for automatic OER processing and translation of languages (where appropriate or needed), such as artificial intelligence methods and tools.
e) Making available easily accessible resources that provide information and assistance to all OER stakeholders on OER-related topics, including copyright and open licensing of educational material.
f) Promoting digital literacy skills in order to master technical use of software, codes and open licenses with a view to encouraging the development and use of OER.

2. Developing supportive policy

Member States, according to their specific conditions, governing structures and constitutional provisions, should develop or encourage policy environments, including those at the institutional and national levels that are supportive of effective OER practices. Through a transparent participatory process that includes dialogue with stakeholders, Member States are encouraged to consider the following:

- a) Encouraging and supporting institutions to develop or update legal or policy frameworks to stimulate the creation, access, re-use, re-purpose, adaptation and redistribution of quality OER by educators and learners in a manner consistent with national copyright legislation and international obligations; and to develop and integrate a quality assurance mechanism for OER into the existing quality assurance strategies for teaching and learning materials.
- b) Developing mechanisms to support and incentivize all stakeholders to publish source files and accessible OER using standard open file formats in public repositories.
- c) Addressing the inclusion of OER in transforming education, adjusting, enriching or reforming curricula and all forms of learning so as to exploit OER potentials and opportunities, and encouraging the integration of different teaching methods and forms of assessment to motivate the active use, creation and sharing of OER; and assessing the impact of OER on inclusive and equitable quality education.
- d) Encouraging and supporting research on OER, through relevant research programmes on OER development, sharing and evaluating, including the support of digital technologies (such as artificial intelligence).

3. Encouraging effective, inclusive and equitable access to quality OER

Member States are encouraged to support the creation, access, re-use, re-purpose, adaptation and redistribution of inclusive and equitable quality OER for all stakeholders. These would include those learners in formal and non-formal education contexts irrespective of, inter alia, age, gender, physical ability, and socio-economic status, as well as those in vulnerable situations, indigenous peoples, those in remote rural areas (including nomadic populations), people residing in areas affected by conflicts and natural disasters, ethnic minorities, migrants, refugees, and displaced persons. In all instances, gender equality should be ensured and particular attention paid to equity and inclusion for learners who are especially disadvantaged due to multiple and intersecting forms of discrimination. Member States are recommended to consider the following:

- a) Ensuring access to OER that most suitably meets both the needs and material circumstances of target learners and the educational objectives of the courses or subjects for which they are being provided. This would include offline (including printed) modalities for accessing resources where appropriate.
- b) Ensuring public investments and incentivizing private investments in ICT infrastructure and broadband, as well as other mechanisms, to provide increased access to OER, particularly for low-income, rural and urban communities.
- c) Developing and adapting existing evidence-based standards, benchmarks and related criteria for the quality assurance of OER, as appropriate, which emphasize reviewing educational resources (both openly licensed and not openly licensed) under regular quality assurance mechanisms.

4. Nurturing the creation of sustainability models for OER

Member States, according to their specific conditions, governing structures and constitutional provisions, are recommended to support and encourage the development of comprehensive,

inclusive and integrated OER sustainability models. Member States are encouraged to consider the following:

- a) Promoting and raising awareness of other value-added models using OER across institutions and countries where the focus is on participation, co-creation, generating value collectively, community partnerships, spurring innovation, and bringing people together for a common cause. (d) Enacting regulatory frameworks that support the development of OER products and related services that align with national and international standards as well as the interest and values of the OER stakeholders.
- b) Providing mechanisms for the implementation and application of OER, as well as encouraging the feedback from stakeholders and constant improvement of OER.
- c) Optimizing existing education and research budgets and funds efficiently to source develop and continuously improve OER models through inter-institutional, national, regional and international collaborations.

5. Promoting and reinforcing international cooperation

To promote the development and use of OER, Member States should promote and reinforce international cooperation among all relevant stakeholders, whether on a bilateral or multilateral basis. Member States are encouraged to consider the following:

- a) Promoting and stimulating cross-border collaboration and alliances on OER projects and programs, leveraging existing transnational, regional and global collaboration mechanisms and organizations. This should include joining efforts on collaborative development and use of OER as well as capacity building, repositories, communities of practice, joint research on OER and solidarity between all countries regardless of their state of OER development.
- b) Supporting the creation and maintenance of effective peer networks that share OER, based on areas such as subject matter, language, institutions, regions and level of education at local, regional and global levels.
- c) Exploring the development of an international framework for copyright exceptions and limitations for education and research purposes to facilitate cross-border exchange and cooperation on OER.
- d) Supporting the contribution of intercultural communication skills, the management of multicultural groups, and the design of communities of practice and community adjustment strategies in the local implementation of OER to promote universal values.

