International Journal of Teaching and Learning (INJOTEL) e-ISSN: 3025-8308
Vol. 1 No. 12, 2024, pages: 1524~1536

THE DIGITAL LEARNING REVOLUTION: UTILIZING EDUCATION PLATFORMS IN THE SELF-CURRICULAR AGE

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Abstract

The digital age has brought significant transformations in many aspects of life, including in the education sector. The digital education revolution, especially in the implementation of online learning platforms, has opened wide doors to self-learning and lifelong learning. The aim of this research is to explore how digital education platforms affect the learning process and identify the benefits and challenges that arise from its implementation. Using a qualitative approach through literary research methods, the study collects and analyzes data from various related sources to gain a comprehensive understanding of this phenomenon. The findings show that despite some challenges, such as accessibility and digital disparity, the widespread implementation of digital learning platforms provides more equitable educational opportunities, encourages self-learning, and prepares students with skills relevant to the digital age.

Keywords: Revolution, Digital Learning, Platform, Education, Self-Curriculum.

Introduction

In today's age of globalization, the world of education faces a significant challenge in adapting to the rapid changes brought about by the technological revolution. Increased access to technology, the Internet, and mobile devices creates new opportunities to scatter and create new paradigms in learning systems. A revolution in the approach to education is needed to ensure that the learning process is not only relevant to the needs of the present, but also capable of preparing future generations to face a changing world.

The need for independent learning and flexible curricula is becoming increasingly evident (Sitopu et al., 2024). Students and educators are now increasingly aware of the importance of an approach that can be tailored to individual needs, enabling

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personalized learning and empowering students to take control of their own educational path. (Guna et al., 2024). It encourages the adoption of autonomous curricula that can support self-paced learning and lifelong learning initiatives. (Aini, Q. 2023).

The presence of the need for educational innovation is not just an option, but a necessity to be answered by all parties involved in the world of education. (Hairiyanto et al., 2024). The rapid development of information and communication technology has changed the way we work, communicate, and most importantly, think. (Tubagus et al., 2023). It must also be directly offset by the transformation of the educational system that can follow the pace of that change. (Aslan & Shiong, 2023). With demographics of students mostly digital natives, traditional learning approaches are no longer fully effective to meet their learning needs, which are now more dynamic and diverse. The need for educational innovation to be an important means of creating an attractive, interactive, and relevant learning environment for today's social and professional realities. (Muharrom et al., 2023).

In addition, the need for educational innovation in the digital age is also driven by the demands of the labour market that increasingly require critical thinking, analytical skills, and skills to adapt to new technologies. Education is not only required to provide theoretical knowledge, but must also be able to equip students with appropriate practical skills and soft skills. (Rahmatullah et al., 2022). For that reason, the use of digital technology in learning not only adds new elements to teaching methods, but also to realize more personalised learning, enables creative problem-based learning, and encourages effective collaboration among students. Educational innovation in the digital age has become the key to creating a 21st century education capable of preparing students not only for success in the classroom, but also in the outside world. (Battro, A. M., & Fischer, K. W. 2012).

In the Indonesian context, the introduction of the "Free Curriculum" as part of the education revolution by the Ministry of Education, Culture, Research and Technology, marks a transition towards more adaptive and self-reliant learning. It requires the integration of a digital education platform to support its successful implementation. (Mustafiyanti et al., 2023). These platforms not only provide access to extensive learning resources but also facilities for personalized learning, collaboration, and student creativity development (Wanti, L. 2023).

The rapid development of information technology in the 21st century has increased the availability and access to information and technology resources significantly. Faster and more stable internet connections, affordable mobile devices, as well as applications designed for various types of digital consumption have created a vast information ecosystem that is accessible to the general public. (Shutaleva et al., 2019). On the other hand, this ease of access also opens the door to the use of technology in a variety of fields, including the education sector, which can now

integrate digital tools into teaching and learning, giving the ability to learn from anywhere and anytime. This continuously expanding digital infrastructure not only strengthens flexible teaching and learning but also encourages educational innovation and enables improved digital literacy and productive use of technology among students and educators. (Hashim, H. 2018).

The transition of education curricula around the world to a more flexible and autonomous approach is a response to the social and economic changes caused by technological developments. (Nurdiana et al., 2023). A more dynamic and adaptive curriculum is now the focus of an effort to create an education that aims not only to pursue adherence to rigid academic standards, but also to sharpen students' individual talents, interests, and abilities (Munte, A. 2022). Flexible educational curricula allow students to have more choice in choosing learning materials and methods that suit their learning styles, accommodate different learning speeds, and support the development of 21st-century competencies such as problem-solving, critical thinking, collaboration, and creativity. (Hakim, A. R., & Nabila, M. 2022). In this situation, educational technology plays an important role in providing a platform that supports individualized and collaborative learning that is accessible anytime and anywhere. (Suryati, L., & Jalinus, N. 2023).

