The Social Readiness to Implement Mobile

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!t ? i l ti { { The Social Readiness to Implement Mobile Learning in Indonesia Dwi Sulisvroro Physics Education Department, Ahmad Dahian university, Indcnesia Email: dwi@uad.ac.iC obstrccf Mobiie learning through fie use of wireless mobile technolcgy aliows atyone to dccess information and learning mateilals from anywhere and at anytime. As o resuit, iecrners fiove control of when they wont to learn and irom which iocotio n they vtant to learn.'fhe chorocteristl'cs of mobile technology such os ubiquity, smaller sizes and comporolively cheaper prices, and the widespread use of wireless networks can pruvide users with assistance more fiex-ibly, anytinc and on_t'whcre. 1he internef userpene trotion in Indoncsio around)i.5x ttf totai ltnpulation ttr around ot millionspeoptewhichincreose T.lxfrompreviousyearisoJorgc opportunityformobiJc,leorning implementation. From those number, 58 nrillion.s peoplcs occc.ss internef through rnobiJe gadget- Kr'ylvords: m ob ile l earning, ne tiz c n, in re rltc t, d i git a] imm igro n r 1 Trends of h{cbile Technoiog}' Mobile devices are generaily srnall, pcrtable and coinpact . This device is mcre suitaoie for pocket or purse. Unlike a iaptop cornputer that relative nlore expensive, hea-,y and requires a lot of electriciti,, mobile devices are relativei;; cheaper, iighter, atici cen ile u.;e'd for a lolg tinie du* ro eplcient eiecfficity or can use disposabie battsries or rechaige. Bltt lvith ihe small screen sizes on mobiie devices makes scme pecple question their worth a.s meci.ia e-learning- tsrit t-his screen fbr users convenience. Some of these devices have good audio that ailcws students tc question is answered with the emergence of various rnobiie devices that also provides a wicie repext the sulj661 matter insteaC of reading mat::iai uii the screcn . In rrew developments, lhis tool is increasingly adapt to the various user needs that can be iitilizeii ir-i the e le;rrning and also enable to send much amounr of and quickly inforinaiiott; sornething unavaiiable on the conventi0nal corrrPuter. broad ;rrpr.ts. The literature review considered. the choice ot the appropriate to'.lls Ior in ltlsrning Thc chalges of the rnobiie and wireless ICT utiliry in teachirrg anci learnitlS art cxter)sive and in rs as tolron.s: teblet IrC, iPoC, device, Personal Diqrtat Assisrants (PDAs;. mci:rie pho*ts ar;'.'l SMS. an.! wireless inirastrtrcture. Nowadays, some devices (e.g., nrobile phones) have bten enjoy'"1. widely. uhile devices such as laptop computers reached the critical point as tl-ie tocls used by'the learner. 'l?re avaiiability of technclogy is fundamentai in this process, but rrot quite sufllcient to provide an eiiective learning envirorrlirent. Five categor;cs of techirolog,v that shoulj be ccnsidere.l in the inplernentation of m-learning, namely: transpor*r, piatform, shipping. media tethhoiogies and progiamming ianguages, as shown in table 1 icoi\l c-coMEx 20t2 iltl l 'lable 1 Technology Categories Transport Ltevelopmeut Media options Platfonn options Delivery ____ options _*_fllgg3gl. _ Optior s GPRS Flaslt 3GC Intr-ared WML []luetooLh Voice XML PC Iltorvnload Hl'ML XI{TML Video l'ot ket PC tvAt, Audio tllcs Winrtows CE E ru.ril Phorre c:rlls Synrbian SM.\ 1'eleco rt te re nc i trg ['.rlrn OS MM5 Voice recognition .12lvII.l HTTP TV broadcast l'ogo 2 lv[oLr:l.le Learning Definition 'l'he crtrreltt perspective on mobile learning can be divideci into foul categories ls fbllows' (.r) l'echno centric. This perspective donrir).ites it'r trtlt:y stttdies. flere mobile learning is sern as learning to use technology with nrotrile t'tevices, such as PDAs, mobile phones, il)od, PlayStation Portable etc. (5) (onnectionwi.th e-learning. Clr.rractcristics rrt this IX'rs!,ective is l.o see luobile learnirrg as iln e)(ension of e-learning. This deflrrition is sorllel:imes not clearly illustratr: the dis:ringuishing feature ol mobile le.rrning. It neerls to be claritierl is whether indted lnobile trezuning just sirnply e learnitrg ttse tnobilc tcchlrology. (r:) .Angmenting formal eilucation. In sturlies ol'ntobilc le rning fornul etlrtcation is otie n chnracterizect