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Extending Indonesia Government Policy for E-Learning and Social Media Usage

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Abstract

The impact of the coronavirus (covid-19) is extensive and has become a global health problem. Student interactions with teachers are carried out face-to-face in the classroom, especially in schools. However, now teachers are required to be able to teach from home through online learning, although with limited distance learning tools and facilities, this is supported by the Indonesian government policy, namely learning directly from home or learning from home. The study aims to prove the effectiveness of the Indonesian government policy of teaching from home to teacher competence in the use of e-learning and social media. The research method utilizes a quantitative approach with SEM statistical analysis with smart pls. There were 198 participants from elementary school teachers in East Kalimantan province, Indonesia. The results of this study are that government policy has a significant influence on the competence in mastering e-learning of teachers, and this policy also has a positive effect on the competence of teachers' use of social media.

Keywords: Indonesia Government Policy, distance learning, e-learning, adopted social media

1. Introduction

The World Health Organization (WHO) has declared the Corona Virus or COVID-19 as a pandemic because it has spread to more than 100 countries in the world. WHO itself defines a pandemic as a situation when the entire world population is likely to be affected by this infection, and potentially some of them fall ill. Quoted from the Big Indonesian Dictionary (KBBI), a pandemic is a plague that is contagious everywhere or covers extensive geography. Corona virus is a frightening and deadly scourge for all humans in various countries. Its presence has claimed hundreds of thousands of lives. In fact, in Indonesia alone, almost ten thousand people have tested positive for the Corona virus. The spread of the virus according to data from the Ministry of Health of the Republic of Indonesia up to May 4, 2020, the number of positive exposed as many as 10,843, the number in treatment 8,347, the number who have recovered 1,665 and the number of dead 831 people (https://covid19.go.id/peta-sebaran) the data might increase later.

The COVID-19 pandemic will have an impact on various sectors of life, such as the economy, social, including education. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) on Thursday (5/3) stated that the Corona virus outbreak had an impact on the education sector. Nearly 300 million students are disrupted by their school activities throughout the world, and there are severe threats to their educational rights in the future. In Indonesia, the education sector also experienced the impact of Covis-19. In accordance with the Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim issued a Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Emergency Coronavirus Disease (Covid-19) while for the matter of education the education material emphasized that online learning was carried out for online provide a meaningful learning experience for students as for school exams in the form of distance assignments (Mendikbud RI, 2020) .

Teachers must ensure teaching and learning activities continue even though students are at home, learning innovations are solutions that need to be designed and implemented by teachers by maximizing existing media such as online media (Zulherman, 2020)which is saturated sampling. In the validity test using Point Biserial Correlation as many as 50 questions. Data were analyzed using the normality requirements test using the Liliefors test obtained in the experimental class Lo 0.14 <Lcount 0.161, in the control class Lo 0.15 <LCount 0.161. Then it can be concluded that the data from the two groups are normally distributed. Furthermore,

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a homogeneity test using the homogeneity test of two independent variables with the F test obtained Fcount of 1.12 with Sx12 = 82.80 and Sx22 = 73.82 and Ftable = 1.85. Fcount (1.12. Teachers can do learning using E-Learning, namely learning to use information and communication technology (Horton & Horton, 2003). The learning system is implemented through a computer (PC) or laptop connected to an internet network connection. Teachers can do learning together at the same time using groups on social media such as Whatsapp (WA), telegram, Zoom applications, or other social media as a learning tool so can ensure students learn at the same time even in different places. The teacher can also provide measurable tasks but still ensure that every day the learning of students is carried out step by step from the task. Many other innovations that can be done by educators to ensure learning continues, and students get knowledge according to the curriculum that has been prepared by the government. There are various online applications implemented by each subject teacher that are applied according to the material requirements and basic competencies that are being implemented. Among other e-learning, Google classroom, webex, video conferencing, and some are using the WhatsApp application or using a combination of e-learning and WhatsApp or also Google classroom (Bhat et al., 2018) with WhatsApp.

Distance learning in the world is not something new advances in information and communication technology have brought many changes to developing countries using e-learning in distance learning (Napitupulu et al., 2018). Currently, Higher Education in Indonesia adopts a policy that educational institutions in Indonesia are closed for learning in the classroom or to eliminate face-to-face learning activities instead of distance learning. This situation is an emergency for the decision of the Indonesian Ministry of Education so that all teachers teach at home with distance learning platform facilities. All teachers are required to prepare from home so that their alternatives adopt social media for teaching tools and as e-learning. The ease and availability of internet connections have increased the possibility of teachers and students interacting with each other for teaching and learning activities, which in turn causes the physical school environment to turn into a virtual platform on social media.

Before the corona virus pandemic (covid-19) was so widespread and became a global health problem, student interactions with teachers were carried out face-to-face in the classroom, especially at school. However, now teachers are required to be able to teach from home with limited distance learning tools and facilities, both in terms of e-learning competencies and the ability to use teaching tools adopted from social media, with the aim that teachers can interact with students and teachers continue to teach with easily through social media platforms. Teacher and student readiness in home learning varies, some are ready, forced to be prepared, and not ready. Without any preparation, the teaching and learning system changes from face to face to online by utilizing technology.