Independent curricula also emphasize the importance of lifelong learning, where learning elements are developed to encourage personal initiative and instill a sense of responsibility in their own learning process. (Intiana et al., 2023). It encourages students to be more proactive in exploring knowledge and skills beyond the boundaries of the formal curriculum. Support from relevant parties, including educational institutions, governments, and communities, is needed for this transition to go smoothly. Training teachers and lecturers to use technology to plan and deliver materials in an innovative way, investing in digital infrastructure, as well as developing relevant and engaging learning content are key factors that determine the success of this transition. (Dwiputra et al., 2023).

However, the transition to digital learning also poses a number of challenges, including differences in access and digital capabilities among students, training and preparedness of teachers, and the need to ensure the quality and relevance of educational materials. (Qolbiyah, A., & Ismail, M. A. 2022; Erwan et al., 2023; Sarmila et al., 2023). Therefore, it is vital to understand how best to implement and leverage digital learning platforms in support of self-sustaining curricula in this digital age. This research aims to explore the great potential of the digital learning revolution and how educational platforms can be exploited in promoting the success of self -sustained curriculum implementation, which in turn will shape the future of innovative and effective learning.

Research Method

The method of literature research is an approach that focuses on the examination, analysis, and synthesis of various written sources, such as books, journal articles, and other relevant documents, in order to gain an in-depth understanding of a research topic or question. (Mayer, 2015; Bahn & Weatherill, 2013). This includes identifying, reviewing, and evaluating existing literature with the aim of building a theoretical foundation or conceptual framework for research. (Gliner et al., 2011; Lancaster, 2007).

Processes in literary research methods involve several steps, such as searching for relevant keywords in catalogues, indexes, and search engines to find the right sources. After collecting appropriate sources, the next method is to identify and select the most relevant literature, then compile and analyze data to produce new research findings or use theory in a new way. (Boddy, 2016; Champe & Kleist, 2003).

Result and Discussion

Digital Learning Concept

Digital learning refers to the teaching learning process that utilizes digital technology as a major instrument in the delivery of material, interaction between teachers and pupils, and learning evaluation. It involves a variety of platforms and tools, including online courses, learning apps, e-books, video learning, and learning management systems (Singh, R. 2016). With easy internet access and technology devices, digital learning offers great flexibility in terms of time, place, and learning methods, enabling a more personalized and interactive learning experience (Lin et al., 2017).

The evolution of digital learning can be traced back to the middle of the 20th century, with the development of computer-based instructional programs in the 1960s and teletext in the 1970s as one of the earliest forms of learning technology. (Warschauer, M. 2007). However, the rapid development and widespread adoption of digital learning occurred in the late 20th and early 21st centuries, along with increased availability of personal computers and the Internet. E-learning became popular as a learning method in the 1990s, with an increasing number of course materials and programmes offered online by educational institutions and other organizations. (Peters, O. 2000).

The new digital era in the 21st century has transformed the digital learning paradigm with the emergence of Massive Open Online Courses (MOOCs), virtual reality (VR) for learning simulations, and social learning platforms that integrate social media into the learning-teaching process. (Tvenge, N., & Martinsen, K. 2018). This time range also marks a significant increase in the use of analytical learning to personalize learning experiences. Technological advances such as artificial intelligence (AI) and machine learning enrich the possibilities of digital learning, increasingly democratize access to quality education and create new opportunities for lifelong learning in a technologically

evolving society (Vander Ark, T. 2011). Conventional learning, also known as face-to-face education, relies on physical interaction in the classroom in which the teacher delivers material directly to the student. This method allows for face to face, real-time discussions between the student and the teacher, as well as practical practices with physical assistance. Conventional learning often focuses more on structured teaching with a fixed schedule and requires the physical presence of the student at the place of learning. (Haddar et al., 2023).

On the other hand, digital learning eliminates geographical and time constraints by leveraging internet technology. It enables material to be delivered through video, e-books, and interactive platforms that are accessible anytime and from anywhere, giving greater flexibility to learners. Interactions between students with teachers or fellow students also take place virtually through online forums, emails, or video calls, which require digital literacy skills. (Brown et al., 2015). While digital learning can offer personalized learning through analytical and automated feedback, it is often considered inferior in terms of providing the more immediate emotional support and motivation that is often present in conventional learning. (Tuhuteru et al., 2023; Aslan & Pong, 2023).

