Journal of Madani Society 2 (3) December 2023, pp.176-179

Content lists available at SRN Intellectual Resources

Journal of Madani Society

Journal homepage: https://journal.srnintellectual.com/index.php/jmsc

Original Article

How Are Digital Immigrants Adapting to Online Learning?

Gushevinalti Gushevinalti [a,*], Dhanurseto Hadiprashada [a] and Eka Vuspa Sari [a]

[a] Department of Communication, Faculty of Social and Political Sciences, University of Bengkulu, 38122 Kota Bengkulu, Bengkulu, Indonesia; hadiprashada@unib.ac.id (D.H.); ekavuspa@unib.ac.id (E.V.S.)
* Correspondence: gushevinalti@unib.ac.id (G.G.)

Citations: Gushevinalti, G., Hadiprashada, D., & Sari, E.V., (2023). How Are Digital Immigrants Adapting to Online Learning? *Journal of Madani Society*, *2*(3), 176-179.

Received: 12 August 2023 Accepted: 6 December 2023 Published: 31 December 2023

Abstract: Changes in the learning method at the Faculty of Social and Political Sciences, the University of Bengkulu, are drastic, and available options are to organize lectures virtually. This article wants to identify how digital immigrants adapt to online learning and the constraints and solutions given in online learning at the University of Bengkulu. The research method uses a mixed method. Quantitative methods are used to answer measurement ability literacy technology in learning. Qualitative methods are used to dig for completeness of information related to constraints and solutions in online learning. Data collection was carried out with questionnaires, interviews, and observations. Research results show that 91.77% of the use of social media applications and learning online is 91.77%. Constraints include limited time in using the application's usual Zoom meetings, difficulties in understanding the features of the application learning online, and how difficult it is to arrange effective use when the number of participants is too many. The solution with increased feature application is for premium Zoom meetings to overcome time and availability limitations. Work the same good and announce between lecturers and students in the study and teach activity process in a manner online.

Keywords: Literacy; Technology; Digital immigrants; Online Learning.

Copyright: © 2022-2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (https://creativecommons.org/licenses/by/4.0/).

1. Introduction

Changes in the work system in Indonesia led to the use of digital technology, whose activities can be carried out at home, including educational activities (Kirilova & Windarti, 2020; Simamora, 2020). In Indonesia, educational activities in schools and colleges were closed, replacing them with network-based (online) or distance education online (Hastuti et al., 2021; Muslim et al., 2019; Setiawan et al., 2021; Yufrinalis & Tiring, 2022). The change in method is quite drastic, and the available options are only holding lectures virtually. Face-to-face in class is replaced by virtual face-to-face using digital technology (Hirskyj-Douglas et al., 2020). This is done to ensure the continuity of learning. There is no physical interaction between educators and students. In the higher education environment, one of the key factors for changing lecture methods is the ability of educators (lecturers) and students (students) to use technology to manage online learning processes (Coman et al., 2020; Kebritchi et al., 2017; Mishra et al., 2020). In online learning, technological literacy is the ability to take advantage of the internet and its complexities (Ezziane, 2007). Applications that support learning include base-learning, Google Classroom, Edmodo, Whatsapp Group, Google Meet, and Zoom. This learning process certainly requires skills in understanding the use of communication and information technology well.

e-ISSN: 2976-3568/ @ 2023 SRN Intellectual Resources
DOI: 10.56225/jmsc.v2i3.234

Murari & Rai (2022) explain that online learning provides challenges for educational actors, such as lecturers and students. Lecturers and students have different abilities in understanding and using technology. This is due to differences in generations (Latif, 2021). Faculty of Social and Political Sciences (FISIP) at the University of Bengkulu (UNIB), in the learning process, has implemented online learning since the COVID-19 pandemic at the beginning of March 2020 until 2022. FISIP UNIB has a total of 68 active lecturers, with 45 people included in the group Digital Immigrant. That is, more than half of the number of lecturers are digital immigrants. For this reason, the Faculty of Social Sciences, through the Deputy Dean for Academic Affairs, continues to evolve to support online learning activities. Various outreach and training are provided for educators on a small to large scale, from providing various facilities to services in the system online. This research wants to see how beginner digital technology users use technological literacy in online learning activities. This research aims to examine the technological literacy abilities of educators (digital immigrants) in this online learning implemented using a mixed method. A quantitative approach is to answer the measurement of technological literacy skills in learning. The qualitative approach is used to explore the completeness of information related to the solutions carried out in online learning.