So far, many schools have implemented online assignment methods for students. The assignment was carried out through various social media, which were in an emergency condition because of the corona virus as it is now, the form of the task that was considered effective in distance learning. Consequently, the introduction of the concept of a lesson as applied in face-to-face learning cannot work well (Salehudin, 2020).

Mostly with the advent of the Internet and emerging technologies, e-Learning has become a popular solution for universities in the world undergoing rapid change at the moment. Considering students' perceptions of e-learning technology, their expertise in this field is very important to successfully build academic programs because the end-user attitude towards technology implementation is one of the most influential factors (Popovici & Mironov, 2015), and social media brings great challenges and extraordinary opportunities for learning educational institution or campus. With the support of social media, the university can facilitate the management process and e-learning knowledge for all lecturers and students (Zhang et al., 2015).

A research study to save the use of social media as a means of learning and active collaborative assistance in literature and its effect on learning outcomes in research in Malaysia. Based on the findings, the satisfaction of men and women with the use of social media for women's education Collaboration and constructive engagement increases their learning, and they are not happy with their understanding of the use and usefulness in accordance with the problems faced by women. Through research, active, interactive learning and social media involvement strengthen student learning experiences and facilitate conversations and community use that must be supported in the context of learning and teaching in higher education institutions (Al-Rahmi et al., 2018).

In the past decade, the number of available social media resources has increased dramatically. Apart from the evidence of positive adoption in university classrooms, longitudinal research is relatively little investigated whether the use of blogs in teaching and learning contributes to the improvement of students' understanding of knowledge. (Garcia et al., 2019). Public social media are generally used in structured schools but are not explicitly developed for education. Although highly successful online networks such as Facebook and Twitter have been extensively studied for their benefits in higher education enhancing teaching and learning, the scientific community is not yet widely aware of other social media channels that have received great attention among young people. The findings show that, given the use of WhatsApp, works on Instagram, Pinterest, and Snap-chat are well-known in several studies. Studies that analyze social media learning represent the

expectations shared by the general public for this service. Besides, it was found that social media pedagogical costs were only partially met and that different social media costs were misused to varying degrees (Garcia et al., 2019), (Shen & Ho, 2020).

Distance learning has been generally applied in higher education institutions in Indonesia. PTJJ or Distance College has been formally regulated in Law No. 20 of 2003 concerning National Education System article 31 and Minister of Education Decree No. 107 / U / 2001 concerning PTJJ. The law allows education providers in Indonesia to carry out education through Distance Education (PTJJ) by utilizing information technology. Social media has grown rapidly along with the penetration of smart mobile devices and the affordability of communication and data packages in Indonesia. In a study conducted by researchers at a State University of Makassar that as many as 75% were accustomed to using social media. They are very familiar and accustomed to using social media applications in learning Ruslia et al (2020) research on the use of social media has also been carried out by researchers from a Department of Information Systems, STT Integrated Nurul Fikri and presented in a The Fifth Information Systems International The 2019 Conference (Muh. Syaiful Romadhona, Amalia Rahmaha, Yekti Wirania) produced a mixed learning system strategy for learning Tahsin using social media, with several issues that needed attention. They study curriculum and material design, strategies to maintain participant commitment through the provision of reward mechanisms, and encourage collaboration in the process, such as reading the Qur'an together. Evaluations show positive results with excellent predicate intervals. At the tertiary level, the use of social media can facilitate the learning process, the obstacle in the use of social media among universities is that not all regions in Indonesia have high-speed internet networks.

When the literature is examined, it appears that many studies are investigating either the effects of social media on learning and learning in higher education (Zha et al., 2016), (Hashim et al., 2018), (Demir & Şad, 2020), (Cao et al., 2013), (Rauniar et al., 2014), (Pfeffer et al., 2015) or the use of social media for e-learning (Moghavvemi et al., 2018), (Moghavvemi & Salarzadeh Janatabadi, 2018) (Balakrishnan & Lay, 2015) (Al-rahmi & Zeki, 2017) the use of social media to improve learning outcomes (Salehudin et al., 2019) (Ractham & Firpo, 2011). However, limited research has been found about the use of social media by primary education teachers as a distance learning tool in Indonesia. In this case, it is assumed that the findings of this study will contribute to adding literature related to distance learning in particular during the co-19 pandemic in Indonesia.

Thus, this study aims to prove the effectiveness of the Indonesian government policy of teaching from home to teacher competence in the use of e-learning and social medial in distance learning in Indonesia by adopting social media as an e-learning tool and facility based on perceptions of basic education teachers. To achieve this goal, there are three research questions (RQ) in this study, namely as follows:

- RQ # 1 Does the Teaching Policy from Home Affect E-Learning Knowledge Competence?
- RQ # 2 Does the Teaching Policy from Home Affect Competency in Using Social Media?
- RQ # 3 Does E-Learning Knowledge Competence affect Competency in Using Social Media?