In the "cooperative learning intervention on physical education students' task and self-approach goals, and emotional intelligence; the same physical education teacher, an expert in cooperative learning, conducted all sessions. Results showed that the cooperative learning framework helped increase students' self-approach goals and their emotional control and regulation, and empathy" (Rivera-Pérez et al., 2021; Manca et al., 2021; Arifin et al., 2020; Haber-Curran & GuramatunhuCooper, 2019).

"The urgency and interest to produce graduates who are ready for the global marketplace have never been more prevalent amongst educators. Global identity is an important prerequisite for the development of global citizenship. The rising wave of globalization has profoundly influenced the notion of citizenship and citizenship education rationales. In short, outlines strategies for developing intercultural communication competence [ICC] based on prior research; digital divide and social inequities that have been highlighted by the current crisis. And so, Critical digital civic literacy, as is the case of democratic citizenship more generally, requires moving from learning about citizenship to participating and engaging in democratic communities" (Arasaratnam-Smith, 2020; Amsler et al., 2020; Rapoport, 2020;

Buchholz et al., 2020). Islam & Stamp (2020) says "inclusive excellence and global learning: commonly accepted is the idea of more diverse learning environments fostering a higher quality of learning at large. Being exposed to and placing importance upon diverse cultural viewpoints meets the theoretical requirements of Global, International, and Intercultural [GII] competencies. A dialogue with "outsiders" will help both the students and faculty to decipher the complex problems through intercultural communication; and programs with interdisciplinary focus should focus on building useful pedagogy and course structure".

RESULTS

This section, I interpreted the key phrases that frequently appeared in the literatures data of analysis; were significantly provided the future ideas in educational visionary development. The data displayed provided into six bars of chart, and can be seen on below.

