

# Educational Media Communication Post Covid-19 Pandemic: Study of Media Convergence in Multicultural

Suko Widodo<sup>1</sup>, Baswara Kristama<sup>2</sup>

<sup>\*1</sup> Department of Communication Faculty of Social and Political Sciences, Universitas Airlangga

<sup>2</sup> Communication Studies, Sekolah Tinggi Ilmu Komunikasi – Almamater Wartawan Surabaya

Email: [suko.widodo@fisip.unair.ac.id](mailto:suko.widodo@fisip.unair.ac.id), [baswara.kristama@stikosa-aws.ac.id](mailto:baswara.kristama@stikosa-aws.ac.id)

\* corresponding author

## ABSTRACT

### Article history

Received 7 June 2024  
Revised 7 July 2024  
Accepted 31 July 2024

### Keywords:

Learning method,  
New normal,  
Media convergence,  
Digital media

The goal of this research-based, scientific study is to shed light on how Surabaya's campuses and schools are prepared to handle the demands of modern, convergent digital media and learning methodologies. This study focuses on the in-person teaching and learning process that is scheduled to resume in July 2021 and reshaping society three years after the pandemic. Even while face-to-face instruction will introduce new habits for the new era—the new norm era—schools and campuses must nonetheless adhere to government-established health procedures. The education industry has updated its teaching strategies for this new normal period. Schools and colleges use information and communication technology-based teaching and learning strategies both online and offline to keep up the teaching and learning process. The issue is that, from facilities to human resources (HR), Indonesian campuses and schools are currently not dispersed equally, especially in major cities like Surabaya. This presents a significant obstacle to Indonesia's educational system. In order to characterize the discourse and social changes that take place during the preparation process of learning techniques employing convergent digital media in the city of Surabaya, this study employs a discourse analysis method with a descriptive qualitative approach. The study's findings and recommendations indicate that, in the new normal period, digital communication media is presently a useful and efficient tool for learning. The new normal era's social shifts in the education sector today base its teaching strategies on the convergence of media and digital technologies.

Keywords: Learning method, new normal, media convergence, digital media

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



## 1. Introduction

Following the COVID-19 outbreak, Surabaya, Indonesia's educational sector experienced a significant upheaval. Over the course of three years, this study examines how Surabaya's education system changed and evolved in response to global issues such as social alienation, lockdowns, and remote learning. Changing the Society Surabaya's Three Years After the Pandemic examines the critical impact that media communication had in this shift. It looks at how different media, such as online resources, digital platforms, and conventional communication channels, helped to keep education going throughout the epidemic and how they still have an impact on

teaching methods today. Surabaya confirmed in treatment as many as 418 people and confirmed recovered by 23.45 people. Covid-19 is an infectious disease caused by the coronavirus. These diseases and viruses were first discovered during an outbreak in Wuhan, China in December 2019 (source: Surabaya Responding to COVID-19 - <https://lawancovid-19.surabaya.go.id/>, last access 26 June 2021). New cases of COVID-19 in Indonesia increased to 20,574, with an average of 14,817 for 7 days. This data is taken from JHU CSSE COVID-19, with a total of 2.05 million, 1.83 million recovered and 55,949 people died (source: <https://covid19.go.id/berita/data-vaccination-covid-19-update-24-June-2021>). This virus began to have a great impact in Indonesia in March 2020, so various regions in Indonesia carried out social restrictions with each area scale adapted to the impact of this pandemic on each region. Regions and big cities carry out large-scale social restrictions (PSBB) with different durations of time, this is determined by the autonomy of each region.

The Covid-19 pandemic that has hit almost all countries in the world, including Indonesia, has had a tremendous impact on the entire community. The Indonesian government has also taken a policy aimed at breaking the chain of transmission of the Covid-19 pandemic through the education sector. One of them is the implementation of social distancing policies, where residents must carry out all activities at home, such as work, study, including worship.

