



Transformation of Traditional Learning to Digital Learning

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Abstrak

Wabah penyakit Coronavirus (Covid-19) sejak akhir tahun 2019 hingga puncaknya pada kuartal pertama tahun 2022 mengubah pola pendidikan Indonesia. Interaksi pembelajaran tradisional antara pendidik dan peserta didik langsung beralih ke pembelajaran digital. Penelitian ini bertujuan untuk mendeskripsikan transformasi fenomena pembelajaran luring menjadi pembelajaran digital sebagai representasi pembelajaran daring. Berbagai referensi yang terdiri dari jurnal, artikel, dan buku digunakan sebagai data sekunder dalam mengumpulkan data ilmiah. Hasil penelitian menunjukkan bahwa terdapat adaptasi teknologi di kalangan masyarakat dengan menggunakan berbagai jenis *platform*, seperti: *google meet*, *google classroom*, *zoom*, *LMS (Learning Management System)*. Kondisi pandemi telah memicu masyarakat untuk melek teknologi, sehingga menggeser pola pembelajaran tradisional ke digital (*online*).

Kata Kunci: *covid-19, pembelajaran tradisional, pembelajaran digital, melek teknologi*

Abstract

The outbreak of the Coronavirus disease (Covid-19) since the end of 2019 until its peak in the first quarter of 2022 changed the pattern of Indonesian education. The interfaces of Traditional learning between educators and students directly switched to digital learning. This study aims to describe the transformation of offline learning phenomena into digital learning as a representation of online learning. Various references consisting of journals, articles, and books are used as secondary data in collecting scientific data. The results of the study show that there is technological adaptation among the people by using various types of platforms, such as: google meet, google classroom, zoom, LMS (Learning Management System). The pandemic condition has triggered people to become tech-savvy, thus shifting traditional learning patterns to digital (online).

Keywords: *covid-19, traditional learning, digital learning, tech-savvy*

INTRODUCTION

The COVID-19 pandemic, which began to spread from the bamboo curtain country (China) to all corners of the world, is an extraordinary epidemic phenomenon. The corona virus outbreak that started at

the end of 2019 has claimed millions of lives around the world, including Indonesia as the largest developing country in the Southeast Asia region. The complexity of handling this epidemic has forced state leaders to implement various regulations

so that the corona virus outbreak (COVID-19) does not spread widely. As a result of this outbreak, almost all aspects of life were disrupted, both in social Guo & Wan (2022), Ahmad, Jawad & Jaber (2022), cultural Aristovnik et al (2020), economic Gandasari & Dwidienawati (2020), tourism Abbas (2021), aspects, including education (Alabdulaziz, 2021; Oddeh & Keshta, 2022).

The education sector underwent drastic changes during the Covid-19 pandemic. Traditional learning culture, where educators and students face each other in class. There is interaction, direct communication, emotional touch in this traditional learning process (Timor et al., 2020). However, during a pandemic, all of these things were limited through regulations from the Ministry of Education by issuing a study from home or online policy.

Online learning during the Covid-19 outbreak forced educators to change learning strategies and models. Even though they are limited by long distances due to social distancing regulations by the government, the education process must continue (Dakhi et al., 2020; Ramadani, Hamzah & Mangerengi, 2021; Zagoto, Yarni & Dakhi 2019). Traditional learning activities stopped, school classrooms were emptied and replaced with digital classrooms that were presented virtually. Parents also play the role of homeroom teacher and suddenly have to help their children with their studies. Given the current situation, relying solely on traditional way and methods is not only ineffective, but potentially expensive and dangerous to public health. Technology can be seen as a pragmatic approach to help overcome and make the current crisis easier to deal with.

The demand for using technology for learning has actually existed for a long time (Dakhi et al., 2020). Technological progress continues to grow, without us realizing it,

and is inevitable, even unstoppable, but there are some application gaps. Among them, the availability of electricity, the availability of internet connections, laptops, mobile phones, television and geographic inequality where Indonesia faces various obstacles in procuring the infrastructure. A communication network must also be used.

The habit of using technology for learning must also be followed by the transformation of learning patterns for both teachers and students. The gap in digital teaching methods that create new habits of learning anytime, anywhere. In today's era, people must undergo digital transformation. This digital transformation is the beginning of creating a new, more effective and efficient way to replace the old process of doing things. This activity is carried out by utilizing existing technology. The internet has an extraordinary role as a communication channel.

This study aims to reveal the phenomenon of the transition from traditional learning to digital learning during the widespread Covid-19 pandemic.