2. Adopting Social Media as E-Learning

E-learning is one of the applications of information systems that are utilized in the learning process for teachers and students (Hubackova & Ruzickova, 2015). Students are expected to learn independently through e-learning outside of meetings conducted in class. The use of e-learning is done to change the learning model to be better and move the learning process toward digital, both from the content of learning and the learning system that is applied. The interaction between teachers and students on the use of e-learning becomes an integral object of interaction [6]. The user is the primary determinant of e-learning, whether it is feasible or not to be used. E-learning can be said to be successful if the system quality factor and the quality of information generated by e-learning are able to provide satisfaction to the user (Can, 2015). User satisfaction can be demonstrated through the user's willingness to accept and use e-learning until, finally, e-learning can improve user performance (Inayat et al., 2013).

Social media is a place where people make friends from various countries and cultures. Recently, especially among the younger generation, social media platforms such as Facebook, Twitter, and YouTube have become very popular (Lam et al., 2014) and instagram (Salehudin et al., 2020). The use of social media as a learning medium for students becomes an alternative that can be chosen (Lee et al., 2011). This is based on: First, the development of science and technology is moving very fast, which is accompanied by an increase in the use of social media. Social media is now not only a means of communication (Lee et al., 2011). But it is also used for various activities, both in the economic, social, and educational fields. According to research conducted by we Are Social in collaboration with Hootsuite, in 2018, social media users in Indonesia are 130 million people or 49% of Indonesia's population. Not only that, the average use of social media every day for 3 hours 23 minutes. Of all these users, including students ranging from elementary schools to tertiary institutions. By referring to this data, social media is a place that is often visited by the people of Indonesia.

This is inversely proportional to reading habits, which only ranked 60 out of 61 countries sampled by UNESCO. Secondly, social media is very popular with students. This is

based on the results of a study conducted by Essay Writing Service UK, which found the fact that the main reason for interesting social media is (1) More contemporary; (2) more effective communication; (3) can seek opinions; and (4) its use is pleasant. Third, according to learning theory, students will easily accept the subject matter if they like it so that it is more meaningful and can foster long-term memory (long time memory). To realize the intended learning, the use of social media as a learning medium becomes very relevant.

WhatsApp is an instant messaging application for smartphones; when viewed from its function, WhatsApp is almost the same as the SMS application that you usually use on older mobile phones. But WhatsApp does not use pulses, but rather internet data. Messages are in the form of the chat, which in real-time can send messages quickly. Equipped with features such as WhatsApp group that makes it easy for students to create groups that are indeed used as a medium for fellow students to be able to discuss each other about learning, besides that there is also a WhatsApp call feature that makes students more facilitated and benefited when using the WhatsApp application in their learning, the reason this feature makes students save expenses for credit purchases because WhatsApp provides this feature for free to call by only requiring a connection to the internet.

3. Literature Review

3.1 The Policy of Teaching From Home Affects E-Learning Competency

Teaching at home was a government policy when the global outbreak of Covid-19, this provision with a circular from the ministry of education and culture of the Republic of Indonesia about teaching and lecturing from home (Mendikbud RI, 2020) as the ministry of education established the policy of Working from Home for Preventing the Spread of COVID-19 is Minister of Education and Culture Circular Letter Number: 36962 / MPK.A / HK / 2020 concerning Online Learning and Working from Home in the Context of Preventing Corona Virus Disease (COVID-19).

Technology is an important element of distance learning (Bates & Bates, 2005), strengthening teacher professional and e-learning abilities (Turvey, 2012). The teacher has become the person who guides students not about providing knowledge but the way students achieve knowledge (Cavus, 2015) pay attention to aspects of student life following distance learning because not all students are the same and need to be planned well (M. Brown et al., 2015) that means the teacher uses e-learning so that students can follow properly and appropriately. Then the teacher must have the right e-learning knowledge. Pedagogical practices are used to build a framework for evaluating the use of online platforms (Heggart & Yoo, 2018) so that it is easy to explore the usefulness of online learning platforms from four identified concepts (speed, ease of access, collaboration, and student voice/agency).

- **H1.** The Teaching Policy from Home affects E-Learning Knowledge Competence significantly

3.2 The Policy of Teaching From Home With Social Media Competency (X-Z)

In teaching from home policies, the Ministry of Education and Culture establishes collaboration with various institutions providing online learning and e-learning, providing free e-learning learning facilities [28]. Although these facilities are provided, not all teachers are able to use the e-learning with various obstacles, and technological infrastructure can be the main cause as important factors that influence technology acceptance and full adoption of e-learning. So the teacher chooses to adopt social media with the perception that social media is easier to use compared to specialized e-learning platforms such as Moodle (Karkar et al., 2020).

