

# Potret Pendidikan Tinggi Di Masa Covid-19: Integrasi Teknologi dan Pedagogi

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Ketua Umum APTIKOM

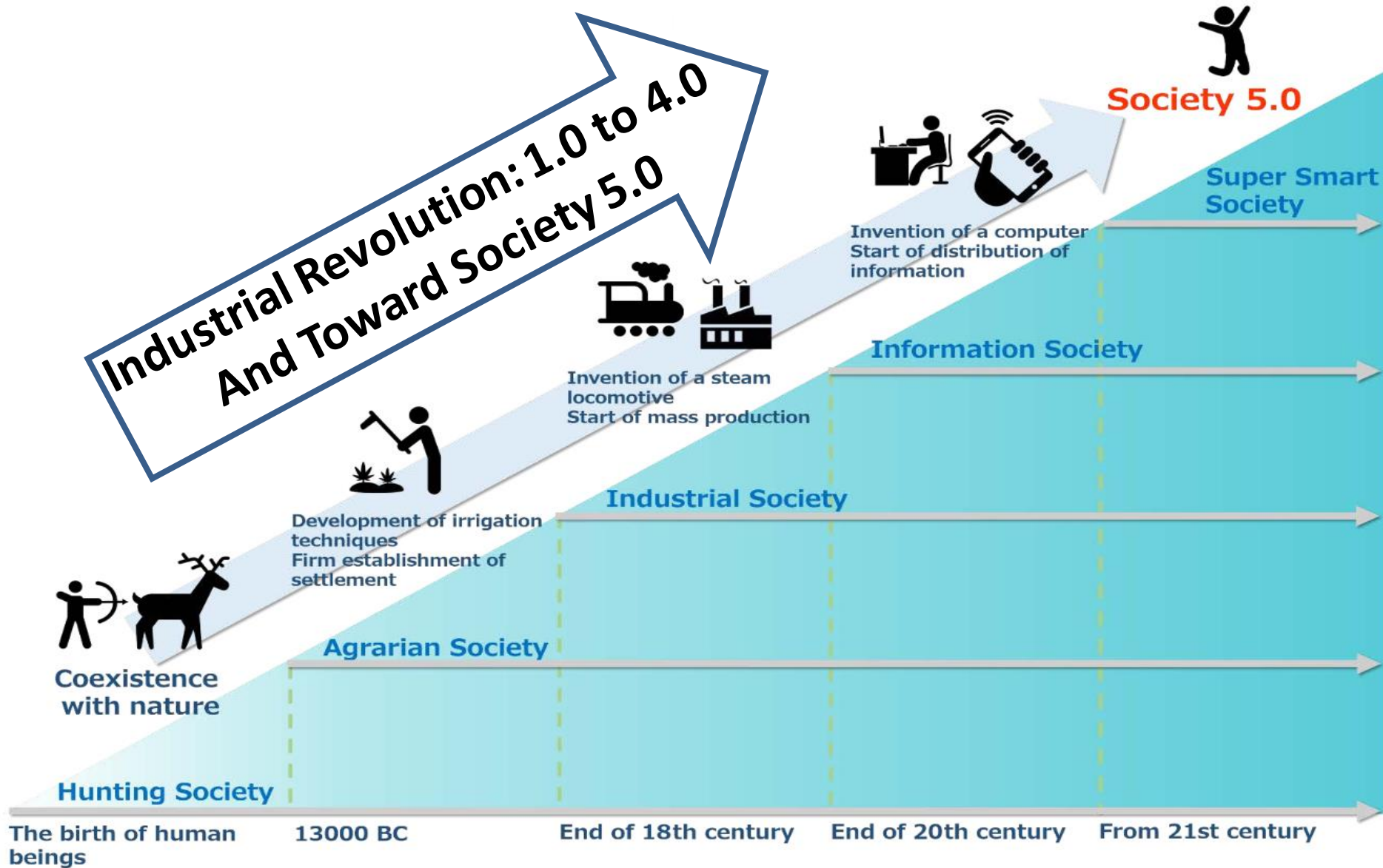
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# AGENDA