(Castells, 2010a). This change is characterized by changes in cultural symbols, rules of behavior, social organization, or value systems. The Covid-19 Pandemic has changed new learning methods in this new normal era, so the impact of media on communication media learning is assumed to be that media has a direct and undeniable influence on individuals and society, namely educators (teachers and lecturers), students and students, and finally the students' parents.

Teachers or lecturers are no longer the highest social structure in the educational social order. Students and students are the focus of orientation in modern learning today, which ultimately leads to government policies regarding independent learning for students. This is a phenomenon of changes in social structure in the academic world. Social change depends first of all on the social entity under consideration. In essence, evolution remains a basic principle in understanding social change. This also happens in the world of education, whether there is a corona virus pandemic or not, the learning system in the world of education will be transformed through technological developments and media convergence. The Google Classroom application, e-Learning Moodle, Online Meetings (Zoom and GMeet), as well as various other learning applications already existed and appeared before the corona virus pandemic. This shows changes in learning methods which are transforming from conventional to more modern and based on the convergence of digital media.

In this new normal era, the education sector makes new adaptations to its learning methods. Learning methods in the network (online) based on information and communication technology are carried out by schools and universities so that the teaching and learning process continues. This is a big challenge to the government of the Republic of Indonesia. This is one of the social changes that occur with technological advances and media convergence. In the information age, the internet of things (IoT) continues to encourage the development of media convergence. This is a good method to break through the boundaries of any medium. Internet of Things (IoT) is a framework that supports direct machine-to-machine communication and brings many benefits to enable machines to operate autonomously from the Internet. (Whitmore, Agarwal, & Da Xu, 2015).

In a field study conducted among media convergences, Jenkins (2004) stated that media convergence is not only a simple change in technological developments but also changes the relationship between industry, market, technology, and audiences. Using social media brings more convenience to people's lives, as media convergence enhances the function of social media. This article mainly describes how the convergence of social media brings more convenience to people's lives (Jenkins, 2004).

Through a comprehensive analysis of media's impact on education in Surabaya, this study aims to provide insights into the lessons learned, the successes achieved, and the ongoing challenges. It also sheds light on the potential long-term changes in educational approaches and policies that have emerged as a response to the pandemic. This research-based article raises the issue of a new learning method based on converged digital media in the world of education in Indonesia with a case study

of the research subjects being the people of the city of Surabaya who are directly involved in the learning process, namely teachers and lecturers, students and students, and finally people parents of students who also directly and indirectly experienced changes in learning methods in this new norm period.

## **Method**

In this study, researchers used an exploratory qualitative research approach to examine a social phenomenon and community situation during the COVID-19 pandemic, especially the phenomenon of problems in the field of education. The problem raised is how the media and technology-based learning process as a digital learning method as a new method in the new normal era. Exploratory qualitative research will be carried out in research that intends to observe, understand and explore the phenomenon of what is experienced by the research subjects, namely the teaching and learning process in the world of education, both schools and universities in the city of Surabaya (Denzin & Lincoln, 2011).

In terms of the characteristics of the problem, this research is a case study research. Case means event or event. A case study is a study of an event or event that contains problems or cases, in this case, educational problems, especially learning methods during the COVID-19 pandemic (Yin, 2011). These problems and phenomena need to be explored exploratory and analyzed in-depth to be able to describe and explain in detail, including through research.

This research was conducted for 2 months from May to June 2021 using data collection techniques, namely observation, and in-depth interviews to obtain data to be analyzed. Data is a collection of evidence or facts that are collected and presented for a specific purpose. Data can also be interpreted as all information obtained from people who are used as informants as well as data derived from official documents and books related to the object of research, namely new media and technology-based learning methods in the city of Surabaya in the new normal era.