According to Mao (2014) secondary school teachers can use social media for teaching and learning in class, where students show positive attitudes and beliefs about the use of social media in education (Mao, 2014)the study investigated high school students' affordances for social media, their attitudes and beliefs about these new technologies, and related obstacles and issues. The affordance findings indicate that students depend on social media in their daily lives for leisure and social connections. Educational uses by teachers for classroom teaching and learning are sporadic, while uses by students on their own for learning purposes seem to be abundant but also incidental and informal. Quantitative results suggest that in general, students show positive attitudes and beliefs about social media use in education. Exploratory factor analysis revealed three components that explained a total of 65.4% of the variance: (a, because the use of social media has the potential to enhance primary and secondary learning (Krishnan et al., 2005) reinforced, that social media provides higher performance, has a positive effect on student learning outcomes and student satisfaction (Cao et al., 2013) an increasing number of publications began to investigate the adoption of social media applications and its motivators in and out of the classrooms. However, little research has paid close attention to the educational outcomes of social media utilization in college teaching. Thus, this study focused on the educational outcomes and examined a research model of antecedents and consequences of social media use. It analyzed the quantitative responses of 168 faculty members using social media in their teaching. A partial least squares (PLS social media has been used as a learning interaction platform (Jumaat et al., 2019) as a useful tool that can enhance learning experiences (Moghavvemi et al., 2018).

According to Turvey (2012), the role of technology is able to characterize teacher-student interactions in social

media practices and teacher professionalism, taking into account broader socio-cultural ecology. Generation Y students are encouraged to participate actively because they feel comfortable using technology (Alwi et al., 2014), social media is used as a means of learning collaborative learning to achieve better student performance (Al-rahmi & Zeki, 2017) Social media is very popular among students and helps them in various types communication and collaborative learning (Ali et al., 2017).

- **H2.** The Teaching Policy from Home affects the Competency in Using Social Media significantly.

3.3 E-learning knowledge competencies affect competency in using social media

E-learning is the right choice for teachers to teach distance learning (Cavus, 2015), so Mayer (2017) also explained that multimedia is appropriate for e-learning learning. The teacher applies varied learning so that students like it, and students can study anywhere without a time limit. The success of the e-learning system depends on the relevance that matches the preferences of individual students with their ability to retrieve and recommend learning content (Aleksandra et al., 2018) automatically. Teachers' trust in e-learning with E-learning User Interface (ELUI) is effective (Farhan et al., 2019) use of a Flipped classroom with e-learning (Elfeky et al., 2020).

Previous studies that showed e-learning by adopting social media with internet networks (Friesen, 2012) adoption of social media for reasons of ease of use in addition to other e-learning (Karkar et al., 2020), so easy, then teachers using social media (Facebook) can be observed 24 hours and teachers have the opportunity to be involved in informal professional development (Rutherford, 2013). Teachers using social media can achieve student learning outcomes in secondary schools (Salehudin et al., 2019), the cognitive achievement of learning outcomes with WhatsApp (Budiasih & Wonorahardjo, 2017), through social media and blended learning facilitate the learning process that presents a different learning experience, overcoming gaps and problems in learning to facilitate the learning process (Syaiful Romadhon et al., 2019) is beneficial for them in terms of providing innovative ways of learning; foster more significant interaction between fellow students and staff (Thalluri & Penman, 2015).

According to Liu (2010), social media as a learning resource (Liu, 2010), social media networks as a learning tool (Kolokytha et al., 2015), the results reveal a significant influence of Self and Performance, which significantly influences using social media (Lay, 2015). A validity and reliability test for the use of social media has been conducted for secondary school students (Cengiz, 2018). Learning outcomes may not satisfy, but students who fail in learning tend to interact less often using social media (Davies & Graff, 2005). Learning to use social media, student presentations, and peer criticism through social media in exploring academic concepts/theories is more open and can spur individual and group development (Jenkins & Dillon, 2013).

- **H3.** E-Learning Knowledge Competence affects the Competency in Using Social Media significantly.

4. Method

The research method used in this study is the integration of two independent variables (X) and (Y), where the variable (X) of government policy and the variable (Y) of e-learning competencies in teachers, and with one dependent variable (Z) of competence in the use of social media, then done by combining each component involved to be able to describe the measured variables.

Participants in this study were elementary education teachers who were assigned as respondents totaling 198 teachers who were determined by sampling procedures using multi-stage or clustering sampling (Creswell, 2014), the initial stage of the researchers first determined the clusters by determining (groups of primary education teachers domiciled in the province of East Kalimantan) located in 4 cities/districts; the next step is to contact the teacher coordinator through the organization of basic education teachers, then identify the names of individuals in each cluster, then conduct a sampling of the individual basic education teachers. Determining the selection of individual participants using random sampling randomly from primary education teachers, which is very possible to be sampled, because in the group of teachers in the population have the same possibility to be selected (Curran, 2011). Participants in the survey method, questionnaires sent (Jonassen, 2005). In this study, questionnaires given to collect data using Google forms were distributed through the WhatsApp network, bearing in mind that in this situation, the government established "social distancing" and basic education teachers as participants all active at home. Returning