- Context and Motivation
- Responsive to Change
- Technology for Online Education
- Digital Transformation in Education:  
Mindset and Cultural Changes
- Development and Future Direction
- Conclusions

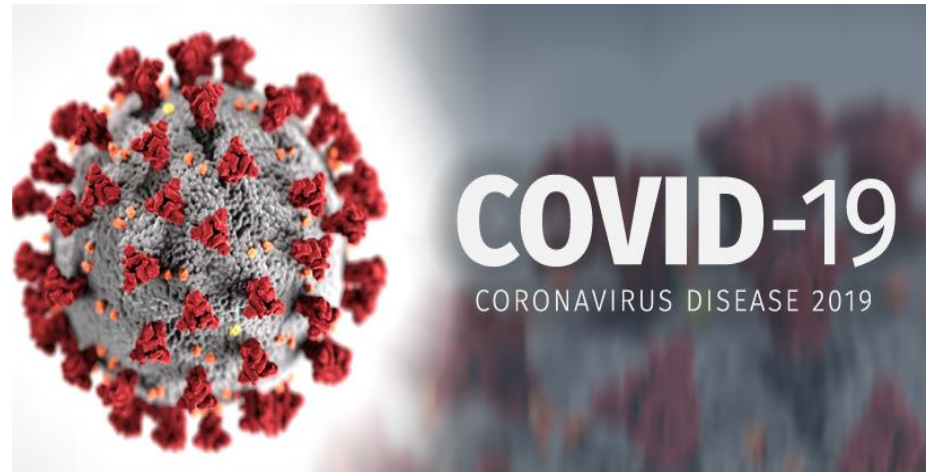
# Context and Motivations



# Covid-19 Triggers Radical Change in Education

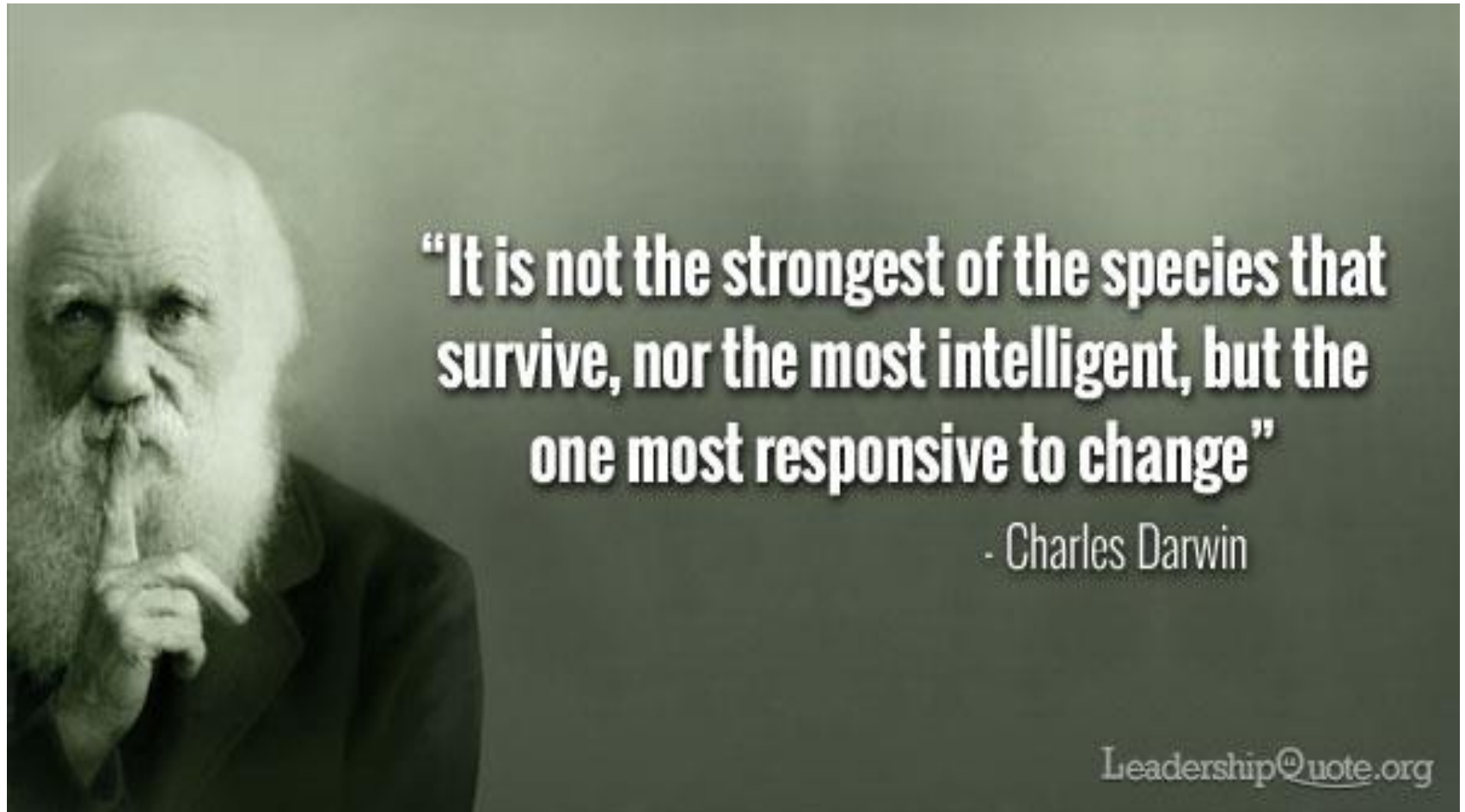


**We Live in the Global Village**



**And...We Are Connected!**

# Higher Education Institutions: Going to Perish or Flourish...?



If responsive to change then flourish

# Responsive to Change

- Change We Can Believe In (Barack Obama, 2009)
- Merdeka Belajar dan Kampus Merdeka (“Learning Freedom” and “Freedom of Campus”, 2019).
- Covid Aftermath, Distance Education Will Be Part of Education System (Ministry of Culture and Education, Kompas July 2<sup>nd</sup> 2020).
- During Covid19, Most Educational Institutions From Early Childhood Education to Higher Education Attempt to Switch to Online Education.
- All ICT that already have, the ICT usage shifts for online learning.

# Education Landscape Will Never Be The Same Again

- It will be more adaptive
- It will be more flexible
- It will be more agile
- It will be more personal (self-learning)
- It will be more contextual
- It will be more relevant
- It will be more human...
- It will be more freedom
- Etc.