2. Results and Discussion

2.1. Digital Literacy among Digital Immigrants

Digital literacy or information and communication technology literacy is interpreted as media literacy, which positions humans as ones who can understand, master, and utilize mass media content. Media literacy is an effective and efficient ability to understand and utilize mass media content or effectively and efficiently comprehend and utilize mass media content (Baran, 2011). Technological literacy has the same concept as digital literacy, and this is because the process of literacy often uses digitization in its activities. According to global developments, this concept also arises from the emergence of technology synonymous with digital applications using the internet (online). This development later gave rise to the term digital immigrants. The term digital immigrant began to be used by Prensky (2012) in various journals that discussed grouping people based on the technology used. Digital immigrants were born with minimal ability to use advanced technology, and they were born in the 1970s. Research related to educators explains the limitations of adaptability that are not the same between teachers. Classified teachers are digital immigrants and are more difficult to adjust (Tayo et al., 2021). The characteristics of the respondents in this study were the middle-class digital immigrants. In this research circle, digital immigrants have an age range of 45-65 years, which can be seen in the following table:

Table 1. Age Circles Digital Immigrants

No.	Age	Percentage
1.	45-50	42.11%
2.	51–55	5.26%
3.	56–60	26.32%
4.	61–65	26.32%
Total		100%

Table 2 captures that the circles of digital immigrants consisting of the age range of 45-50 years (42.11%), aged 51-55 years (5.26%), aged 56-60 years (26.32%), and aged 61-65 years (26.32%). Thus, most of the respondents who filled out the research questionnaire were respondents with an age range of 45-50 years spread across the Department of Social Welfare with a percentage (21.05%), Department of Sociology (5.26%), Department of Public Administration 21 .05%, Department of Communication Studies (42.11%), Master of Public Administration and Social Welfare respectively (5.26%). In conclusion, 11 items, the statements submitted on the variable knowledge and use related to digital security show that the average respondent tends to answer in the very high category. The data support this - the average total score obtained equals 87.18 with a total average percentage interval index of 91.77%. It shows that respondents have a very high tendency to learn online. Learning variables online has a high score, which lies in the statement, "I use Zoom meetings in learning activities". Based on these results, the highest score was obtained for each of these variables. It can be concluded that by knowing the various social media applications, the respondents, in this case, used social media, such as Zoom meetings, as one of the media that supports learning activities online.

2.2. Digital Immigrants Adapting to Online Learning

Adaptation of digital immigrants, based on research results, shows that many lecturers use online learning applications. The application used is Zoom Meetings for the implementation of online lecture activities. Motives for using Zoom Meeting is that since the beginning of using the Zoom application meeting, there is a continuity of online lectures rather than just using Zoom Meeting. This is based on a statement from an informant (Rahmah et al., 2023) because

since the beginning of the lecture, online use Zoom. So only use that media during online lectures." The same thing was conveyed by the Purwaka informant, who said,

> *"Yes, because only the subject committee is provided Zoom, so I also just use that only. I am zoom that is prepared, so what is prepared by the committee then that is what I use".*

Start using the application Zoom Meeting; informants Parman and informants Purwaka are using and learning applications Zoom meeting independently or self-taught. Parman's informants initially found it difficult to understand the features of Zoom. This was conveyed by informant Parman as follows:

> *"The first time I used it myself but when I was new to using it zoom still a bit difficult because they are still not familiar with using the media zoom for lectures. But both me and the students are learning and adjusting in using the media, right?"*

The same thing was conveyed by the Purwaka informant who said:

