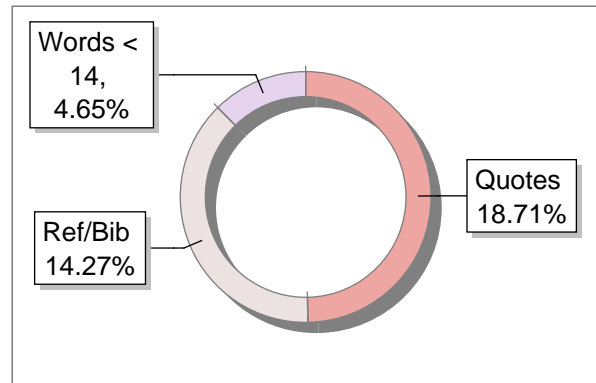
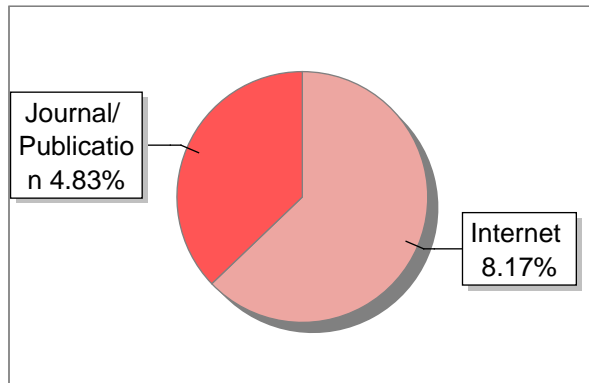
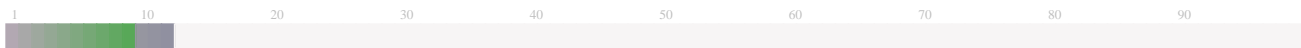


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## Learning Strategies In The Digital Era

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### ABSTRACT

In the digital era, implementing learning is growing from a traditional face-to-face system to digital-based learning. These changes create new problems for education actors, and they especially require digital adaptation capabilities that teachers must do quickly. This study aims to analyze learning strategies in the digital era, especially at 3 Tapung Junior High School, and reveal what factors influence the implementation of learning in the digital era. This research uses a case study method conducted at the school. The data was obtained by using the interview instrument with the teacher. Based on the interviews, the results showed that the school teachers still felt weaknesses in learning in the digital era. However, they overcome the teachers' various advantages and strategies. The teacher in the learning process applies them. In addition, teachers also take advantage of multiple platforms such as WhatsApp groups, google classroom, google meet, power points, and creative videos to increase student activity in learning to improve student learning outcomes in the digital era.

## 1. INTRODUCTION

Education is an investment from a nation for the entire community and its citizens and is the key to increasing justice and independence. Currently, the world of education still needs a way to lead people to a level of personality independence that is knowledgeable and faithful because these methods were not developed in the past (Ambarita 2009). Technology in education has now been created along with globalization in the digital era so that interaction and information delivery can quickly occur (Ngongo, Hidayat, and Wijayanto 2019). Kanokorn, Pongtorn, and Sujanya (2014) said that this technological change impacted the world of education. In recent years, the world of education in Indonesia has undergone rapid changes. Differences arise due to curriculum changes and standards imposed by schools (Afif, 2019).

The educational process is inseparable from the curriculum program, a reference in the educational process, especially in Indonesia. In the learning process in schools, teachers must provide many directive learning opportunities for students to achieve their learning goals through their experiences (Ariatana, Sirisookslip, and Ngang 2015). Atisabda et al. (2015) said the key factor influencing the quality of education is the curriculum. The curriculum has an essential role in the learning process so that it can be carried out in a more directed manner, both process and results, by the goals and conditions of the school (Payne and Welch, 2018).

According to (Depdiknas 2003) concerning the National education system, article 1 paragraph 19 reads: "The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods used as guidelines for the implementation of learning activities to achieve certain educational goals."