Thus, both methods of learning offer advantages and disadvantages respectively, depending on the needs and conditions of the student. Conventional learning offers the benefits of live interaction and a collective learning experience, while digital learning provides more flexibility and access to learning resources. The emergence of a blended learning model, which combines elements of both methods, reflects an attempt to harness the advantages of both approaches to create a more inclusive and effective learning environment.

Self curriculum

The independent curriculum is an approach in the preparation of learning materials that aims to give students the freedom to determine their own learning path, based on their interests, needs, and speed of learning (Aini, Q. 2023). In the independent Curriculum, students are given the opportunity to explore various learning sources, choose topics that suit their interest, and set personal learning goals. This approach is based on the idea that effective learning occurs when students actively engage in the process of self-discovery and research, take control of their learning and become more responsible for their educational process. (Mustafiyanti et al., 2023).

The concept of an independent curriculum refers to a flexible learning framework, in which learners not only consume knowledge, but also act as knowledge creators. (Wanti, L. 2023). It emphasizes student-led learning, with the support of a teacher as a facilitator who guides and advises when needed. The basic principles of the independent curriculum include personalization of learning, where each individual is recognized to have different needs, interests, and ways of learning; adaptability,

enabling learners to change their learning direction according to developments and new findings they face; and flexibility in judgment, where judgement is focused to reflect individual growth and personal achievements rather than generally accepted standards. (Munte, A. 2022).

In practice, the principles of an autonomous curriculum require a supportive learning environment, where technology can be used to facilitate access to diverse and interactive learning resources. Support from teachers becomes crucial in providing initial orientation, resources, and guidance throughout the learning process (Hakim, A. R., & Nabila, M. 2022). Similar to digital learning, an autonomous curriculum requires the commitment of learners to actively participate in their learning process and utilize available resources effectively. (Suryati, L., & Jalinus, N. 2023). By democratizing the learning process and giving greater authority to learners, an independent curriculum is expected to prepare them not only with relevant knowledge, but also with essential skills such as problem-solving, critical thinking, and lifelong learning. (Intiana et al., 2023).

The implementation of an autonomous curriculum requires a systematic approach and is supported by a robust educational infrastructure, ranging from teacher training, effective use of technology, to adaptation of assessment methods. Teachers are expected to act as facilitators that help learners navigate through their learning paths, rather than merely be informants. (Dwiputra et al., 2023). This requires an in-depth understanding of student-based learning and the development of independently accessible learning materials. From a technology perspective, educational institutions should provide a digital platform that allows students to access learning resources, collaborate with their peers, and get feedback in real time. Evaluations in independent curricula also need to be reformed to reflect individual progress and learning achievements, not just conventional outcomes. (Qolbiyah, A., & Ismail, M. A. 2022).

However, the implementation of autonomous curricula also faces a number of challenges. One of the biggest challenges is the change in the role of teachers that requires re-training and adaptation to teaching methods that are more flexible and responsive to the needs of learners. (Maba et al., 2023). Other challenges include the readiness of learners in managing their own learning, which can vary depending on the level of independence and individual motivation. Besides, access to resources and technology is also a concern, especially in areas with limited availability. It requires the commitment of all educational stakeholders to ensure that the necessary learning resources, technology, and support are equally available to all learners. (Sari, A. A., & Fatmawati, N. L. 2023; Astuti et al., 2023).

Thus, the independent curriculum offers an innovative approach in educating learners who are more focused on learning according to their own needs and pace, sharpening essential skills such as problem-solving and lifelong learning. Although its implementation offers a wide range of potential, a number of significant challenges also

have to be addressed, including the adaptation of teachers and learners to new learning models, as well as the provision of adequate resources. With strong collaboration between teachers, learners, educational institutions, and stakeholders, an independent curriculum can be an effective way to prepare learners for a dynamically changing world.

The Role of Technology in Education

Technology has revolutionized the way we learn, serving as a major facilitator in delivering innovative and inclusive education. Through the use of online learning platforms, educational applications, and digital resources, technology enables learners to access information and knowledge from anywhere and at any time, removing many geographical constraints and resources that previously hampered learning. (Hashim, H. 2018). Technology also facilitates more personalized learning models, in which intelligent algorithms can adjust learning materials to suit individual learning speeds and styles. Thus, technology has paved the way for a more flexible and responsive learning environment, where the progress and growth of learners can be monitored and adjusted in real time based on their unique learning needs. (Suryati, L., & Jalinus, N. 2023).

On the other hand, the use of technology in learning also enriches the interaction between teachers and pupils, as well as between pupils themselves. Collaborative platforms and digital communication tools enable dynamic discussion and exchange of ideas without constraints by distance or time (Lestari, S. 2018). It encourages broader collaboration and deepens understanding through dialogue and peer-to-peer learning (Budiman, H. 2017). In addition, a variety of educational tools and applications offer simulations, learning games, and interactive activities that enhance engagement and motivate learners to explore new concepts in an exciting and innovative way. (Agustian, N., & Salsabila, U. H. 2021). The role of technology as a learning facilitator not only improves the accessibility and quality of education but also helps develop the critical skills needed in this digital age, such as critical thinking, problem-solving, and the ability to learn independently (Surani, D. 2019).