> *"Eee... the first time I used it, I wasn't assisted but I still had difficulty understanding the zoom features ".*

Referring to the results of the interview, when he was in college, an online use zoom meeting will take place, usually the Parman informant is assisted by the High Commander (KOMPTI) of the course. The class committee usually helps with the preparations room Zoom, while the informant Parman made a presentation slide material once inside Zoom. This was stated by informant Parman as follows:

> *"Sometimes yes. Sometimes I just click link which the subject committee has prepared or sometimes I also prepare it myself. For share PowerPoint usually share Alone".*

The same thing was also expressed by Purwaka informants as follows:

> *"if prepared Zoom it's usually assisted by the course committee, yes, and if it's already on the page Zoom usually for share PowerPoint I do it myself."*

As for the application Zoom meeting used by the informant Parman, namely Zoom meeting, the regular one, not the premium one. Thus, the obstacle experienced by the Parman informant was the limited time provided by the application zoom meeting so that when delivering the material, the time provided by zoom meeting finished, the informant Parman and his students had to make one link to Zoom Meeting next to continue his studies. The Purwaka informant also admitted that Purwaka informants and the usual Zoom meeting used the application Zoom meeting. Thus, the constraints experienced were the same as those of the informant Parman. However, lectures organized by Purwaka informants can usually be completed according to the time limit provided by the application Zoom meetings. As the Purwaka informant states, " Zoom " prepares students with limited time to use Zoom. But usually, every lecture online with the time provided by Zoom, before the time limit is up, college is over."

On the basis of the results of interviews with informants, it can be concluded that the use of application zoom meeting is the media used by the two informants in carrying out lecture activities online. In application zoom meeting, there are some obstacles or difficulties in its use. The difficulty or obstacle is that there is a time limit in using the Zoom application, meeting the usual. There are difficulties in understanding the features that exist in Zoom meetings, and then there is difficulty managing the effectiveness of use when the number of participants is very large. Referring to these difficulties and constraints, the solutions offered are first the need to improve the application Zoom features meeting become Zoom meeting premium so that there is no time limitation in use. Apart from that, there needs to be good cooperation and communication between lecturers and students in teaching and learning online. Given the difficulties in understanding the features of the Zoom meeting, both lecturers and students learn from each other to understand the use of the Zoom meeting. Thus, efficiency and effectiveness in teaching and learning activities online on the Zoom meeting application will wake up.

3. Conclusions

This study concludes that 91.77% use social media applications and learn online using the Zoom meeting application. The use of this application has several obstacles, such as the time limit in using the application Zoom meeting the usual and difficulties in understanding the features that exist in learning applications online, as well as the difficulty of managing the effectiveness of use when the number of participants is very large. The solution is to improve the application features Zoom Meeting to become Zoom Meeting Premium to overcome time limitations in use and the existence of good cooperation, as well as communication between lecturers and students in teaching and learning activities online.

Author Contributions: Conceptualization, G.G. and D.H.; methodology, G.G.; software, G.G.; validation, D.H. and E.V.S.; formal analysis, G.G., D.H.; investigation, G.G., D.H.; resources, G.G.; data curation, D.H. and E.V.S.; writing—original draft preparation, G.G., D.H.; writing—review and editing, G.G., D.H. and E.V.S.; visualization, G.G.; supervision, D.H. and E.V.S.; project

administration, D.H. and E.V.S.; funding acquisition, G.G. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding.

Institutional Review Board Statement: Not applicable.

Informed Consent Statement: Not applicable.

Data Availability Statement: Not applicable.

Acknowledgments: The authors would like to thank University of Bengkulu, Indonesia, for supporting this research and publication. We would also like to thank the reviewers for their constructive comments and suggestions.

Conflicts of Interest: The authors declare no conflict of interest.

References

Baran, S. (2011). *EBOOK: Introduction to Mass Communication: Media Literacy and Culture*. McGraw Hill.

Coman, C., Țîru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' perspective. *Sustainability*, *12*(24), 10367. https://doi.org/10.3390/su122410367

Ezziane, Z. (2007). Information technology literacy: Implications on teaching and learning. *Journal of Educational Technology & Society*, *10*(3), 175–191.