In addition, the curriculum is one of the critical instruments in the educational process and is constantly undergoing a process of renewal and developments in society (Katuuk, 2014; Masykur, 2019). Policies the implementation curriculum must be seen in the context of the demands for change the Indonesian people, both now, must face and in the future. Students in this digital era will meet how to equip students to face speedy changes (Triyanto 2020). Students need to be prepared as a generation that will face these challenges by activating all their energy through learning in the digital era. In addition, facing these challenges, learning in Indonesia is currently implementing the 2013 curriculum, which emphasizes the development of soft skills students (Tempo, 2012). In addition to improving soft development skills, students can also enhance the quality of learning. In its implementation, it is necessary to improve the learning process in the classroom. Quality classroom learning is learning that can meet the needs and expectations of students, such as the development of soft skills.

According to Ngang, Chan, and Vetriveilmany (2015), soft skill development can be done academically, including ethics, moral and professional skills, communication skills, critical thinking and problem-solving skills, teamwork skills, and leadership skills. In developing soft skills, Students who are demanded to be better in the digital era also need relevance between the 2013 curriculum and the learning process. Currently, the relevance between curriculum and learning is excellent, proven by the many strategies/models in learning used by teachers to improve soft skills learners.

In this regard, the teacher must study the use of learning strategies because the techniques used must be appropriate (Talebi et al., 2011). In addition, based on the results of research conducted by (Fernandes 2019), it was found that the curriculum must be designed to adapt to the development of information technology in the digital era. The adaptation is intended so that students can take advantage of the positive side of the digital era, as stated by (Wagner, 2010), and must be able to master the following seven skills: (1) critical thinking and problem-solving skills, (2) collaboration and leadership, (3) agility and adaptability, (4) initiative and entrepreneurial spirit, (5) able to communicate effectively both orally and in writing, (6) able to access and analyze information, and (7) have curiosity and imagination.

Based on research conducted by (Purnasari and Sadewo, 2021), the development of the digital era forms a new pattern in learning that occurs in schools so that adaptations must be made quickly. Efforts to produce graduates who can adapt to the digital era require a learning process that develops critical, creative, and innovative thinking skills. Currently, the school has implemented a learning curriculum that refers to the development of the digital

era. Still, not all skills in the digital era can be fulfilled by students, so faster adaptation is needed so that students can achieve the competencies expected.

Students at 3 Tapung Junior High School have not fully adapted to the digital era. It is necessary to explore information about the learning strategies applied by teachers in the learning process in the classroom. The students can adapt quickly and have the competencies expected in the digital era. This research is expected to be able to reveal effective learning strategies in the digital era.

## 2. METHODS

The method used in this research is a case study research conducted at 3 Tapung Junior High School. The data collection process was carried out through an in-depth individual interview process (Guion, Diehl, and McDonald 2011). The participants in this study consisted of 5 teachers identified as able to implement digital learning effectively, both in building a learning climate and learning achievement.

The procedure carried out refers to the stages carried out by (Creswell 2017). The first stage consists of identifying problems, reviewing literature studies, determining the methodology, compiling interview guides, and determining participants. The second stage consists of collecting data through interviews. The last stage is the process of data analysis and conclusion. All results of data analysis are presented through qualitative presentations.

## 3. RESULTS AND DISCUSSION

### RESULTS

Based on the results of the analysis obtained from 5 resource persons regarding the implementation of digital learning carried out by teachers, several data are by the research theme, namely the weaknesses of digital learning, the advantages of digital learning, strategies to activate students, and the platform used. as follows:

#### 3.1 Weaknesses of Digital Learning

The development of education in Indonesia is currently not evenly distributed, so it impacts the learning process in the digital era. One of the schools that have implemented learning in the digital era is 3 Tapung Junior High School, but teachers still feel some weaknesses. From interviews of researchers with several teachers, it was found that the obstacles to implementing learning in the digital era, in general, are as follows.

