STRATEGI MANAJEMEN PESERTA DIDIK DALAM MENGAHADAPI PERUBAHAN PARADIGMA PENDIDIKAN DI ERA DIGITAL: TINJAUAN LITERATUR

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Abstrak: Dalam era digital yang terus berkembang, perubahan paradigma pendidikan menuntut adanya strategi manajemen peserta didik yang efektif. Artikel ini merupakan tinjauan literatur yang membahas strategi-strategi tersebut berdasarkan pemikiran mahasiswa, pendapat para ahli, dan sumber-sumber literatur yang relevan. Integrasi teknologi dalam kurikulum, pengembangan profesionalisme guru, kolaborasi dengan industri dan komunitas, serta pemberdayaan peserta didik menjadi fokus utama dalam strategi tersebut. Dengan mengimplementasikan strategi ini, lembaga pendidikan dapat menciptakan lingkungan pembelajaran yang adaptif, inovatif, dan relevan dengan perkembangan zaman. Pendekatan ini memberikan landasan yang kuat bagi perkembangan peserta didik dalam menghadapi tantangan dan memanfaatkan potensi di era digital.

Kata-kata Kunci: Strategi Manajemen Peserta Didik; Paradigma; Era Digital

STRATEGY OF STUDENT MANAGEMENT IN FACING THE PARADIGM SHIFT IN EDUCATION IN THE DIGITAL ERA: A LITERATURE REVIEW

Abstract: In the ever-evolving digital era, changes in the educational paradigm demand effective student management strategies. This article is a literature review that discusses these strategies based on student perspectives, expert opinions, and relevant literature sources. The main focus of these strategies is the integration of technology into the curriculum, the development of teacher professionalism, collaboration with industry and communities, and the empowerment of students. By implementing these strategies, educational institutions can create adaptive, innovative, and relevant learning environments that keep up with the times. This approach provides a strong foundation for student development in tackling challenges and harnessing potential in the digital era.

Keywords: Management Strategies for Learners; Paradigm; Digital Era

INTRODUCTION

In the context of education in Indonesia, various terms are used to refer to learners. These terms include "siswa," "murid," "anak didik," "pembelajar," "subjek didik," "warga belajar," and "santri." According to Undang-Undang No 20 Taun 2003 tentang Sistem Pendidikan Nasional Pasal 1 Ayat 4, a "peserta didik" is an individual who is part of the community and strives to develop their potential through the available learning processes in specific education pathways, levels, and types. According to Rifa'i (2018:2), a "peserta didik" is

someone enrolled in a specific education pathway, level, or institution who seeks to develop their potential, both academically and non-academically, through organized learning processes. Therefore, it can be concluded that a "peserta didik" is an individual enrolled in a specific education pathway, level, or type of institution, and they endeavor to develop their potential through available learning processes.

According to Nasihin and Sururi (2009:205), the management of "peserta didik" involves efforts to provide the best possible services to learners from the admission process until they leave the educational institution (school) after completing their education. Mustari (2014:108) explains that the management of "peserta didik" focuses on arranging, supervising, and providing services to students both in and out of the classroom, including introduction, registration, and individual services related to the development of overall abilities, interests, and needs until they mature in school. Therefore, it can be concluded that the management of "peserta didik" aims to provide optimal services to learners throughout their educational journey in educational institutions.

In the rapidly evolving digital era, the education paradigm has undergone significant changes. Learners, as the central element in the education process, need effective management strategies to adapt to these changes. This research aims to review the literature on learner management strategies for coping with the changing education paradigm in the digital era. In this introduction, we will discuss the idealism of education policy and learner management, relevant policies, relevant learner management theories, and issues that require resolution as an elaboration of the topic to be discussed.

The idealism of education policy and learner management reflects the vision and philosophy of education. An ideal education policy focuses on the holistic development of learners, encompassing cognitive, affective, and psychomotor aspects. Learner management, on the other hand, pertains to the organization and management of various aspects influencing the teaching and learning process, including classroom organization, time allocation, and motivating learners. In adapting to the changes in the education paradigm in the digital era, ideal education policies and learner management need to be adjusted to remain relevant to the demands and developments in information technology.

Some relevant policies in this context include policies regarding the use of technology in learning, curriculum development policies integrated with technology, and teacher training policies for implementing technology in education. These policies aim to ensure that learners can effectively and creatively face the challenges of the digital era by using technology in their learning process.

One relevant learner management theory is constructivism, emphasizing that learners actively construct their knowledge through interaction with their environment and relevant learning experiences. In the context of learner management in the digital era, constructivism underscores the importance of allowing learners to play an active role in seeking and constructing their knowledge through available digital resources.

Based on the literature review, there are several issues relevant to the article's title. One of them is the digital divide among learners. In the digital era, access to information technology is crucial for learning and skill development. However, not all learners have equal access to technological equipment and reliable internet connections. This issue leads to disparities in learners' abilities to use technology in their learning process.