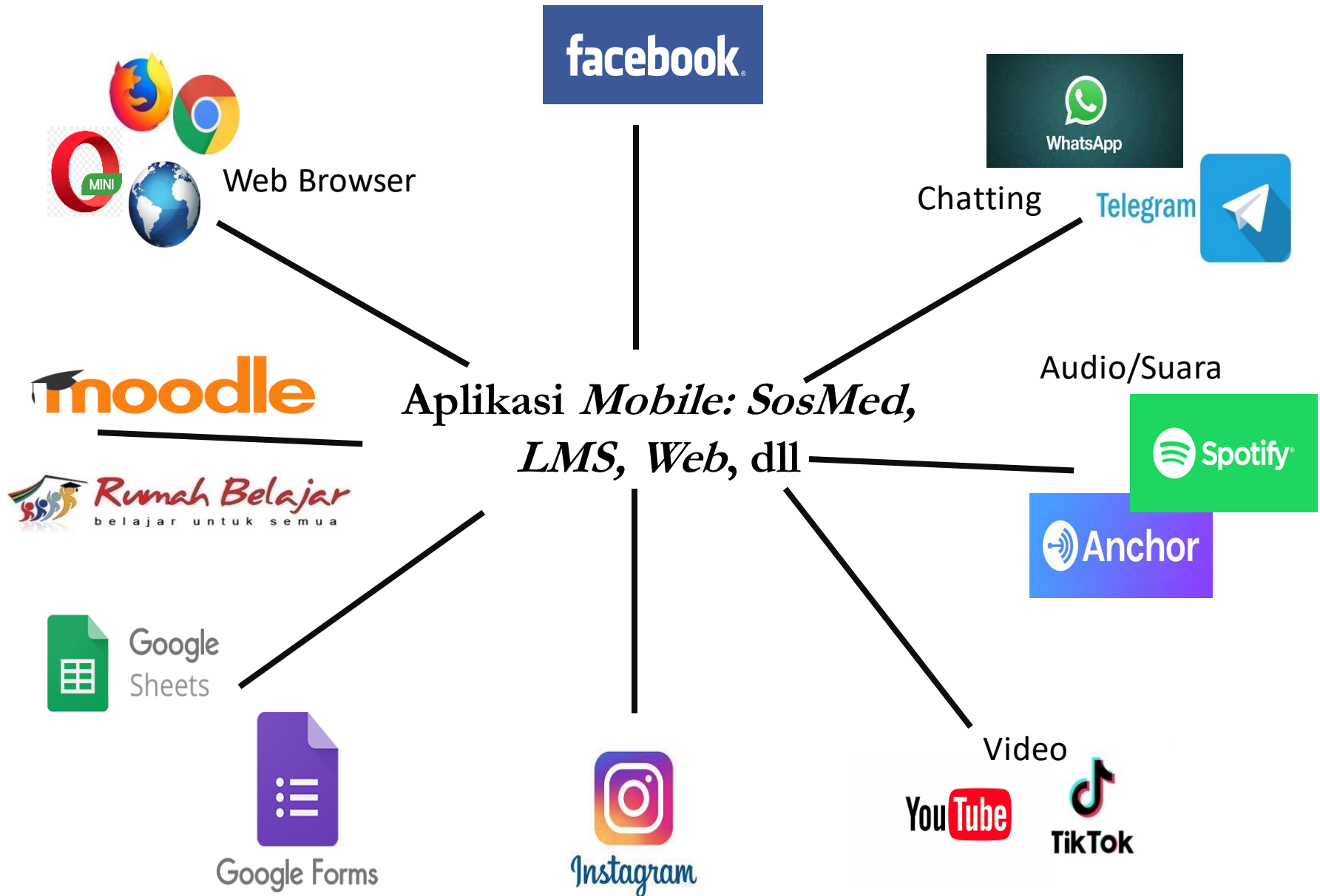
# Technology for Online Education