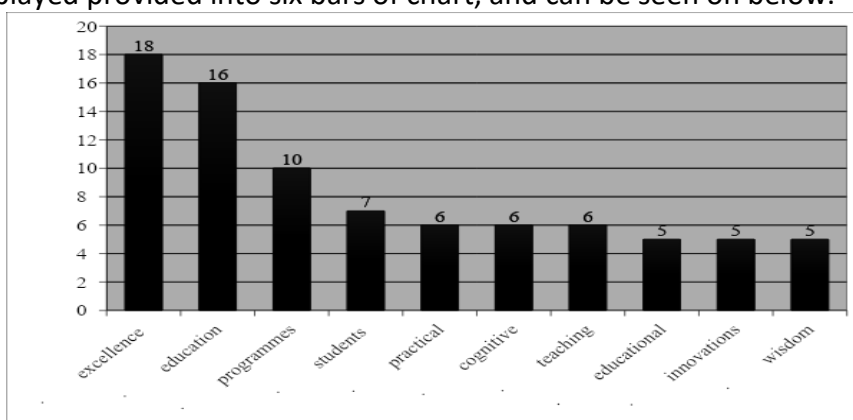


Figure 1

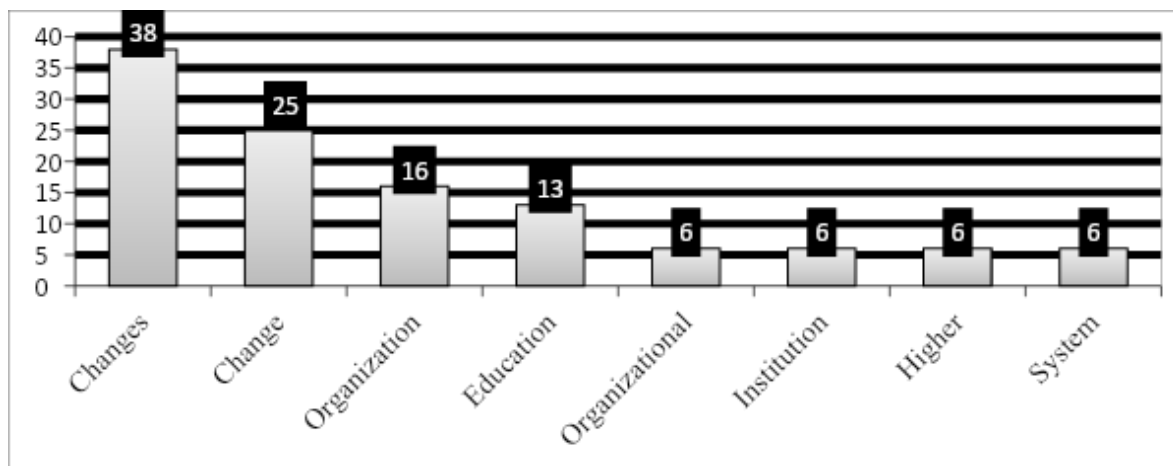


Figure 2

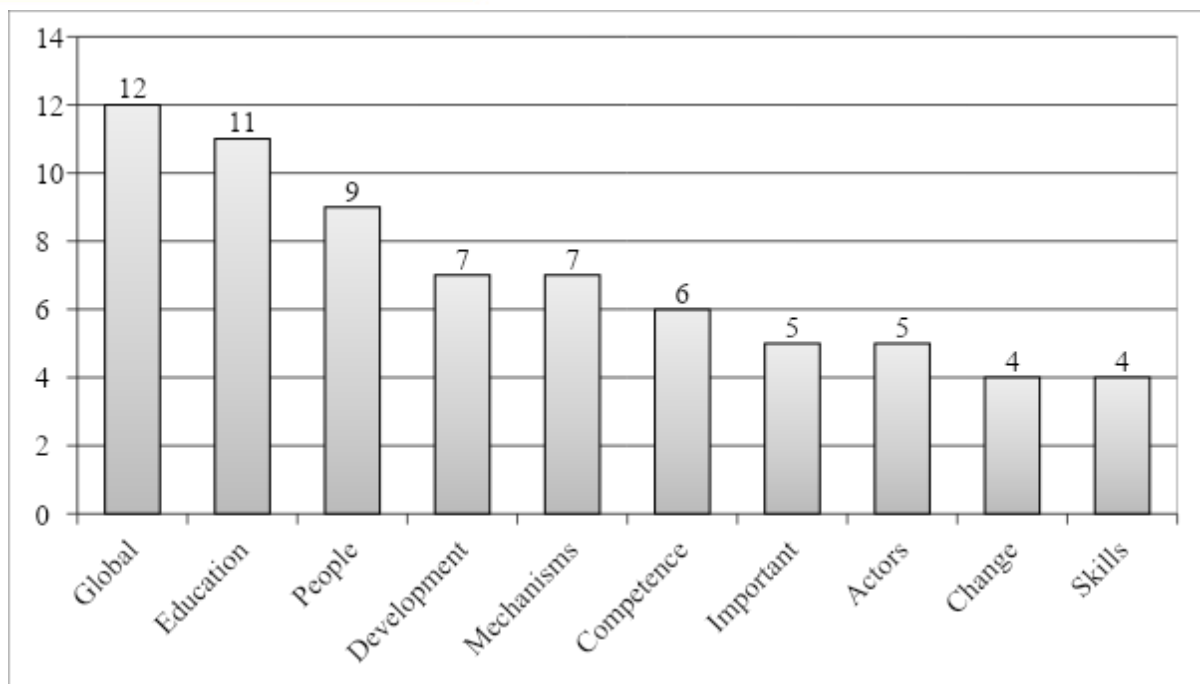


Figure 3

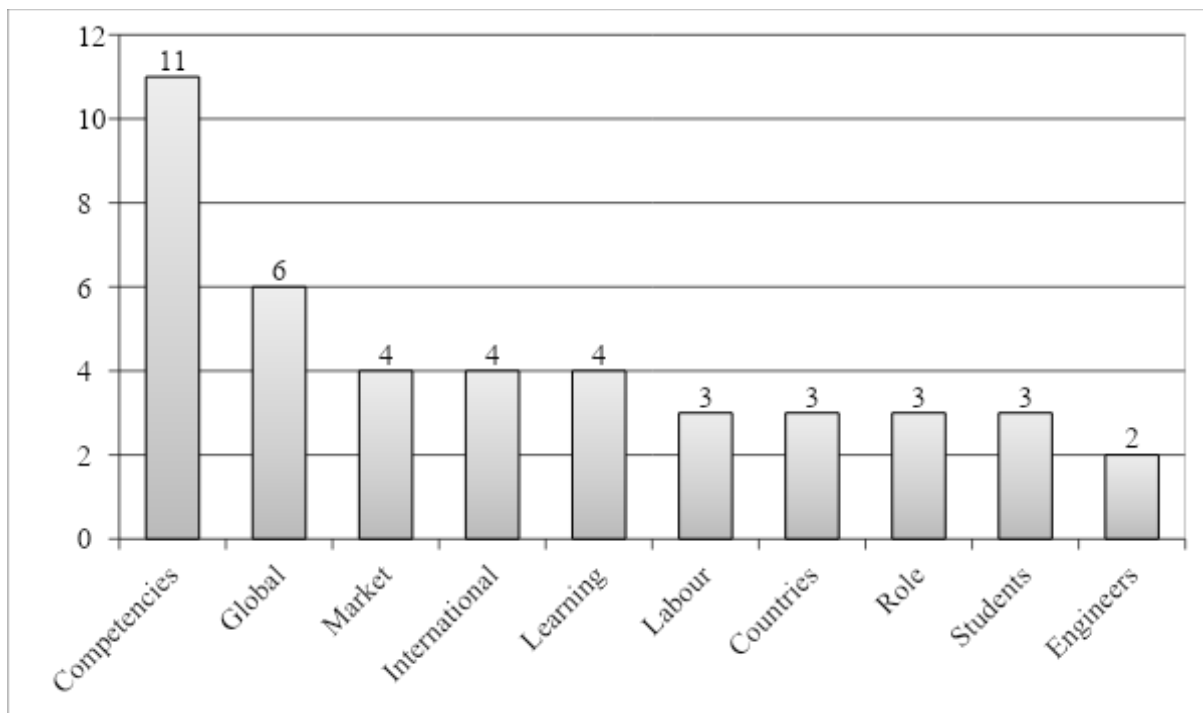


Figure 4

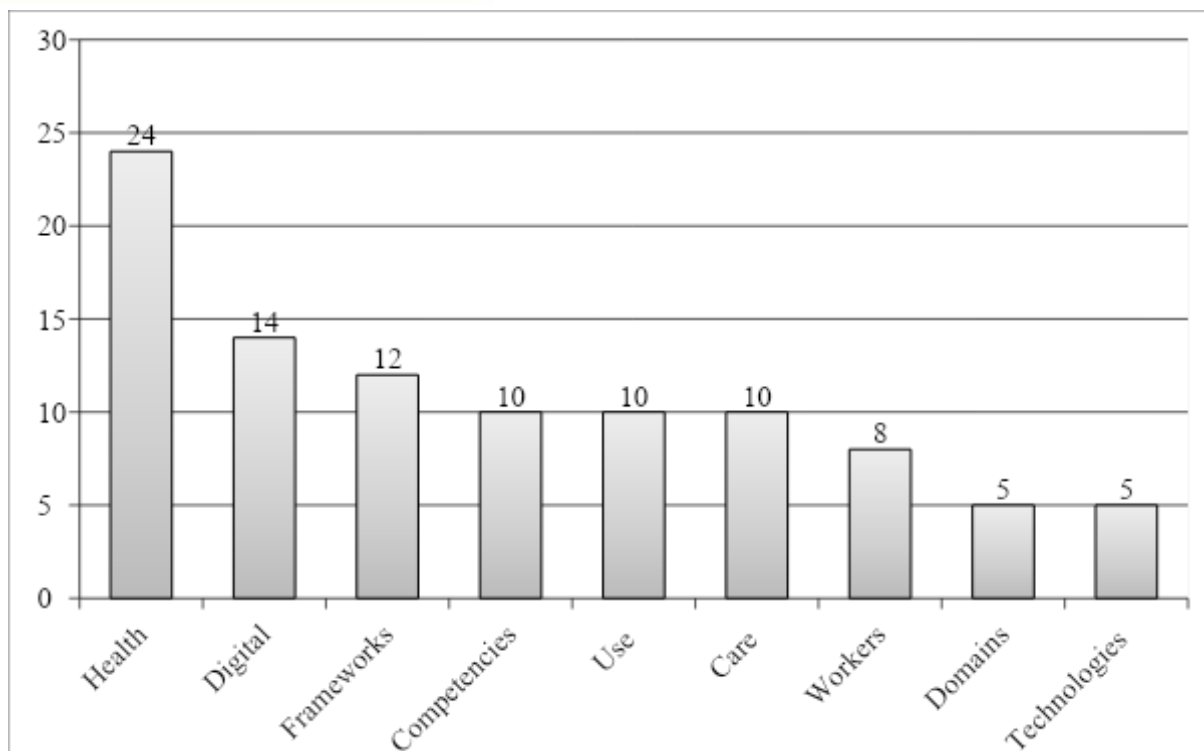


Figure 5

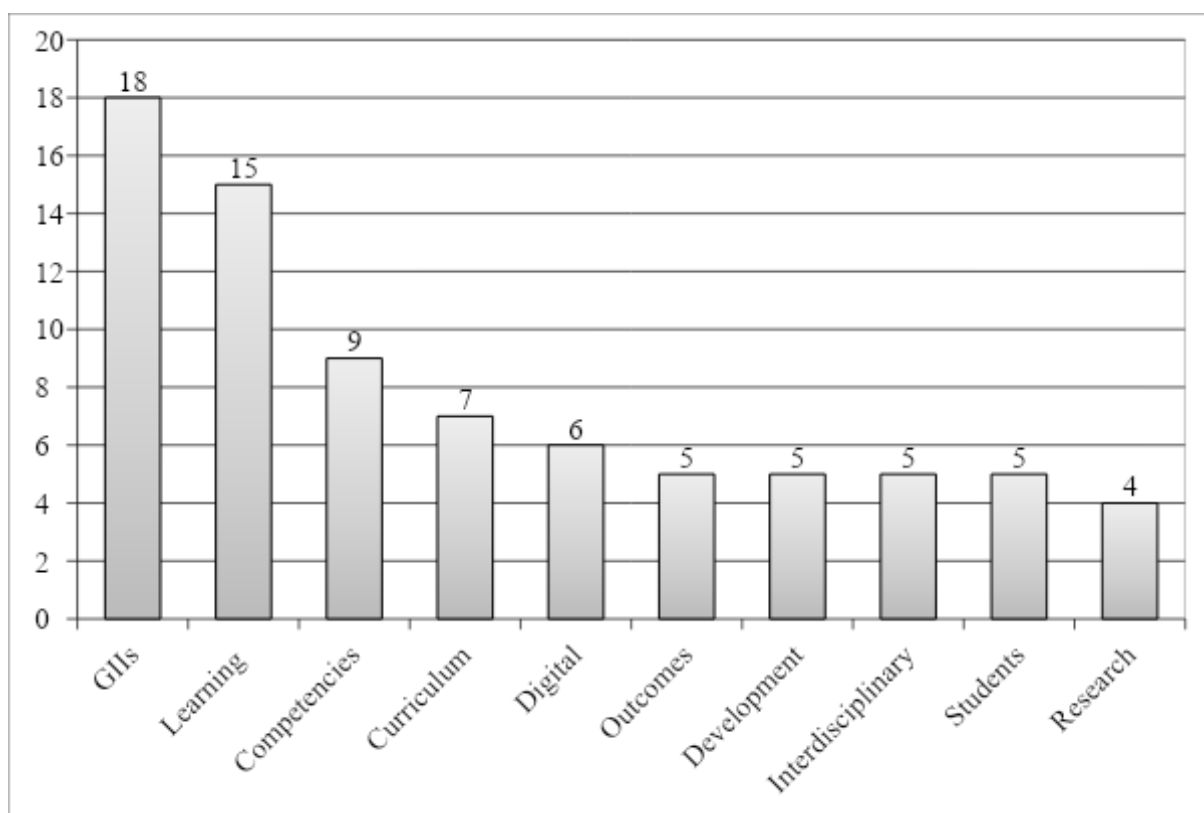


Figure 6

DISCUSSION AND CONCLUSION

After analysed and interpreted the result of my research article, first of all, my article will bias theoretically, because only conducted an interpretation approach. One more thing is science and technologies always change rapidly; these factors bring widespread changes of human civilization, so, automatically impact to the educational process; like or dislikes, ready or not, education must be conducted an adapt action. Because what I found in this literature study was most of the findings were trying to analyse and synthesis the measurable framework for visionary education that can be used globally. Besides that through visionary education, pandemic education will be able to continue, based on the goal of education and accordance to global education society's norms, in addition 'no learners are left behind'. And so, future research can promote in-depth research of how is the measurable framework of visionary education that equal to global demand?

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