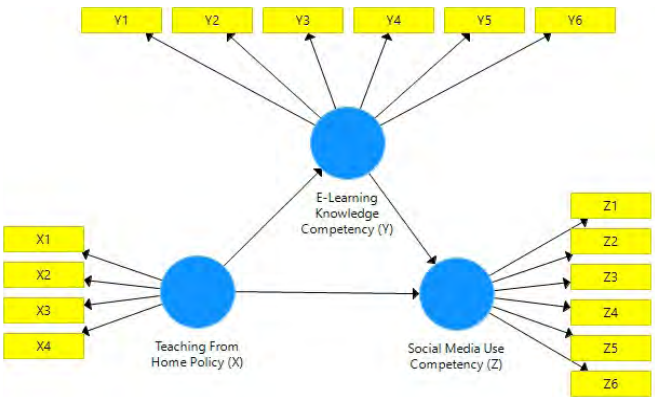

Fig. 1: Research Model

the answers has been checked as data in this study. The research instrument consisted of 16 items. The sample descriptions are in the following table:

Table 1: Samples of Demographics

Subject	*Information*	*N*
Gender	Male	71
	Female	127
	Total	198
Education	Bachelor Degree	188
	Master Degree	10
	Total	**198**
% Social Media	Whatsapp (84%)	167
	Facebook (FB) (7%)	14
	Instagram (IG) (4%)	8
	Youtube (5%)	9
	Total (100%)	**198**
Ages		24-50 years old

Data analysis using PLS-SEM (Partial Least Square structural equation modeling) technique and SmartPLS ver 3.2.8 software had been used to run the statistical analysis in order to test the hypothesis proposed. PLS-SEM is a well-known application that has advantage, such as small sample size (T. A. Brown, 2015).

5. Findings

To determine the normal distribution of data collected in this study, normality testing was conducted based on Kolmogorov-Smirnov using SPSS software (IBM ver. 25), following the Zarei-Ghanavati study (2019). The test results show the data obtained do not have a normal distribution because of the value of P <0.05 for all three variables. Furthermore, the analysis process is carried out with the help of SmartPLS software (ver. 3.2.8) because PLS (Partial Least Square) can be used to handle abnormal data distribution (non-parametric data). Based on Anderson & Gerbing (1988), it is recommended two stages or procedures in analyzing with PLS-SEM, namely the evaluation of measurement models related to instrument validity and reliability, then followed by evaluation of structural models related to hypothesis testing.

5.1 Measurement Model Evaluation

Evaluation of the measurement model (outer model) is conducted by an iterative process to find out the relationship between latent variables and the indicators (items) they observe or in the words outer model defines how each indicator is related to the latent variable. This is related to the validity and reliability of the instruments used. To test the level of validity of the instruments in this study, convergent validity and discriminant validity were used.

5.2 Convergence Validity

Following the research recommendations of, to assess convergent validity is done by checking the loading factor value of each indicator for the construct that is reflected as can be shown in Table 1 as follows. Hence, there were two iterations involved in this study: the first iteration and the final iteration.

Based on Table 2 below, the first iteration of measurement model evaluation resulted that two indicators (items) X3 and Z1 had loading factors respectively 0.383 and 0.630 (<0.70). Thus those indicators should be discarded from the model. This is consistent with Hair's statement (2010), where each indicator is said to be an item that is satisfactory if it has a loading factor above 0.70. After we deleted those items (X3 & Z1), then we run the PLS algorithm for statistical analysis to obtain final iterations of the measurement model that could be shown in Table 3 below:

Based on Table 3 for the final iteration, the loading factor value of all indicators ranged between 0.707 and 0.936. They have fulfilled and obtained satisfactory validity requirements, which is higher than 0.70 (> 0.70), indicating convergent validity has been achieved. There are a total of 14 valid indicators (item) as an observed variable in the measurement model. After the iteration process completed, the next step of the analysis was conducting the discriminant validity based on cross-loading from the final iteration of the measurement model, as shown in Tabel 4 below.

5.4 Discriminant Validity

Table 4 above presents the results of evaluating discriminant validity based on the cross-loading factor value of each indicator to the construct. In accordance with Chin (2010), the correlation value of the indicator with the intended construct must be greater than the correlation value of the indicator with other constructs. In Table 4 it can be shown that the indicator X has a main loading factor with X1, X2 and X3 which are still higher than the loading factor value outside the main loading factor, namely the loading factor X1 with Y (0.755), X1 with Z (0.710), X2 with Y (0782), X2 with Z (0.627), X4 with Y (0.801) and X4 with Z (0725). Thus the construct X can be said to be valid discriminant.