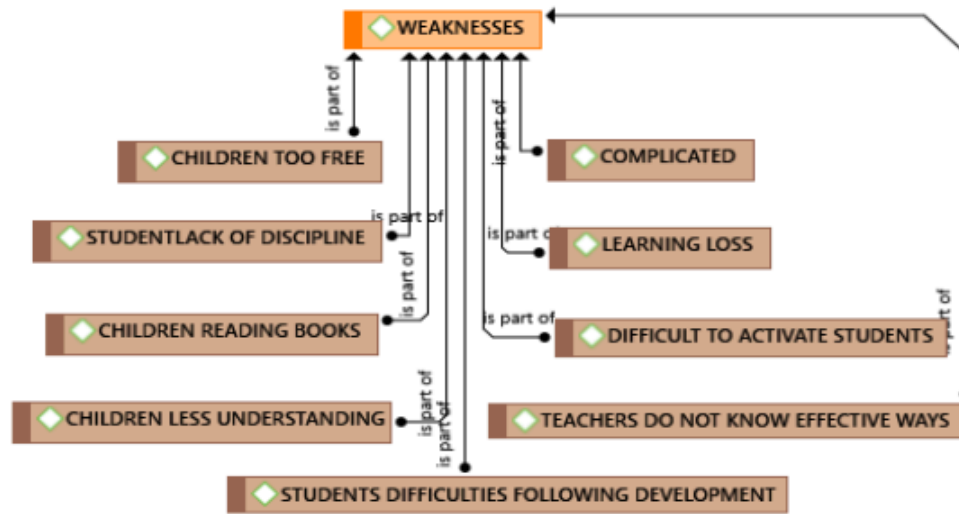


Figure 1. Weaknesses of digital learning

In the implementation process at 3 Tapung Junior High School, many students have not been able to adapt to the digital era; students are still challenged to follow learning development in the digital era. There are various weaknesses felt by teachers in the process of implementing learning in the digital era at school, namely (1) complicated, (2) teachers don't know a practical way, (3) students have developmental difficulties, (4) children don't understand things. It is as expressed by N1, N3, and N4 as teachers, namely:

"What method is suitable, and how is it? I haven't found it yet; that's the essence of digital learning that has been implemented."

N3 also expressed the same thing as an English teacher; he said that:

"The weakness I feel like a teacher in digital learning is that not all students can follow digital developments considering the location where I teach is in a remote area."

In learning the digital era, N4 explained that as a sports teacher, not all students understand the material presented by the teacher because sports lessons are more effectively carried out directly. N4 explained in an interview with the researcher, namely:

"The weakness for myself as a sports teacher is that sometimes the children become like boomerangs to me because if I am a little incomplete or incomplete in delivering material or delivering assignments, the children will return. ask, or it could be that when he was doing his job, he was in the wrong direction."

The weaknesses felt by teachers at 3 Tapung Junior High School in the digital learning process resulted in (1) Difficulty activating students, (2) Students lacking discipline, (3) Learning loss, (4) Children being too accessible, (5) Children reading less book.

Based on what was felt by N5 as a teacher at 3 Tapung Junior High School, he revealed that:

"Yes, children who want to be active may care. If they are not active, their children don't care, but if the house should be close to reaching we will check one by one at the house to study, or I don't think so, but because my school is quite far from the children's homes, that's how it is."

Not all learning can be digital because students also have to get direct direction from the teacher and must get feedback from the teacher so that students feel lazy to collect assignments that have been given by the teacher, as explained by N1 as a teacher said:

"Only about 30% of the rest children just lie at home and collect assignments when the deadline is over, and sometimes many don't collect assignments, wait for bills, and the process takes a lot of time and emotion, of course."

Learning in the digital era that is not evenly distributed becomes ineffective because of the minor improvement in the learning process. It is widely felt by various teachers, one of which is N5 as a teacher, he revealed that:

"Yes, children who want to be active may care, if there is no active, the child doesn't care, but if the house should be close to reaching we will check one by one at the house to study or not, but because my school is quite far from the children's house, that's how it is."

### 3.2 Advantages of Digital Learning

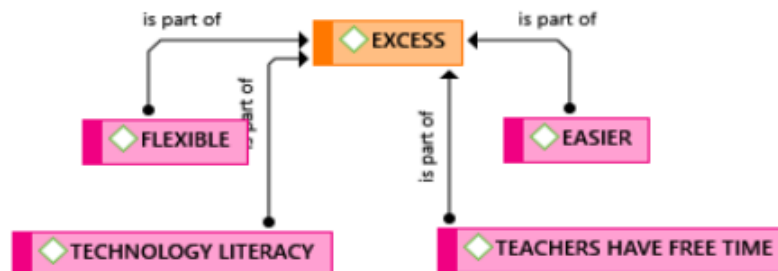


Figure 2. Advantages of digital learning

The advantages of learning in the digital era have several benefits that teachers can feel because, in the implementation process, teachers are more flexible in teaching and have more free time than conventional learning. In addition, teachers are more able to take advantage of the latest technologies to find it easier to teach in class. Based on N3's opinion regarding the benefits in learning, namely:

"Internet networks can make it easier for me as a teacher to deliver material through the Zoom meeting application during online learning or better known as online (in the network)."