Another relevant issue is the inappropriate or excessive use of technology in education. Some cases indicate that unguided technology use can reduce social interaction, affect concentration, and lead to learner addiction problems. Therefore, prudent learner management strategies are needed to integrate technology into education to provide optimal benefits without neglecting essential aspects of the teaching and learning process.

This article will examine various relevant learner management theories and concepts and provide solutions or recommendations to address the mentioned issues. The literature review will be based on relevant books and journals in the field of education and learner management.

Thus, this research is expected to provide deep insights into learner management strategies for coping with the changing education paradigm in the digital era.

RESEARCH METHODE

This research will use a literature review method to gather relevant information and analysis regarding learner management strategies for coping with the changing education paradigm in the digital era. The first step is to identify and collect related literature sources, including books and academic journals in the fields of education and learner management. Subsequently, these literature sources will be critically analyzed to extract important findings related to the research topic. This analysis will aid in understanding relevant theories and concepts, applied policies, and issues that need to be addressed. The results of this research will be used to compile a comprehensive literature review and provide recommendations for educational practitioners in managing learners in the digital era

RESULT AND DISCUSSION

In facing the changes in the education paradigm in the digital era, learner management strategies play a crucial role in ensuring that learners can meet challenges and take advantage of the opportunities presented by technological advancements. Some efforts that can be undertaken by educational institution managers or leaders have been identified based on the insights of students and relevant literature sources.

1.   Integration of Technology into the Curriculum

The integration of technology into the curriculum is a crucial strategic step in coping with the digital era. In this context, educational institution managers or leaders must ensure that the curriculum includes technology competencies relevant to the needs of learners in the digital era. This includes understanding digital literacy, technology-based problem-solving skills, and digital creativity.

First, digital literacy is the learners' ability to understand, use, and interact with various digital technologies. Educational institution managers or leaders must ensure that learners have knowledge of using digital devices and applications, an understanding of online privacy and security, and the ability to evaluate and use information obtained from digital sources. Digital literacy also includes the ability to communicate and collaborate effectively through digital media.

Second, technology-based problem-solving skills become essential in the digital era. Learners need to be trained to use technology as a tool to identify, analyze, and solve complex problems. Educational institution managers or leaders must ensure that learners have the ability to gather data, analyze information, and make decisions based on their understanding acquired through technology. In this context, emphasis is also placed on critical and creative thinking skills in formulating innovative solutions.

Moreover, digital creativity needs to be addressed in the curriculum. In the digital era, learners need to develop creative skills in using technology to create original and meaningful works. Educational institution managers or leaders should create space for learners to experiment, combine various digital media, and express their ideas through digital content, such as videos, audio, or graphic design. In this context, the development of creative and innovative thinking skills becomes crucial.

By integrating these technology competencies into the curriculum, learners will be able to develop relevant skills for the demands of the digital era. Educational institution managers or leaders need to ensure that teaching and learning are conducted using appropriate technology tools and applications and provide opportunities for learners to apply their technology knowledge and skills in real contexts. In this process, active, collaborative, and creative learning approaches need to be implemented to provide adequate learning experiences in coping with the changes in the education paradigm in the digital era.

2.   Teacher Professional Development

Teacher professional development is a crucial aspect of coping with changes in the education paradigm in the digital era. Educational institution managers or leaders play a significant role in providing adequate training and support for teachers to enhance their understanding and implementation of technology in the learning process. In this context, several components need to be considered.

First, technology education training is an important initial step. Educational institution managers or leaders need to design comprehensive training programs for

teachers, including knowledge about hardware and software, the use of educational applications, online learning strategies, and digital security. This training should accommodate individual understanding levels and needs so that teachers can acquire the necessary knowledge and skills for integrating technology into their teaching.

Second, continuous support is crucial in teacher professional development. Educational institution managers or leaders should create an environment that supports collaboration and the exchange of experiences among teachers. This can be achieved through discussion sessions, regular meetings, or professional learning communities. With this support, teachers can share ideas, challenges, and best practices in using technology in teaching. Additionally, educational institution managers or leaders can provide mentors or coaches to help teachers overcome obstacles and gain a deeper understanding of technology use.

In addition to training and support, evaluation and feedback are essential elements in teacher professional development. Educational institution managers or leaders need to establish evaluation mechanisms that allow teachers to receive feedback on their use of technology in teaching. Evaluation can include classroom observations, analysis of learning outcomes, or technology-based assessments. With constructive evaluation, teachers can identify their strengths and weaknesses in integrating technology, enabling them to make appropriate improvements and enhancements

In teacher professional development, it is essential to adopt a sustainable approach. Educational institution managers or leaders must ensure that efforts to develop teachers in using technology do not end after initial training but continue with ongoing learning, skill improvement, and exploration of the latest technology developments. In the ever-changing digital era, teachers need to keep up with the latest developments to provide relevant and up-to-date learning to learners.

By enhancing teacher professionalism in using technology, the learning process can become more interactive, engaging, and relevant to learners. Teachers skilled in using technology can create diverse and innovative learning experiences and activate learners in the learning process. Therefore, educational institution managers or leaders need to take an active role in supporting teacher professional development to ensure that learners can confidently face the changes in the

education paradigm in the digital era.