5.5 Composite Reliability, AVE, Cronbach's Alpha and Rho_A Reliability Test

Instrument reliability testing is done by evaluating the value of composite reliability (CR), Average Variance Extracted

Table 2: Outer Loading Test First Iteration

	Teaching From Home Policy (X)	*E-Learning Knowledge Competency (Y)*	*Social Media Use Competency (Z)*
X1	0.827		
X2	0.821		
X3	0.383		
X4	0.891		
Y1		0.750	
Y2		0.926	
Y3		0.866	
Y4		0.903	
Y5		0.834	
Y6		0.708	
Z1			0.630
Z2			0.900
Z3			0.824
Z4			0.752
Z5			0.892
Z6			0.923

Table 3: Outer Loading Test Final Iteration

	Teaching From Home Policy (X)	*E-Learning Knowledge Competency (Y)*	*Social Media Use Competency (Z)*
X1	0.804		
X2	0.864		
X4	0.896		
Y1		0.750	
Y2		0.927	
Y3		0.865	
Y4		0.903	
Y5		0.833	
Y6		0.707	
Z2			0.889
Z3			0.818
Z4			0.799
Z5			0.894
Z6			0.936

(AVE), Cronbach's Alpha, and Rho_A, which can be presented in Table 5 as follows:

Table 5: Reliability Test Measurement Model

	Composite Reliability	*AVE*	*Cronbach's Alpha*	*Rho_A*
Teaching From Home Policy (X)	0.891	0.732	0.816	0.817
E-Learning Knowledge Competency (Y)	0.932	0.697	0.911	0.919
Social Media Use Competency (Z)	0.939	0.755	0.918	0.922

Table 4 : Cross Loading Measurement Model Test

	X	*Y*	*Z*
X1	**0.804**	**0.755**	**0.710**
X2	**0.864**	**0.782**	**0.627**
X4	**0.896**	**0.801**	**0.725**
Y1	**0.586**	**0.750**	**0.798**
Y2	**0.849**	**0.927**	**0.815**
Y3	**0.709**	**0.865**	**0.716**
Y4	**0.851**	**0.903**	**0.718**
Y5	**0.816**	**0.833**	**0.637**
Y6	**0.736**	**0.707**	**0.512**
Z2	**0.697**	**0.678**	**0.889**
Z3	**0.826**	**0.826**	**0.818**
Z4	**0.579**	**0.672**	**0.799**
Z5	**0.694**	**0.708**	**0.894**
Z6	**0.663**	**0.745**	**0.936**

Based on Table 5, The coefficients of Composite Reliability (CR) were from 0.891 to 0.939 that exceed the minimum requirement (>0.7). The coefficient of Cronbach Alpha was ranging from 0.816 to 0.918. All coefficient was higher than the minimum requirement (>0.7) and was reflected to be acceptable. The Rho_A has the lowest score of 0.817, and the highest score of 0.922 also exceeds the minimum requirement or score of 0.7. Value of Average Variance Extracted (AVE) was from 0.697 to 0.755. This indicated that the value of AVE obtained was higher than the suggested minimum score. The reliability testing showed that there was adequate internal consistency.

5.6 Structural Model Evaluation

The coefficient of determination (R Square) is commonly used to evaluate the structural model as a measure of the model's predictive power. It is the squared correlation between a specific endogenous construct's actual and predicted values. The coefficient represents the exogenous latent variables' combined effects on the endogenous latent variable. Though R Square ranges between 0 and 1 with higher values indicating higher levels of predictive accuracy, it is, however, difficult to provide rules of thumb for acceptable R Square. This is because the values depend on the model complexity and the research discipline. Based on Table 6, the result of R Square shows Teaching From Home Policy (X), and E-Learning Knowledge Competency (Y) jointly explain 71.8% variance of Social Media Use Competency (Z). This result indicates a satisfactory level of explanation. Meanwhile, Teaching From Home Policy (X) could explain an 83.1% variance of E-Learning Knowledge Competency (Y). This result also shows a satisfactory level of explanation.

The hypothesized relationships between the constructs were tested for significance between the constructs specified in the research model. To do this, the paths of the structural model were assessed when the path coefficients between the constructs were calculated, and the significance of the path coefficients and the significance level were evaluated. The t values were obtained in SmartPLS by running a bootstrapping procedure and using a two-tailed t-distribution table to establish the significance levels of the paths. The Path coefficients and significance levels were obtained by running SmartPLS with bootstrap using 500 resamples. The results are presented in Tables 7 and supported by Figure 2.

Based on Table 7 and Figure 2 below, it can be seen the hypothesis H1, H2, and H3 were supported in the structural model. The hypothesis H1 indicated that Teaching From Home Policy (X) is positively significant associated with E-Learning Knowledge Competency (Y) was supported with t values 54.809 (>1.96) and P values 0.0000 (<0.05). The hypothesis H2 indicated that Teaching From Home Policy (X) is positively significant associated with Social Media Use Competency (Z) was also supported with t values 2.657 (>1.96) and P values 0.008 (<0.05). The last The hypothesis H2 indicated that E-Learning Knowledge Competency (Y) is positively significant associated with Social Media Use Competency (Z) was also supported with t values 8.291 (>1.96) and P values 0.000 (<0.05). Thus all hypotheses proposed in this research were proven.