Besides being flexible, N4 said the advantages for teachers in learning are quite a lot, one of which is having a free time finding learning methods so that students understand more about the material presented by the teacher. Learning in the technology era also requires teachers to understand the use of technology better so that teachers can take advantage of technology in the digital era, as expressed by N3, namely:



"I started teaching technology-based learning with students while still following the level of students' abilities and teaching material. lessons along with the latest technology base."

### 3.3 Strategies for Activating Students

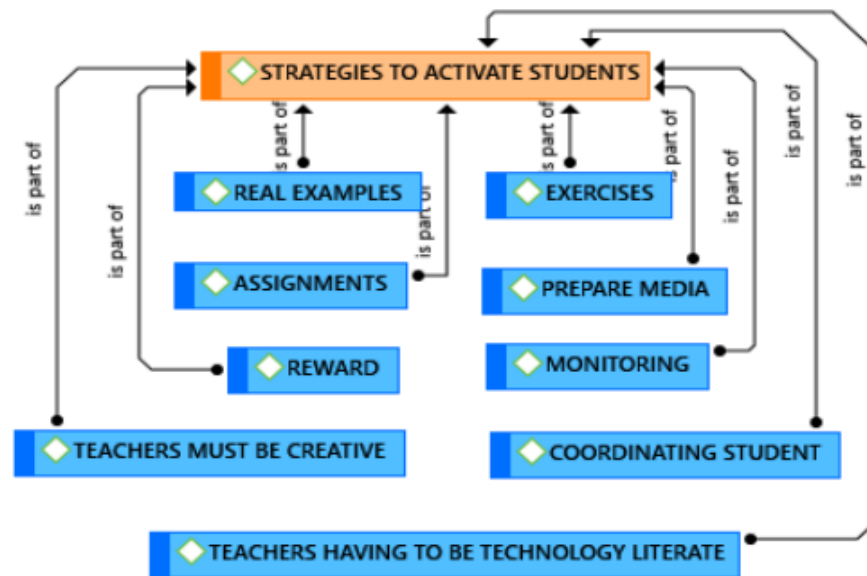


Figure 3. Strategies for activating students

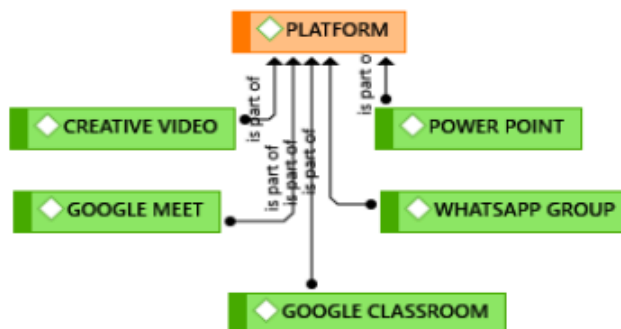
In learning in the digital era to overcome various obstacles faced, a teacher must have a variety of learning strategies. It is because the system applied by teachers can make students motivated while learning. The most crucial method in digital learning is that a teacher must be sensitive to digital developments by utilizing various media platforms so that teachers are more creative in the learning process; another strategy that teachers must master is coordinating students and monitoring student progress. In addition, teachers can give assignments that end with rewards to students in improving student achievement. N2 stated that:

"To improve children's learning outcomes, I usually give real examples during learning so that children can relate and understand better what I am explaining. I always monitor children who are not active, and I pay special attention to coordination with their parents."

N5 also conveyed the same thing to increase student activity by giving rewards, namely:

"Increasing student activity, rewards are given, for example, the ten fastest people will get plus point. Someone will collect them when you don't call their name in the WA group. We also have a WA group, so we were reminded how many people haven't gathered yet. Hence, the children feel reluctant, when my name is kept on mentioning this, so after a long time, because of prestige and friends, they are called in WA every day, so they are more diligent gather."