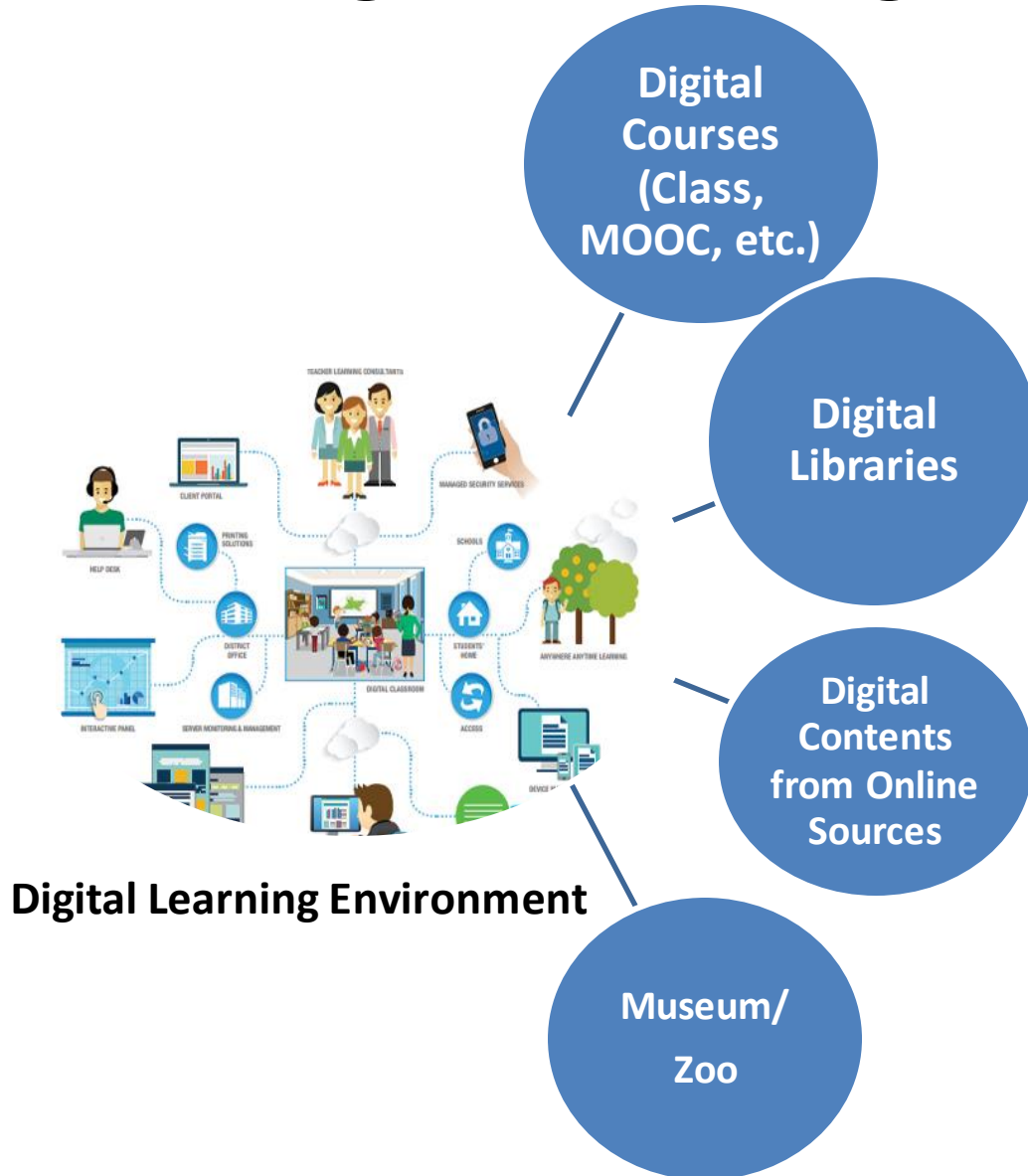
They already around us, part of our life