The specific indirect effect of Teaching From Home Policy (X) was tested further. The result indicated that a hypothesis

Table 6: R square

	R Square	*R Square Adjusted*
Social Media Use Competency (Z)	0.718	0.715
E-Learning Knowledge Competency (Y)	0.831	0.830

that Teaching From Home Policy (X) could affect Social Media Use Competency (Z) through E-Learning Knowledge Competency (Y) was also supported with t values 7.817 (>1.96) and P values 0.000 (<0.05). This means construct E-Learning Knowledge Competency (Y) could mediate the effect of Teaching From Home Policy (X) on Social Media Use Competency (Z) partially.

6. Discussion

6.1 H1

Because e-learning has become useful in learning institutions throughout the world, e-learning competency assessment is very important for the successful adoption of e-learning as a learning platform. The progress of E-learning can be achieved with an awareness of the level of preparation of the e-learning environment. To include e-learning, the organizations involved need to be assessed so that the noble program continues to support the community (Ouma et al., 2013)an assessment of e-learning readiness is essential for the successful implementation of e-learning as a platform for learning. Success in e-learning can be achieved by understanding the level of readiness of e-learning environments. To facilitate schools in Kenya to implement e-learning, the government selected five public secondary schools in each district and provided funds for Information Communication and Technology (ICT. The next thing is the government policy of teaching at home (X) also has a significant effect on the competence of e-learning knowledge (Y) based on previous studies (Moghavvemi et al., 2018). With the enactment of these policies, it will accustom teachers to get opportunities to interact with the latest technology circulating in the community. So that this speeds up the process of increasing teacher skills and understanding in learning e-learning.

This is in line with other research on efforts to use the conceptual framework of 'Software Transfer' to examine the extent to which participation in cross-national learning

Table 7: Structural Model Hypothesis Testing for Direct Effects

Hypothesis	*Relationship*	*Original Sample (O)*	*Sample Mean (M)*	*Standard Deviation (STDEV)*	*T Statistics (|O/STDEV|)*	*P Values*
H1	X -> Y	0.912	0.912	0.017	54.809	**0.000**
H2	X -> Z	0.218	0.209	0.082	2.657	**0.008**
H3	Y -> Z	0.644	0.652	0.078	8.291	**0.000**