Traditional Classroom Learning

Traditional Learning refers to a setting where a educator communicates with a group of students in a classroom set-up. The students join to the class for a scheduled time duration and learn about specific topics and subjects. Although many schools/institutions make use of technology, the teaching-learning process still involves hand-written notes, assignments, tests, etc. The curriculum follows a standardized pattern using textbooks approved by the government and the education board. Moreover, the students are completely dependent on the teacher for acquiring knowledge of the subject (Suwannaphisit et al., 2021).

Traditional classes are more suitable for young children, teenagers, and young

adolescents who are yet to join the workforce. Regular attendance in classes helps them interact with other individuals of their own age, be better disciplined, follow a regular schedule, and improve their physical fitness and mental alertness (Butterworth, 2012). Classroom learning helps students and teachers know each other in a better manner (Makarova, 2021). This allows teachers to know the students and evaluate their strengths and weaknesses better, act as mentors, and guide students in their career possibilities. In a traditional classroom, students can directly share their views and clarify their own queries with the teacher, thus getting their questions answered right away (Istijanto, 2021).

The classroom learning process involves a face to face interaction between the teacher and the learner-student. It can be said that there is a communication system inside a learning process. The teacher in the classroom learning process is the sender while the learner-student is the receiver.

Digital Learning

Nowadays, online learning (e-learning) has penetrated from elementary to tertiary education. Digital learning is growing with wider interpersonal connections using the internet. So, the internet connection is a very important thing in digital learning recently, and future. Digital learning in this study focuses on learning by using the internet as an interconnection between teachers and students.

Traditional learning that is carried out directly, face to face between educators and students is diverted into virtual meetings with long distances (Hardini, Setyarini & Harto, 2021). With great distances, teachers and students can interact virtually with each other in the learning process. In addition, when the

Covid-19 pandemic broke out, various applications or software emerged that could be used as learning by students. This software can be used digitally via mobile phones, tablets, computers, or laptops. Several applications or programs are used in online digital learning, such as zoom, google meet, ruang guru application, google classrom Bayarmaa & Lee (2018), LMS (Learning Management System) video blog and whatsapp application (Bygstad et al., 2022).

The momentum of national revival in a broad sense is an invitation to unite to rise nationally from the problems of the nation. Under current conditions, the Covid-19 pandemic has had many negative impacts over the past two years, including the impact of social distancing due to the implementation of health protocols. In the context of school education, the inevitable implications of the social disruption of the Covid-19 pandemic include issues of various forms of outreach, access and acceptance of learning. However, various pioneering efforts are still being made. Accelerating the implementation of school digital transformation and its supporting ecosystem by taking into account the two-year pandemic moment, the dynamics of various technological developments, and the need to fill gaps in access to school learning.

Digital transformation is a multifaceted transformation of a business or organization, from human resources, processes, strategy and structure, to technology adoption to improve performance (Matzavela & Alepis, 2021). Digital transformation is the profound transformation of business and organizational activities, processes, capabilities and models, maximizing change and opportunity in the technology mix, and making social impact a strategic and prioritized method to accelerate. With digital transformation comes the need for

infrastructure and technology. It is clear that technology-enhanced learning methods require the right IT infrastructure and platform for their implementation. Digital transformation can be understood as the process of using digital technology that is already available. Such as Cloud integrated with virtualization technology, mobile computers, and other media (Hurlbut, 2018). Furthermore, digital transformation is a process that aims to enhance entities by bringing about significant changes in their characteristics through a combination of information technology, computing, communication, and connectivity (Rusdiyah, Purwati & Prabowo, 2020).

Certainly, the paradigm shift from traditional learning to online learning goes hand in hand with a paradigm shift in academic culture, so it takes time. In addition, the lack of facilities, geographical location, economic problems, and the different mindsets of students living in urban and remote areas have become many challenges for the world of education in facing the current digital transformation.

Digital transformation, on the other hand, is not only a challenge for education, but also an opportunity. In the midst of the Covi-19 pandemic, the world of education must slowly but surely adapt to digital transformation (Haryati, Sukarno, & Purwanto, 2021). The teaching and learning process, which has been complicated by the pandemic, must not remain silent. Everyone should study online now. Like it or not, maybe you can't do it, maybe you feel stupid, but you still need online learning.

As a result, today's dominant educators, including teachers, lecturers, and students, both non-graduate and undergraduate, have become familiar and proficient in using various tools and media to support online learning. But despite all the obstacles and limitations, this is an

amazing progress and it is worth getting used to using technology in the learning process.