Data sources are subjects where data can be obtained which will later be analyzed. In this case, data collection can be done using primary and secondary data sources. Primary Data Sources. A primary data source is the first source obtained where data is generated. In this study, primary data were obtained directly from the source either through in-depth interviews with informants, namely teachers, lecturers and students, and students in the city of Surabaya. Randomly and incidentally, researchers conducted interviews with teachers from early childhood education (PAUD), elementary schools to lecturers at universities. The distribution of the area or location of primary data search is carried out in the Surabaya city area starting from the east, west, north, south, and center. In total there are 5 teachers, 4 lecturers, 5 school students up to 5 students. In addition, primary data was taken during observations at the research site, as well as reports in the form of documents, regulations, and policies of schools and education in the city of Surabaya. Secondary Data Sources. Sources that do not directly provide data on data collection. Secondary data that researchers use as a complement and support for primary data is taken from textbooks and other literature related to the object of research that is still relevant to be used as reference material for analysis in the preparation of this study.

## **Results and Discussion**

### **Development of Information and Communication Technology**

The Covid-19 pandemic has provided an overview of the continuity of the world of education in the future through the help of technology. However, technology still cannot replace the role of teachers, lecturers, and learning interactions between students and teachers because education is not only about acquiring knowledge but also about values, cooperation, and competence. This pandemic situation is a challenge for each individual's creativity in using technology to develop the world of education.

"Currently the pandemic is a challenge in developing creativity in the use of technology, not only transmitting knowledge but also how to ensure that learning is conveyed properly," said Suprihatin, S.Pd. M.Med.Kom. in interviews with researchers. This lecturer at one of the private universities in East Surabaya explained that the COVID-19 pandemic had a negative as well as the positive impact on the learning process. Teachers and lecturers as teaching staff and educators must be ready to face and carry out face-to-face learning methods for more than 1 year.

The teaching and learning process using information technology provides its own difficulties that make some teachers and lecturers have to adapt immediately to information and communication technology. Mrs. Srinani, an early childhood teacher in the northern Surabaya area, also revealed that teachers with a low level of technical ability will definitely experience difficulties and can even be stressed in dealing with students with large classes. Higher difficulties will be faced by teachers in the learning process with students with lower to middle economics. In a big city like Surabaya, there are still quite a lot of students and parents of students who are in the middle to lower economic level. With communication technology literacy skills that are not too good.

With the School from Home (SfH) learning method implemented by the education office of the city of Surabaya, the burden is quite high on teachers, students, and including parents. "Parents must be actively involved in the teaching and learning process using this school-from-home method. Not even a few parents have to help provide learning to do school assignments given online," explained Mrs. Riesta, one of the parents of students in the Surabaya area.

Society globally has been connected by digital media and networks in an unprecedented way, enabling the fast and efficient flow of information across these networks. Digital activities that occur in the information society today are also included in the line of education. Not only teaching materials have turned digital, but also learning methods to communication patterns in the education and academic system is also transformed using digital media. (Lupton, 2013)(Castells, 2010b). The development of information technology and communication systems today makes various educational institutions or agencies compete to be at the forefront of the use of information technology

Information and Communication Technology (ICT). This is not only to get a modern impression but ICT is now the key to the institution's work system to improve its performance in the field of education. Shifting the learning system from physical to non-physical, used to use a lot of paper, now it has changed and shifted to using electronic documents, namely Portable Document Format (PDF). The face-to-face learning method with the New Normal era is held in digital form with a distance dimension using teleconference technology (online learning), media convergence occurs in the education curriculum. There are many advantages of media convergence in education. Apart from being an effort to support environmental conservation by minimizing the use of paper, this system is expected to help education management to work more effectively and efficiently (Kristiyono, 2017).

"Digital convergence" refers to a profound change in media structure due to the emergence of digital technology as the dominant method for representing, storing, and communicating information. In the past, information and communication technology was segmented (divided into segments/clusters) within separate economies and technology systems with minimal capabilities for interoperability. The following is the development of convergence:

Technology Convergence: Convergence in technology as a form of computer-business application development. Information technology into one application service, for example, is the Hybrid Web Application (Google Maps). Media Convergence: The development of old media that transforms into new (digital) media, and these various digital media into one unified Internet-based platform. Example: Online Newspaper and Streaming Radio. Media producers or old media companies gather into several large companies, then develop media companies in digital platforms on the internet network. Consumption Convergence: People who access and consume information (media consumers) on digital information media use several media

simultaneously. This transformation of information consumption has finally increased the need for digital information access tools such as computers, the internet, music, films, newspapers, cameras, and others.