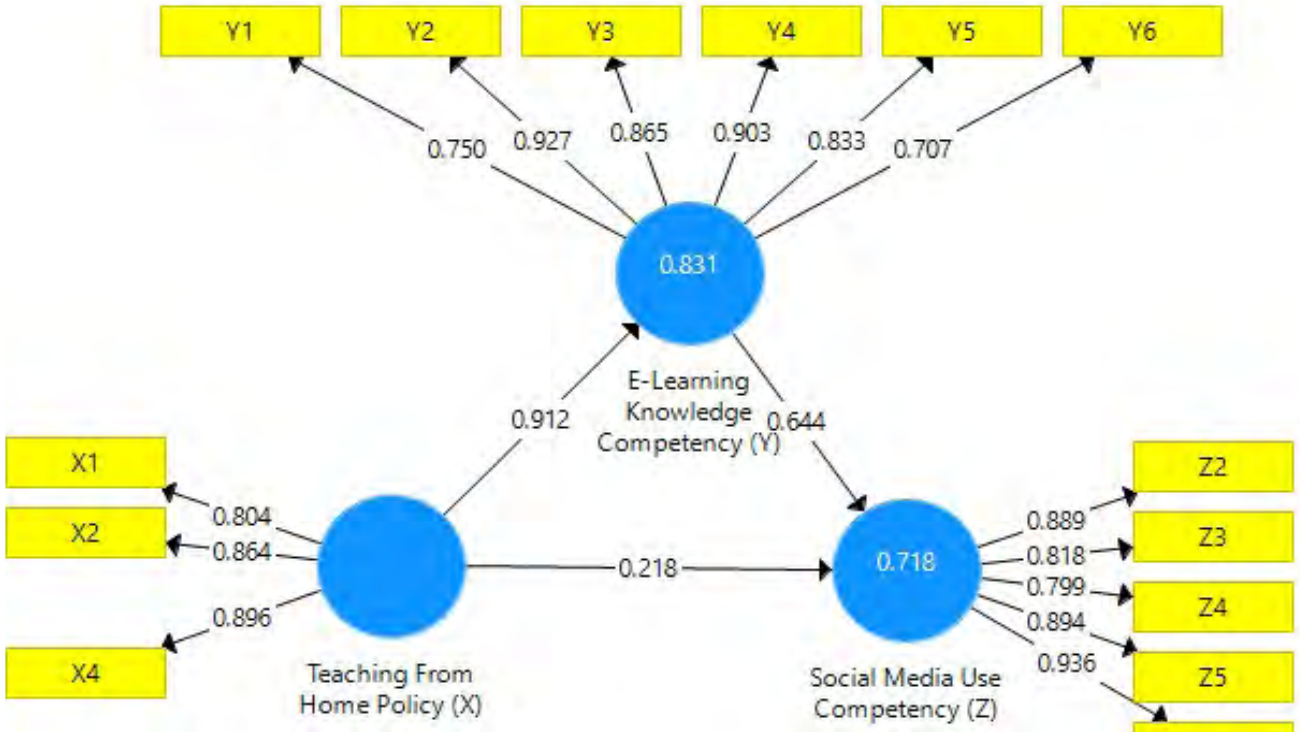

Fig. 2: Structural Model Result

assessments has been carried out in terms of building capacity in teacher formulation and influencing teachers skills in Kenya, Tanzania, and South Africa, especially in developing public structures. This study develops the technical capacity to build and conduct large-scale self-study assessments in the public or government education sector in South Africa and Kenya. This research shows that a number of African governments are committed to building the official framework needed to design and implement information institutions so that they can potentially contribute to 'summative' assessments and analysis of change theories that encourage participation in cross-national learning assessment sponsored by the Education Action System (EFA) for all (Mulongo & Amod, 2017)particularly in the development of official public structures, by equipping educationists and influencing teachers' competency in Kenya, Tanzania and South Africa. The researchers conducted semi-structured interviews with key informants drawn from the Ministries of Basic Education, national examinations councils, civil society organizations and curriculum development institutions in the three countries. The in-depth interviews were complemented by relevant literature on this topic. The study established improved technical capacities in the public education sector in South Africa and Kenya to design and conduct independent large-scale learning assessments. This important research demonstrates a certain level of commitment by African countries to establish official structures necessary to design/implement and sustain a culture of monitoring learning outcomes through public funded large-scale learning assessments. The research potentially contributes to the body of knowledge as far as 'summative' evaluation and analysis of the theory of change underpinning the participation in cross-national learning assessments espoused under the Education for All (EFA).

6.2 H2

A new teaching design during the co-19 pandemic in Indonesia, namely from home teaching activities (X) which have a significant relationship to the competency of using social media (Z) because the rules of using social media also have a direct impact on the activity of increasing use of social media in various activities in the community, this is supported by (Salehudin et al., 2019) (Ractham & Firpo, 2011) which states that learning outcomes are also influenced by the use of social media. The role of the teacher in learning using Social media also gives positive results because it directly impacts interacting with students, increasing student morale in learning. From the results of the learning process can be proven on the achievement of learning achievement according to the expectations set by the teacher.

An example of the US national government, how the role of teachers in providing information and implementing technology incorporation in this program or policy, little focus has been devoted to recognizing the practical skills and attitudes of teachers. This study explores this void by examining direct factors and mediators that predict awareness of technological content in teacher competencies (TPACK) and how these factors, together with TPACK, influence the application of ISTE teacher education technology standards. These results indicate that institutions must provide teachers in various disciplines with resources that are adapted and follow a cohesive technology structure for their program (Nelson et al., 2019).

6.3 H3

Knowledge competency of e-learning (Y) also has a significant influence on competency using social media (Z) because the intensity of the use of social media is due to the great understanding of knowledge from e-learning (Zha et al., 2016) (Hashim et al., 2018), (Demir & Şad, 2020)(Jenkins & Dillon, 2013) (Inayat et al., 2013). The findings of this study are expected to increase teacher competency in e-learning knowledge so that it impacts the increased use of social media.

The ability of training for teachers to be multidisciplinary takes time, so mastery of the e-learning technology part of the program will impact teacher learning skills in the use of social media. The teacher becomes part of class life. If ICT and e-learning skills in teaching practice must be determined and demonstrated in a condition that is required by the government to impose the use of learning technology in schools. Learning style trends should mimic real life in the workplace as much as possible. Integrated real-life e-learning must also be done in primary and secondary education, and this is easy to use in virtual media, such as social media, to standardize the quality and insight of teachers in the use of technology (Awouters & Jans, 2009).

7. Conclusion

Indonesian government policies in the field of education during the Pandemic Covid-19 period especially in increasing competence, will improve the quality of education so that it will advance the education sector, because the role of teachers in transferring knowledge to students requires specialized expertise and must follow technological progress. Hence, the focus of government efforts in improving Teacher qualification capacity is very appropriate. How to increase the capacity of the expertise in the use of electronic learning (e-learning) and virtual classrooms (classroom), which is the adoption of learning styles of developed countries, it will encourage the quality of learning outcomes.

In the context of the use of social media will also facilitate the interaction style of teachers and students inside and outside the classroom, so that makes teachers more creative in innovating learning and provides a strong enthusiasm for students, so they do not get bored quickly by just learning in the

classroom. So in case, there has been a significant relationship both between the government that makes the policy and the teacher who runs it with students in the concepts of teaching and learning and there is an evaluation effort in the end. So this study provides a solution in the field of education that the competence of teachers using social media is influenced by government policy in increasing the competence of e-learning knowledge

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