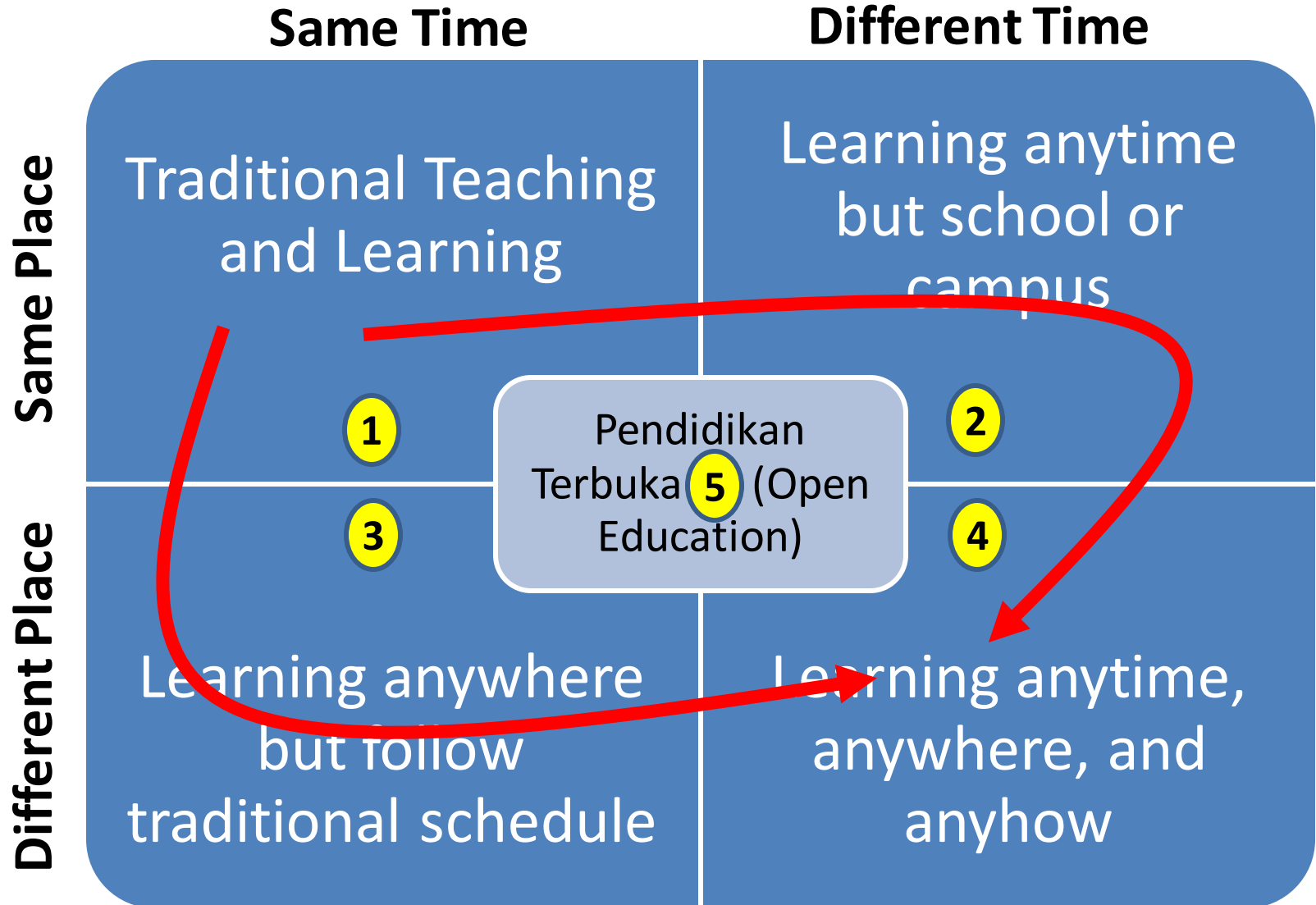
# Applications Technology



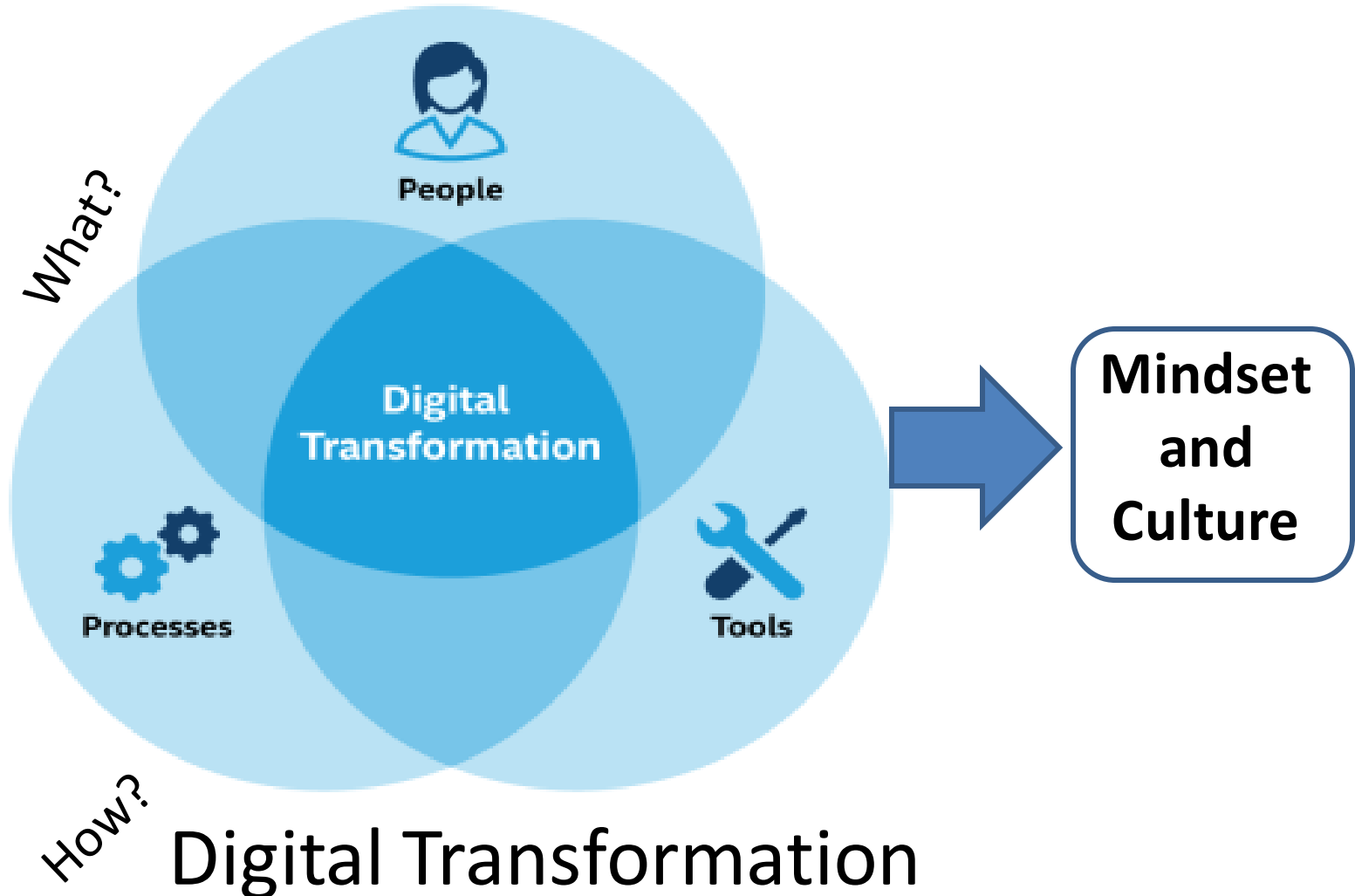
# Digital Learning Content



# Digital Transformation in Education: Mindset and Cultural Changes













# Responsive to Change: Mindset and Culture



# Ongoing Digital Transformation in Educational Sector

- Policy and Regulation
- Educational Institutions from Early Childhood School to Higher Education Institutions, Training Center, etc.
- Information and Communication Infrastructure: Server, Internet, Bandwidth, etc.
- Learning Applications: From Social Media Applications to Sophisticated Learning Management Systems Plus Online Meeting.
- Digital Learning Content: Combinations of Text, Audio, Picture, Video.
- Human Resources: Teacher, Lecturer, School Manager, etc.

# Development and Future Direction: Integrating Pedagogy and Technology

	Location	Time	Resources	Context	Personalization	Technology
 Traditional	<b>Traditional Learning</b> Learning is conducted as it is. ICT as support					Basic 
 Web based learning	<b>Limitless</b>	<b>E-Learning</b> Learning may be conducted any where. ICT as enabler				Web-based 
 Mobile learning	<b>Limitless</b>		<b>Mobile Learning</b> Learning may be conducted any time and anywhere. ICT as enabler.			 Mobile device
 Ubiquitous learning	<b>Limitless</b> Learning may be conducted anytime, anywhere, anyhow. ICT as enabler			<b>Ubiquitous Learning</b>		
 Seamless learning	<b>Limitless – Seamless – Smart Learning</b> Learning may be conducted without any limitation, fitted student profile. ICT as enabler					

# Development and Future Direction of Online Education in Indonesia

- It's point of no return.
- Online Education is empowering traditional education. It's a complementary each other.
- The Indonesian government needs to leverage all its key resources: ICT infrastructure, applications, digital content, human resources, policy and regulations.
- Continuous quality improvement of online education.
- Capacity building on all stakeholders



# Build and Develop Resource Sharing Entities

- Encourage all scientific disciplines to share their scientific resources, and services.
  - MOOCs: Massive open online courses
  - Publications
  - Research Collaborations
- Government must provide basic infrastructure such as last mile access.
- Provide incentive to participants.

# Conclusions

- As a nation, delivering online education needs a coordinated actions: Government, Business, Academician, and Community.
- Online education is not canceling the traditional education, instead it is empowering it.
- Continuous human capacity building is a must by integrating pedagogy, subject pedagogy, and technology.