**Convergence of Roles:** The development of communication technology has resulted in the blurring of roles between users, developers, distributors, producers, and consumers. User-generated content is driven by a societal change in accessing digital information. This can be called "prosumers" (producer-consumer), the convergence of roles performed by the community, namely as creators (producers) of messages or content and as users (consumers) or access to information at the same time. Digital Convergence is defined as 'the shift of almost all media and information into electronic formats, storage and transfer' (Herman & McChesney, 1997). In other words, digital convergence is the development of technology that transforms communication into a digital format. Examples of information that can be converged are voice, text, video, images, and sound. This teaching and learning process based on technology and communication media is a challenge and also an opportunity for all about how the use of technology can help bring students and students to be competent for the 21st century. The most important skill in the 21st century is self-directed learning or independent learning as an outcome of education.

### **Media Convergence in New Norm Method Learning**

The pandemic period that made people enter the new normal era can train and in still the habit of becoming independent learners through various online classes or webinars that are attended by students and students. Especially students can also work together with each other to solve problems in learning and face real problems that exist. He also added that this situation is not only a challenge for students, but also for lecturers in delivering education where lecturers need to ensure that students understand the learning material, as explained by Nathan, a Communication Science student at a private university in southern Surabaya.

The development of an online learning system based on converged media has made various educational institutions compete to be at the forefront of the use of Information and Communication Technology (ICT). Media convergence in technology-based learning is now the key to institutional work systems to improve the quality and performance of education. The existence of diffusion of technology in learning innovation is the key to the success of the education (Rogers, 2010). In addition to technology and media being converged in education in this New Normal era, changes in ethics and educational rules have also begun to shift and converge. Many things that become the basic rules for learning evaluation standards must also be regulated in ethical standards and standard rules that refer to media convergence.

Impact on the study of communication science, due to the fast-paced convergence of media, students who wish to study communication may wish to consider using online media. Currently, there is a significant change or transformation of the curriculum, especially in studying Communication Studies. Learning about print media has been abandoned, including the face-to-face learning process which has been replaced by virtual. See many universities offering online media studies or something similar, even the Ministry of Education and Culture – DIKTI Indonesia provides a policy on Merdeka Learning Campus Merdeka (MBKM) in 2020.

Many of the top communication schools in Indonesia provide options for online media, but some schools have not made changes. It is unknown whether newspapers will remain in print in the years to come, or whether broadcasters will accept the switch from television to the Internet, but regardless of what the future holds, it is important to prepare for the switch before it is too late. In research conducted by LinkedIn, the Internet was the second-largest growing industry, with online publishing third. The digital age doesn't have to mean job loss but rather job transfer from one media channel to another.

In general, the convergence of social media is providing a trend of benefits to influence social society in everyday life. Technological developments are driving the advancement of the Internet of Things, which is an important basis for achieving social media convergence. Although mainstream commercial media have a conditional influence on audiences, social media continues to evolve to influence audience acquisition methods of information. One of the

characteristics of social media is a comprehensive and multifunctional product. It requires different people's demands. For young people, they use social media to communicate with others, listen to music and watch movies, get various information, and make friends.

For parents, using social media convergence saves a lot of time and energy when they fulfill their daily needs such as transportation or paying electricity bills. Parents can also evaluate and directly monitor the learning process that their child is doing with the teacher. For teenagers, in this case students, even though teenagers are less disciplined in using social media, they still get more knowledge or learning information, especially those who cannot access textbooks physically/printed. For institutions or organizations that are one of the beneficiaries of social media convergence. They can use social media platforms to focus on publicity or promotion. This is a good way to increase revenue and reputation. Therefore, the convergence of social media brings more convenience to people's lives.