as face-to-face te:lching or il stereotype of the lecture- Related to lcarning thitt not only in the classroont, indced there has Lreetr a form of distance education is tiorre with the correspondence tncl hrs bcert running for many years. Mobile learning is an improvement of the educational ntodel that is not nlerely a classroonl approach. (.t) .student-centered learning. In the bt'ginning study of this area, the eoncept of mot;jle leaning d.evices associatcd with thc tcchnology and its potential to cnabie lifelong learning. This perspective focus on studcnt or learner mobiliry ancl not just on rhe tectrnol:gy used. Learner is the center and important element in the implementation of mobile learning. 'l'he irr-ri.rlementation of m-learning contbitres the use of rnobile l.echnologies to lacilitate r5e transfer and acquisition of knowledge, and the learning process. Similar to e-L,earning. m-[.earn ing ccruld be utili zecl at clifferent scales. In certain enviroltrnettts, tl-l,eartling can be used for a spr:cific cornponent of a topic of learning; however in the other environmellt, m-learning is user-l as a way ol learning. In both cases, technologies are used as mobile. With the definirion ot 1 Learning :md m-Learning, thcrc are mxny sintilarities tierweten tlle t\uo processes; clt:ariy learning is a key comp.onent. The goal of this le arning applic:ttions, r-egarclless olthe technology ruseci, is to give chances to learner in the process ol knowledge acquisition. Ik:th itl e-leartring an(l tr).leiirning use electronic technnlogy, although there are diffelences in tlte tlevicc typc and the nredia fype used,bul e-Leaming and nr-l.earning are really studies in technoL:gy integnrtion i rrto eciucation ai environments. It is clr:ar that the theories behind the secorrcl lbrnr of s[ur.iy usett is the satne; inlegration of technolog;y in learning ca.n irnprove the learning experience. ln many ways, tn'Learnirrg is another uray in the implenrentation of e-l,eanring. M-learning gave opportunities for learner to sLay inv'r:lvecl in their learning environment while thi:; cautrot be obtainr:d through a static technology devices such:rs desktop cornputers. it rnlkes a clistitrctive relationship in defining the 3sB l r(oN-c-coMgt:or2 l * t *E t f; 3t 4 iA "l '3 cpcicotrelicfifagllenenirceaeyi<rennlsciwcorerrrigiditf)feeoethtrfrwea-m-lrete,oetahinLyra,niptlibhenpyegeonerptswi,prroaewo.tarhlirhuWenarninrp-iigpttehieeaernsrenslleiaantanrgtdrehneidsaen,r"ago'tp"ia,l.inake^r.e"tlsel'teahaaaracnbritvneiahliirntnaygistsatagmnoesooipteceb>aafcirtirrneaiateaiyrfrp.i'nxlu.Teihrnhpdegou,ssmoperpthepilrrhlimneietagii-nerlenedsaidenrofgnif)n{i'neomitrgcieaoatyndtthiobbaniesyt' il 's i : mobiie technologies. 3 Internet User Portrait in Indonesia Bfyoeara,smretaodn.yoyenaisnru,.enTsehtyoecrsfoonliIndouwthcientegwdbotairrlbEdl.e{aTsrhkheopwluinsscftrihglaeusriiennotgeurtnnthueamttbuthseeerllaopnfedinnsetcetarrapneetiootnfuin 2010 to 2012. Table 2 Internet User Penetration in Million Urbrn Population 12l'16 Urban FamilY 30'29 Urban Nctizen i'opulation 37 56 Nelrzen Populatiotr 42.16 Tctai Intemet User 17r Penetratron 2011 123'24 -10 81 50'i3 5;'23 22'4%- -- 123'57 31 61 5f' 3E ('l oli 23 5/" F2inr0toe1mr2-n.teTathb.elTehm2e,otcrheheadnraaetcadtzeselhisnotwipcotophfualtrahterhisoeenypicesuoinnpgclerepaaersoeipnmtgeos(r1ieg5no3pif5€icnaangneetslsynetaotnizdteherue)andceohwm6t1ih the digital native. Jrsgehmasedeagargertcpathdhi,ngoeanltareos,isutpnyscedorasm5ro.8enIatmthlciiinlnatgronotbetnnhebaooptforeichndatienncretnnetbroelotttohbuksae,etasrtenhinpdealtnrnaa<rnotieolbednitl Tbhuet naelstoizesnocai:crltinveitriewsorinkcilnutdeerancottioonn,lydcbwronwlsci:naginsgeaurcphtinoga,deinmga:irlinndg'fifiiendsihnagrinnegwsto, aenadchchoathtteinrsg' Table 3 shown