### 3.4 The Platform Used



**Figure 4.** The platform used by the teacher

The digital learning process started from the formation of the platform because the platform is the primary source of learning. Teachers often use several platforms to support the implementation of learning in the digital era: WhatsApp groups, google classroom, google meet, creative videos, and power points. N1 said that:

"Digital learning starts from establishing a platform; namely google classroom, where all assignments are collected in their entirety. So there is no longer a system for collecting assignments through books, so overall, children collect digital-based assignments through cellphones and all kinds of assignment collection, through google classroom."

Agreeing with that, N2 explained that the digital era learning platform is very influential for learning, such as giving schedules and giving assignments to students; N2 stated that:

"Usually work using google classroom, WhatsApp group, or google meet, because in my opinion in google classroom can see directly the assignments given to students, if the WhatsApp group is to give an entry schedule, and if the google meet is for discussion with students."

In addition, so that learning can optimally, a teacher must utilize a variety of creativity, such as making creative videos and making interesting power points to be motivated to learn. N1 said:

"My way is to make creative videos so that children are interested in the learning process, don't just be monotonous, and the next way is to see which field the child is capable of, and I have to find the right method for each topic discussed."

In addition, N4 explained in an interview with the researcher the learning tools he used were:

"What I chose as a medium for learning was Google Classroom and Zoom; I also used Microsoft PowerPoint."

### DISCUSSION

The study results show that in learning in the digital era, schools have strategies that are carried out to run effectively; this is in line with what is done by teachers at 3 Tapung Junior High School. The learning process originally carried out in traditional ways conventional has changed in the digital era due to the rapid development of technology in the world of

education. The digital era's story and the current Covid-19 pandemic are forming a new learning pattern that occurs in education (Purnasari and Sadewo, 2021).

Learning in the digital era, which the government has increasingly promoted, should no longer be an obstacle for teachers and schools. However, there are still many obstacles and weaknesses, so a particular strategy is needed so that learning in the digital era can run optimally. A teacher should have planned learning strategies to get maximum results from learning in this digital era (Sari and Khamid, 2021). The learning strategy is a combination of the sequence of activities, how to organize the material, learning methods and techniques, and learning media in the form of learning equipment and materials, as well as the time used in the learning process to achieve the specified goals (Arsa, 2015).

An exciting and fun learning process is essential for teachers to build; therefore, it is the teacher's obligation to design fun learning according to student needs (Hasan, Zainal, and Suhadjerah, 2020). Moreover, amid the current spread of the Covid-19 virus, teaching and learning activities cannot be carried out in schools but are transferred to an online system to encourage teachers to use technology in education increasingly.

Platforms that teachers often use in learning are WhatsApp groups, google classroom, google meet, creative videos, and power points. It also agrees with (Zain, Sayekti, and Eryani, 2021), who states that teachers need to improve competence in using technology in learning in the digital era. However, in practice, the teacher still feels several weaknesses; namely, teachers do not know effective ways of learning in the digital era, so students find it challenging to follow developments and do not understand the material that the teacher has delivered. Weaknesses in learning should be with training on learning in the digital era. Training activities on the use and development of teaching materials in the digital era are expected to improve teachers' capabilities in utilizing and developing digital teaching materials (Smaragdina et al., 2020).

In addition, to overcome the weaknesses felt by teachers, they can take advantage of various advantages that exist in the digital era, such as being more flexible in learning and utilizing multiple technologies such as making creative videos. It is in line with the opinion (Salsabila et al. 2020) that many learning media technologies are used in every educational institution to streamline the learning process carried out, such as creating videos made by teachers.

#### 4. CONCLUSION

Learning in the digital era has several impacts on education because it must adapt to technological developments. However, in reality, many teachers have not been able to carry out learning in the digital era to the fullest due to the many perceived obstacles. The obstacle felt by 3 Tapung Junior High School teachers is that the teacher does not know effective ways of learning in the digital era. Students find it challenging to follow developments, and they do

not understand the teacher's material. To overcome this, you can take advantage of the various advantages of digital learning, such as utilizing multiple learning media platforms; besides that, different strategies are prepared by teachers in the implementation of learning so that it can run optimally.

## 5. ACKNOWLEDGMENTS

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