The advent of digital communications in the late 20th century allowed educational institutions (or individuals such as teachers and lecturers) to deliver text, audio, and video material over the same wired, wireless, or fiber-optic connection. At the same time, it inspires the world of education in its learning methods to explore the delivery of multimedia information. This digital convergence of media is called Mediamorphosis (Fidler, 1997). This media transformation or change also has various kinds of impacts on people's lives, especially in the fields of economy, technology, regulations or the rule of law to codes of ethics, and mass media practices. This media convergence also has a considerable impact on academic spaces, giving rise to research on digital media and changes to the education curriculum. The following is the correlation process of the impact of the development of communication technology and media convergence

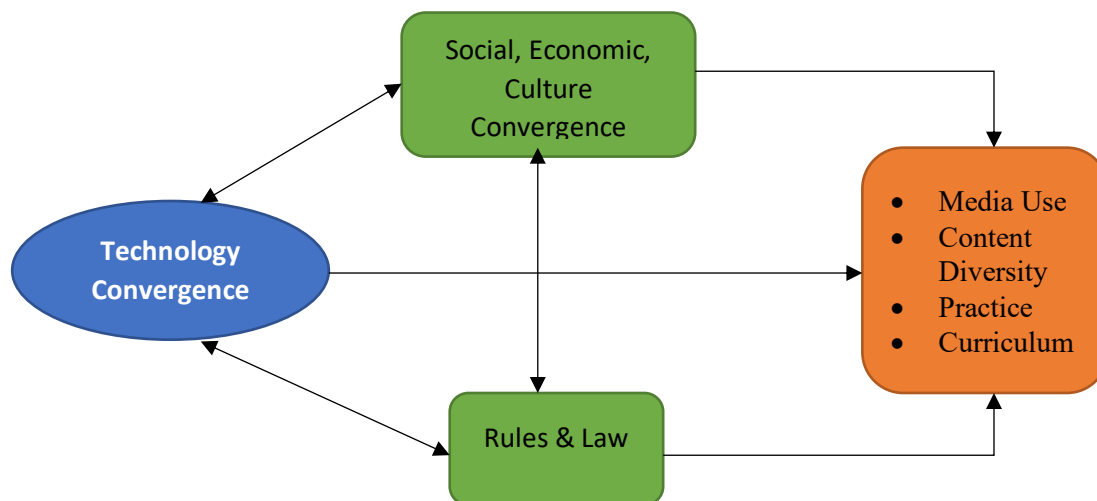


Fig. 1. Visual Graphic Convergence Effects  
(source: author)

Convergence occurs because of changes in people's habits, not only about changes and technological developments. This also happens in the world of education today, learning methods in this new normal are inevitable. This process has occurred naturally, a pandemic condition has resulted in the acceleration of the process of community change in the world of education and this is taking place very massively (Siregar, Sahirah, & Harahap, 2020).

## Conclusion

The conclusion that can be drawn from this is that digital communication media is currently one of the most effective methods of learning in the new normal. Social changes in the education sector in the current new normal place digital technology and media

convergence as the basis for learning methods. The basic need that must be met immediately is the improvement of human resources (HR). The academic community who are active in the learning process in this new normal period must have competency standards both hard skills and soft skills that can use digital media convergence well. Digital media convergence with the support of information and communication technology (ICT) requires multi-skill and multi-platform so that the teaching and learning process runs optimally so that the educational outcomes become great and tough graduates. Not being a graduate who is labelled with a sarcastic tone, that is, a corona graduate. The Indonesian people must be able to overcome and get through this pandemic problem well, because we are Great Indonesia.