Impact of Pandemic on Education System in Indonesia

The outbreak of the corona virus (covid-19) which lasted more than 2 years shook the world of education in Indonesia. The face-to-face teaching and learning process, which is usually carried out, has to be transferred to virtual learning. The learning keep go on, but students are required to be more independent because of the lack of supervision and guidance from educators (Amalia & Sa'adah, 2020). When the limited by distance in learning, the role of parents and family has a momentous in guiding their children to continue studying at home. Despite being constrained by social distancing, learning continues. In situations like these, technology plays a very important role. Using digital technology through an internet connection students can still absorb knowledge through various applications connected to the internet (Maslahah, 2022).

METHOD

This study is literature review, data sources and references are taken from scientific articles from reputable journals that are Scopus (including quartile 1 and 2 scopus index) and Sinta (Science and Technology Index) of Indonesian citation index.

RESULTS AND DISCUSSION

The arrival of the internet, e-learning has gained impetus. Distance education has become more popular than ever before. Anyone could access classroom virtual by using internet connection. Online learning has become the order of the day, therefore, teachers and student may interact over live session across device

screen. The gaining popularity of learning apps, tools, and virtual classes could not be ignored. These modules are gaining momentum for more reasons than one.

The debate between online learning versus traditional education grows each year. The two methods of education are very different in nature though the goal may be the same. The primary goal in the education system is how to transfer the knowledge from teacher to student. The Corona crisis made it even more relevant, as employees in many countries were forced to work from home. So, suddenly all the learning activities had to take place online. But is it a good substitute for traditional learning? Let's have a look at the differences, similarities, and conclude.

Digital Technology for Learning

Innovations in learning are often synonymous with digital learning: "flipping" a class seems to deliver material more efficiently, or an exciting new webpage presents historical data in dynamic, interactive ways. On the flip side, e-Learning is a online learning experience, which means that the practice is remotely done the students and teachers are in different places and can communicate through online tools and platforms. Digital resources can be fun, bringing students closer to artifacts, texts, and data while expanding chances for immersion in the field. While both digital learning and e-Learning allow student and teacher interaction, the difference lies in whether they are face-to-face or not. Digital learning may involve the use of digital devices to facilitate learning, regardless of whether the students and the teacher are in the same room or not. This means that students may be using tablets along with other students and the teacher in a traditional classroom setup.

Blended Learning

Blended learning, as a term, arose at the time when educational systems were navigating entry into the online world. This condition arose massively when the covid-19 pandemic hitted Indonesia, other country as well. Thus, most early thinking about blended learning was focused on figuring out how to combine or blend learning that take place online with learning that occur on campus or school (Mitchell & Forer, 2010).

BLENDED LEARNING	Delivery	Online
		Offline
	communication	Asynchronous
		Synchronous
	Phylosophy	Behaviourism
		Cognitivism
		Constructivism
		Connectivism
	Space	Real
		Virtual

Figure 1 Blended Learning Pattern

In this sense, blended learning offered students and teachers a new manner of flexibility. Learning and teaching, and all the communication between students and teachers, were no longer restricted to a physical position or dependent on face-to-face interaction. Through the pandemic condition, many approaches to blended learning shifted to predominately online with limited face-to-face options. Blended learning enables preference for interaction, communication, distance and educational philosophy as shown on figure 1.

Convincing and enhancing value digital learning

We must harness the power of the digital revolution to ensure quality education is provided as a public good and a human right. The government of Indonesia must marshal the strengths of digital technology to advance our national and international aspirations for education and lifelong learning. Such action will help

catalyze beneficial transformations to various aspects of education, including pedagogy, curriculum, assessment, social caring and the organization of learning, both in and outside of formal educational institutions. It will further help improve student learning outcomes, thereby better ensuring that all those who access education, whether children, youth, or adults, acquire foundational literacy skills, develop knowledge and competencies relevant to their lives and livelihoods, and contribute to more sustainable futures.

There are three keys to unlock the power of digital teaching and learning, making it more universally accessible and a more reliable pillar of holistic educational experiences: 1) Learning content: great quality, curriculum-relevant digital teaching and learning content must be made available to all learners, teachers through platforms of digital learning, 2) Capacity: in terms of applying digital technology to enhance learning process behoove powered to make sure the teachers, students and stakeholders have knowledge and skill to utilize digital device so that tech-savvy, 3) Connection: great digital connection using internet is essential redound teachers and students can benefit from educational gain.

CONCLUSION

There has been a shift in learning habits after the Covid-19 pandemic, both at schools and at universities. face-to-face learning directly shifts to digital learning via an internet connection, or commonly known as e-learning. This condition causes educators to be tech-savvy by utilizing digital technology to internet connections so they can continue learning properly. Educators must be wise in utilizing digital technology and e-learning so that knowledge transfer can continue optimally.

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