Hastuti, K. P., Angriani, P., Alviawati, E., & Arisanty, D. (2021). The perspective of geography education students on the implementation of online learning during covid-19 pandemic. *IOP Conference Series: Earth and Environmental Science*, *747*(1), 12012.

Hirskyj-Douglas, I., Kantosalo, A., Monroy-Hernández, A., Zimmermann, J., Nebeling, M., & Gonzalez-Franco, M. (2020). Social AR: Reimagining and Interrogating the Role of Augmented Reality in Face to Face Social Interactions. *Companion Publication of the 2020 Conference on Computer Supported Cooperative Work and Social Computing*, 457–465. https://doi.org/10.1145/3406865.3418585

Kebritchi, M., Lipschuetz, A., & Santiague, L. (2017). Issues and challenges for teaching successful online courses in higher education: A literature review. *Journal of Educational Technology Systems*, *46*(1), 4–29. https://doi.org/10.1177/0047239516661713

Kirilova, G. I., & Windarti, A. (2020). Impact of Corona Virus Outbreak Towards Teaching and Learning Activities in Indonesia. *Salam: Jurnal Sosial Dan Budaya Syar'i*, *7*(3), 269–282.

Latif, O. L. I. A. (2021). The COVID-19 Pandemic and its Impact on English Language Teaching in Higher Education. *Journal of Research in Education*, *36*(3), 59–108.

Mishra, L., Gupta, T., & Shree, A. (2020). Online teaching-learning in higher education during lockdown period of COVID-19 pandemic. *International Journal of Educational Research Open*, *1*, 100012. https://doi.org/10.1016/j.ijedro.2020.100012

Murari, K., & Rai, S. (2022). Students' Attitude and Intentions Towards Online Learning in Higher Education: Examining the Role of Individual and System Characteristics. *The Online Journal of Distance Education and E-Learning*, *10*(3), 399–416.

Muslim, S., Siang, J. L., & Arum, A. P. (2019). Network based online learning program vocational school in Jakarta state university. *International Journal of Recent Technology and Engineering*, *8*(2), 228–239. https://doi.org/10.35940/ijrte.B1052.0982S919

Prensky, M. (2012). The Reformers Are Leaving Our Schools in the 20th Century. In *From Digital Natives to Digital Wisdom: Hopeful Essays for 21st Century Learning* (Vol. 24, pp. 13–32). Corwin Press. https://doi.org/10.4135/9781483387765.n2

Rahmah, M., Simanjuntak, M., Sari, A. M., & Johan, I. R. (2023). The Study of Program and Roles of National Consumer Protection Agency using Qualitative and Quantitative Approaches. *Journal of Child, Family, and Consumer Studies*, *2*(3), 209–222. https://doi.org/10.29244/jcfcs.2.3.209-222

Setiawan, A., Bukhari, A., Arbain, M., Saleh, K., Rasyidi, A., Anshari, M., & Hafiz, M. (2021). Strategy of Online-Based Learning in Overcoming Facing the COVID-19 Pandemic. *ITALIENISCH*, *11*(2), 639–647.

Simamora, R. M. (2020). The Challenges of online learning during the COVID-19 pandemic: An essay analysis of performing arts education students. *Studies in Learning and Teaching*, *1*(2), 86–103. https://doi.org/10.46627/silet.v1i2.38

Tayo, Y., Nursanti, S., & Utamidewi, W. (2021). Hambatan Pembelajaran Jarak Jauh bagi Guru Digital Immigrant. *Jurnal Kebijakan Pembangunan*, *16*(2), 155–164. https://doi.org/10.47441/jkp.v16i2.161

Yufrinalis, M., & Tiring, S. S. N. D. (2022). Online Learning Participation after the Covid-19 Pandemic in Sikka Regency, Eastern Indonesia. *Education Quarterly Reviews*, *5*(4), 136–145. https://doi.org/10.31014/aior.1993.05.04.580