The causes of social change are diverse, and the process of change can be identified as short-term trends or long-term developments. Changes can be cyclical or one-way. Mechanisms of social change can be varied and interrelated. Several mechanisms can be combined in one model for explaining social change. For example, innovation in education may be driven by competition and government regulation. To the extent that the process of change is orderly and interconnected, social change itself is structured. Change at different levels. Social dynamics in everyday life and short-term transformations and long-term developments in society at large,

Social change theory is based on the simple but strong assumption that people change from experience and observation. This assumption has been held for generations as conventional wisdom, and has been applied in various fields such as education and training. Applied to the mass media as well, this assumption becomes more problematic and more difficult to prove, because media experts cannot reach firm agreement about what behaviours people learn from the media, to what extent, and under what conditions. There are rare instances where viewers (television viewers), especially younger ones, imitate scenes from television programs or movies in great detail. The crime of copycats is a worrying example of impersonation. However, most people will imitate the images and behaviours they see on television screens in discriminatory, selective, and often indirect ways.

Social change in a broad sense is any change in social relations. Seen in this way, social change is an ever-present phenomenon in any society. A distinction is sometimes made between processes of change in social structure, which serve in part to maintain the structure, and processes that modify the structure (change of society). The specific meaning of social change, especially in the field of education, depends first on the social entity considered. Observations of social change depend on the period studied; most short-term changes are negligible if examined in the long-term. Small-scale and short-term changes are characteristic of human societies, as customs and norms change, new techniques and technologies are created, environmental changes encourage new adaptations, and conflict results in redistribution of power.

### **Acknowledgment**

This exploratory qualitative research was conducted during the COVID-19 pandemic in the city of Surabaya. The observation process was carried out using standard health protocols recommended by the government. Interviews were conducted in 2 methods, namely offline or physical meetings at the research location, and interviews were conducted online via email, Whatsapp chat to zoom meeting. The first author is the lead researcher in charge of conducting in-depth observations and interviews with informants. The second author is in charge of coding the data and analyzing the primary and secondary data that has been collected. The third author is in charge of review and proofreading as well as originality and similarity check.

### References

- Arifin, S., & Muslim, M. O. H. (2020). Tantangan Implementasi Kebijakan “Merdeka Belajar, Kampus Merdeka” pada Perguruan Tinggi Islam Swasta di Indonesia. *Jurnal Pendidikan Islam Al-Ilmi*, 3(1).
- Castells, M. (2010a). *The power of identity. The Information Age Economy Society and Culture*. <https://doi.org/10.1002/9781444318234>
- Castells, M. (2010b). *The Rise of the Network Society, Vol. I. Oxford*.
- Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE handbook of qualitative research*. Sage.
- Fidler, R. (1997). *Mediamorphosis: Understanding new media*. Pine Forge Press.
- Fuchs, C. (2017). *Social media: A critical introduction*. Sage.
- Herman, E. S., & McChesney, R. W. (1997). *The global media: The new missionaries of corporate capitalism*. Bloomsbury Academic Press.
- Jenkins, H. (2004). The cultural logic of media convergence. *International Journal of Cultural Studies*, 7(1), 33–43.
- Kristiyono, J. (2017). Budaya Internet: Perkembangan Teknologi Informasi Dan Komunikasi Dalam Mendukung Penggunaan Media di Masyarakat. *Scriptura*. <https://doi.org/10.9744/scriptura.5.1.23-30>
- Lupton, D. (2013). Introducing digital sociology. *Sydney: University of Sydney*.
- Rogers, E. M. (2010). *Diffusion of innovations*. Simon and Schuster.
- Shirky, C. (2011). The political power of social media: Technology, the public sphere, and political change. *Foreign Affairs*, 28–41.
- Siapera, E. (2017). *Understanding new media*. Sage.
- Siregar, N., Sahirah, R., & Harahap, A. A. (2020). Konsep Kampus Merdeka Belajar di Era Revolusi Industri 4.0. *Fitrah: Journal of Islamic Education*, 1(1), 141–157.
- Tohir, M. (2020). Merdeka Belajar: Kampus Merdeka.
- Whitmore, A., Agarwal, A., & Da Xu, L. (2015). The Internet of Things—A survey of topics and trends. *Information Systems Frontiers*, 17(2), 261–274.
- Yin, R. K. (2011). *Applications of case study research*. sage.