3. Collaboration between Educational Institutions and the Digital Industry or Community

Collaboration between educational institutions, the digital industry, and the community plays a crucial role in coping with the digital era. Educational institution managers or leaders have the opportunity to establish mutually beneficial partnerships with technology companies, community organizations, and local communities to create relevant learning experiences and provide broader access to technology for learners.

First and foremost, collaboration with technology companies can provide benefits in terms of access to the latest technology and related updates. Through partnerships with technology companies, educational institutions can obtain state-of-the-art hardware, software, and educational applications. This provides learners with the opportunity to learn using the latest technology that is in line with industry developments and prepares them for the digital workforce. Additionally, technology companies can provide resources and technology experts to offer specialized training to teachers or facilitate technology skill development programs for learners.

Collaboration with community organizations also has advantages in the context of education in the digital era. Community organizations, such as non-profit organizations, research centers, or industry associations, can be valuable partners in providing resources, knowledge, and expertise relevant to the use of technology in education. Through this collaboration, educational institutions can access the best practices in using technology for learning and gain a deeper understanding of the latest trends and developments in technology.

Furthermore, collaboration with the local community is also highly beneficial. The local community can provide resources, support, and real-life opportunities for learners to apply their technology knowledge and skills in everyday life. For example, educational institutions can partner with local businesses to organize internship programs or technology-focused industry visits. This allows learners to see how technology is applied in the real world and gain valuable practical experience.

Collaboration between educational institutions, the digital industry, and the community not only benefits

learners but also creates a holistic and interconnected educational ecosystem with the outside world. Through this collaboration, educational institutions can provide relevant learning experiences that meet industry needs, facilitate a better understanding of technology applications in real life, and prepare learners to face challenges in the digital world.

In implementing this collaboration, educational institution managers or leaders need to have a strategic vision and the ability to establish effective partnerships. They must identify suitable partners, design structured collaboration programs, and ensure the exchange of knowledge and mutually beneficial resources between educational institutions, industry, and the community. Therefore, this collaboration can have a significant positive impact on coping with changes in the education paradigm in the digital era.

4. Empowering Learners

Empowering learners is a critical focus in learner management strategies in the digital era. Educational institution managers or leaders need to create an environment that encourages learners to develop their creativity, initiative, and leadership. There are several approaches that can be taken to achieve learner empowerment in the digital era.

Firstly, collaborative projects can be an effective way to encourage active participation and the development of learners' potential. Educational institution managers or leaders can design projects that involve teamwork, problem-solving, and the creation of works within a technological context. Learners can be given the freedom to express their ideas, plan and execute projects, and present their work. This allows learners to develop collaboration, creativity, and responsibility skills in coping with the demands of the digital era.

Secondly, the use of educational social media can be an effective means of empowering learners. Educational institution managers or leaders can integrate the use of safe and supervised social media into the learning context. Learners can be encouraged to participate in online discussions, share their ideas and thoughts, and interact with fellow learners and teachers through social media platforms. This opens up a wider space for learners to express their opinions, build social networks, and gain relevant knowledge in a virtual learning community.

Additionally, an inclusive learning environment is also an essential factor in learner empowerment in the digital era. Educational institution managers or leaders need to create an environment that supports diversity and inclusion, where all learners feel accepted, valued, and encouraged to participate actively. In the context of technology, this can be achieved by ensuring equal accessibility to technology hardware and infrastructure, considering the needs of individual learners, and involving them in designing inclusive and equal learning content.

Empowering learners in the digital era not only results in active and capable learners but also equips them with skills and attitudes relevant to the demands of the times. Educational institution managers or leaders need to be facilitators who facilitate learners' self-development through a learner-centered approach. To achieve effective learner management strategies in coping with changes in the education paradigm in the digital era, the opinions of experts, relevant theories, and theories become important references. Constructivist theory, collaborative learning theory, and technology-based curriculum development theory can provide guidance in designing the right management strategies. Additionally, relevant research and journal articles also provide valuable insights into understanding the role of technology in education and how to optimize it for the benefit of learners.

In conclusion, effective learner management strategies in coping with changes in the education paradigm in the digital era involve the integration of technology into the curriculum, teacher professional development, collaboration with the industry and the community, and learner empowerment. By implementing these strategies, educational institution managers or leaders can create a learning environment that is adaptive, innovative, and relevant to the development of the times.

CONCLUSION

In facing the changing paradigm of education in the digital era, effective student management strategies are the key to creating an adaptive and relevant learning environment. Integration of technology into the curriculum, professional development of teachers, collaboration with industry and communities, and empowerment of students are essential elements in this strategy. The support of expert opinions, specialists, and relevant theories provides a strong foundation for

designing the right management strategy. By implementing this strategy, educational institution managers or leaders can prepare students to face the challenges of the digital era and help them achieve success in an increasingly connected and technologically advanced future.

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