these acfivities' Soctal Netvrorktng Browsing/ Searchrng Emarhng irO.2 Finciing current news 56.9 Download/ UPload 0nline Chat G,"nc Online 1s.3 Videocall --;26.28.3 Blogging :F 6 1 File sharing, ! 1.9 Fig:ure 1 Netizen activiiies ((Darwin' 2012) rcoN c-coMsi-zot2 isae I i:'ront alI o1' previous data, there is an increase use of wireless technologies especially mobile gadget which support learning. Mobile devices have higher penetration rate than other devices anlong the youth. This advantage gives possitrility to ser-ve mobile learning. 4 Cr:nc.luslon 'l his paper has presented finding of'preliminary study of mobile learning readinr:ss among yourh in lttdortesia. Ttre increasing of inrernet user especially nrobile gadget is a goocl opportunity to develop air.d to implement mobile learning intensively in lndonesia education. More depth rr:r;earch strottld be conducted to find out the wider issues on rnobile learning. In general, ir can be said ttrat rnobile learning is not only technologically possible but also s,ccially possible. How the universitlr rsspttt. to this situarion will irtlect the successful of mobile learning to support appropliate learning in the new way. Acknowledment 'l-ltis paper is a part of the in progress research on nrobile learning which funded by Ahmad Dahl.rn l.Jniversity and other parties. Thank you very much to Mr. Muchlas, Mr. Ishafit for their tiuitirrl discr:.ssion in this topir:s. References r\lly,1t,1. (:r009). Motrile learnin61: trluslbruring thc dr:livery of educati ,n and training. AU Prcss, ALhabasca I Iniversity. r\ttewr:ll, J., & Savill-Smith, C. (2004). Lerrning with mobile devices research and clevelopmentr Learning and Skills Developnrent Agency. ('asey, C., & Ilvans, T. (2011), Designing for Learning: Online Social Networks as a Classroom []nvironment. International I(eview ol'liesearch in Opcn and Distancc l.earning, Volunre I2, Nurntrer 7 ,L-2,6- Chclliah. J., & Clarke, E. (2011). Collaborative tcaching and learning: c.,vercoming the digital divirle?. On Che Horizon, Volume 19, Number 4,276-285. Chen, C.-H., Chen, S.-H., l{wang, G.-J., & Yang, T. C. (20f 0). Factors influencing teac}rers'acioption of a ubiquirous technology appiication in supporting teacher peribrmance. Internationztl Journal of Mobile Learning and Organisation, Volume 4,l,lumber 1 , 39 54. Chinnery, G. lvl. (12006). Ii,merging'l'echnologies, Going ro rhe NIALL: Mobile Assisted Languagr: Learning,.\lolume 10, Nunrber t. l-angu:rgc l- earning & Technology , 9-l ti. Chu,S.K. W.,&I(ennedy,D.M.(20tt).Usingonlinecollaborativetoolsforgroupstoco-constmcr. knolvledge. Information Rcvie w Volume 3 5, Number ,l , 581-597. Cobcroft, I{. S. (2006). Mobi}e learning in review: Opportunities and challcuges frlr le:.nrers, teachets, and institutions. Online Learning and TeachjnS (OLT) Conference (pp. 21-30). Brisbane: Queensland IJniversity of 'fechnology. Crarnpton, A., Ragusa, A. T., & Cavanagh, II. (2012). Cross-di.sr.:iplinr: investigati<tn of the relationship between academic pcrformance and online resonrce access by clistar:rce criucation students. Reseirrch in Learning'l'cchnology VoLume 20 , 1-13 390 I rcoN.c coMFr'-2o1: I \ llarwin.W. {20l2tlilliNovember)'PotretPengg;unalnternetlndonesia20l2'Marketeers'pp' i;0-o4- Farajoilaleiarir,n}evr1s.,' &seMlfroeegnuiikaitae.d Mle.a(r2n0in1g1)s.ftategies' worid Jor:rnal .lhe eifect of coinputer.based learning cn disiance cn Educatio:ral Tec'hnolog-v' Volume 3, Number 1 28-38' ' Fry,N.,&Love,N.(2011).Businesslectur.ers,perceptiorrsandinteraciionswiththevittual learningenvironment.Internationai}ournalofManagementEducation,\roume9, i'lumtrer 4 ,51-56' Harris,R.J.(2008).Developingacollaboraiiveiearningenviionmenithroughtechnology enhancededucation$E3)support.Education*Training,Volume50,NurnberS|9,674. Kukulsklan-tHerunlmateio,nAa.l (R20e0v7ie)w. MoofbRieleseUarscahbiintitoypiennEadnucclaDtiisotnaanicCeoLneteaxrntsi:ngw'hvaoltuhmaeve8w'Neuieranrbnet?r 2' 686. McGreen, N., & sanch ez,r. L.(2005). Mapping Challenge: A^Case study In The use ,1'12. of Mobile PhoneslnCollaboradve,Conte*to^rr-.,r,,ing,.lADISInternationalC-onferenceMobile Learning, (PP' 213'2L"7 \' Sangra,A.,&Gonzilez- sanrnamed,}lt.i2010).Theroleoiinformationanccomnrunication tsecchhitonlso.loAgLiTe- sliiRriemspearorcvhiningtLeeaacrhnirinlgiaTnedchienaorlonginyg'pVroolucmeses1e8s,iln'ipurmimbearry"a,n2Ods7e-2c2oOn'dary - Traxler,wJr.it(e20s0a7n).d Dheafvinininggr,i'Dritis..c,u,ss.itnngiearnnadtiEonvaaliuaRteinvgiewl{oobfiiReesLeeaarrcnhinign: oTpheennraon.'d,inDgisfrtanngceer T I I Learning, rJolume 8' Number 2 'f i2' ! t t a t ICON.C.COMV|.2Ol2 r+r I View publication stats

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