The integration of technology into the educational curriculum is an important step in preparing students for the challenges and opportunities of the 21st century. (Aini, Q. 2023). The integration of digital tools and online resources into the learning curriculum enables a more dynamic approach to education, creating opportunities for interactive learning, practical simulations, and independent exploration. It not only plays a role in improving the quality of material delivery, but also stimulates creativity and innovation among the learners. Using technology in the classroom, such as interactive smart boards, tablets, and laptops equipped with educational software, facilitates more collaborative teaching and gives teachers the tools to tailor lessons to suit the specific needs of each student. (Mustafiyanti et al., 2023). In the end, the

technology in the curriculum leads to a richer and more relevant learning experience to the outside world.

However, to successfully integrate technology into the curriculum, there needs to be mature planning and comprehensive training for teachers. Teachers need to have the skills and skills needed to incorporate technology into their teaching methods effectively. (Wanti, L. 2023). This includes ensuring that technology is not only used as a substitute for traditional tools, but as a means to make the learning experience more interesting and interactive. For example, project-based learning activities with technology tools encourage students to develop critical thinking skills and solve problems creatively. (Munte, A. 2022). In addition, educational institutions must provide adequate infrastructure, including fast and secure Wi-Fi networks, up-to-date educational software, as well as regularly updated hardware to support these initiatives. With a structured approach and the right resources, technology integration can complement the curriculum and ensure that students are ready to succeed in an increasingly technology-dominated future. (Hakim, A. R., & Nabila, M. 2022).

Thus, the integration of technology into the curriculum is that the strategic use of digital tools and online resources in education is crucial to preparing learners to face the digital world. Technology integration provides more interactive learning methods, enriches educational experiences, and supports the development of essential skills needed in the 21st century, such as problem-solving, critical thinking, and adaptability. However, the success of this integration depends heavily on effective teacher training, proper infrastructure, and adequate resources. With proper preparation, technology can have a significant impact on student engagement and achievement, becoming a catalyst for more creative, collaborative and adaptive education.

Using the Digital Education Platform

Online learning platforms have grown into a major resource for learners to acquire knowledge and skills in various fields. One of the most popular platforms is Coursera, which provides access to online courses from leading universities around the world. (Irzawati, I. 2021). Coursera offers a wide range of materials, ranging from computer science, business, to health, and more, often with accredited certificates that can enhance student CVs. The platform uses learning videos, quizzes, and projects to enhance the learning experience and ensure an understanding of the concepts taught. (Damayanti et al., 2024).

Later, Khan Academy, known as a revolutionary in free education, provided thousands of lessons that covered mathematics, science, economics, and so on, using a step-by-step approach to facilitating self-learning. Khan Academy is very popular with teachers and students because it is accessible by anyone around the world. The platform uses a customizable learning model, where students can proceed at their own pace and teachers can use it as an additional resource in the classroom. The application

of interactive technology and progress tracking tools enables a personal and effective learning experience (Babalola et al., 2019).

For the context of collaboration and collaboration, platforms like Google Classroom become a trust. Google Classroom enables the creation of an online classroom where teachers can organize lesson materials, assign jobs, and interact with students, all in one place (David-West, B. T. 2022). The platform integrates various tools from Google, such as Docs, Sheets, and Slides, making it an efficient solution to manage classrooms and facilitate communication between teachers and students. Its ease of use and integration with well-known software make Google Classroom a very useful tool in support of hybrid learning as well as distance learning. (Putra et al., 2021). Through these platforms, technology enables a more flexible and inclusive approach to education, as well as opening up new possibilities in the way we learn and teach.

Conclusion

The digital learning revolution has redefined the education paradigm, enabling learning to be more inclusive, flexible, and autonomous. Technological advances facilitate distance learning through innovative educational platforms, making it an inevitable phenomenon in the modern world of education. The self-learning approach supported by the digital platform strengthens the autonomy of learners in controlling and adapting their learning process to their individual needs and speed. This revolution not only opened up access to education to a wider audience but also introduced new methods in teaching and learning that put greater emphasis on collaboration, critical skills, and problem-solving.

Thus, the digital learning revolution in the era of autonomous curricula has marked a significant shift from traditional educational models to more adaptive, personalised, and future-oriented education. Innovations in these educational technologies not only enable adaptation to individual learning needs but also encourage the development of independence and creativity, preparations that are essential in the face of future challenges.

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