



Chapter 26

Digital Transformation in Education: Creating Lost Generation

Dewi Tamara

 <https://orcid.org/0000-0002-8922-120X>
Bina Nusantara University, Indonesia

Anita Maharani

 <https://orcid.org/0000-0003-3942-9755>
Bina Nusantara University, Indonesia

ABSTRACT

This chapter is divided into an introduction, where it shows the background and importance of digital transformation; a second section, which is a discussion of pandemics and school-home situations, and the third, which gives the implications of digital transformation. This chapter will discuss some factors that must be considered before implementing digital transformation in education. Individuals and societies are undergoing a multifaceted transformation due to the information era we are now experiencing. The ownership of knowledge has migrated, and conventional ways of teaching and learning are being replaced by new approaches. In today's environment, both the production and acquisition of information are essential. There is growing evidence that generating and utilizing information is crucial to the success of a person, an organization, or a society's prosperity. Society must undergo fundamental transformations because of the greater use and generation of information.

INTRODUCTION

COVID-19 epidemic, which broke out in early 2020 and has since spread over the globe, has altered the landscape of education. Since the advent of the virus, it has been abundantly apparent that youngsters fell more behind in their educational aspirations than before. Like Fore et al., 2021, several studies have shown that school cancellations caused by the pandemic are increasing “learning poverty,” with the

DOI: 10.4018/978-1-7998-9764-4.ch026

number of 10-year-olds who cannot read primary texts rising to over 70% in low-income nations as a result of the epidemic. Low and medium intensity. In the case of children who are in the age of compulsory schooling and who suffer a loss of learning activities, this might result in more losses in the future.

McKinsey and Company, a global management consulting group, issued an investigation in July 2021 which found that most students are four to five months behind in what they should be studying arithmetic and reading after the 2020-2021 school year (McKinsey, 2021). This lag occurred due to changes in learning methods due to the pandemic, from on-site to on-line. This change in learning methods is not without problems, because the on-site learning method that is guided directly by the teacher has changed to without a facilitator who accompanies students on the contrary, students become more independent.

During the pandemic, many schools were closed, due to government policies not allowing activities that involve large numbers of people. Government policies of countries in the world have given rise to a learning model that was not popular before, namely online learning. In a short time online learning was instituted by governments in countries around the world in early March 2020, with the aim of fighting the spread of the coronavirus, which was still in the early stages of developing a vaccine. There are about 150 countries where schools are closed completely, according to UNICEF (2021). However, there are actually a number of countries that still insist on implementing what is currently known as hybrid learning. About ten countries decided not to close schools entirely but closed some existing schools, and ten other countries decided to keep schools open as a whole, and as if things were still normal (Unicef, 2021).

According to Unicef (2021) records, beginning in March 2020, if it is determined that the situation relating to the transmission of the coronavirus is improving, nations that had previously implemented measures to suspend school activities will be permitted to reopen their doors. The converse is true: if the virus continues to spread, traditional classroom activities will be discontinued and replaced by online ones.

Regardless of how the government reacts to the epidemic, children must get an education of the highest possible quality. As a result, nations decided to enable schools to perform online learning models utilizing video conferencing services and (where applicable) e-learning during the early stages of the epidemic. The difficulty began when the government launched online learning because, according to reports, not all individuals in all nations throughout the globe can supply technology and facilities that are compatible with online learning environments. For example, according to data from the Indonesian Child Protection Commission (KPAI), the number of children who have dropped out of school has increased dramatically since January 2021, and this dropout rate is found among low-income communities is motivated by inability. Providing learning support facilities at the child's residence (yoursay, 2021). In this article, impediment became one of the themes covered, and there are still some issues been brought up as a result of this article, including some occurrences that occurred during the pandemic that affected the teaching and learning process of children, in several nations, including the United States.

BACKGROUND

World economies are being destroyed by the COVID-19 pandemic, causing havoc on the education system, both in developed and developing nations. The coronavirus outbreak is simultaneously causing widespread disruption in practically every aspect of school life (George et al., 2021). There is a shift from traditional classrooms to problematic computer screens in schools, which puts students' fundamental life principles, especially those relating to the quality of education, to the test.

13 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/digital-transformation-in-education/311943

Related Content

Online Organization: A Flexible, Agile and Adaptable Organizational Instrument

Carlos Páscoa, Ana Telhaand Tiago Santos (2021). *Research Anthology on Digital Transformation, Organizational Change, and the Impact of Remote Work* (pp. 1317-1338).

www.irma-international.org/chapter/online-organization/270351

Strategic and Business-IT Alignment Under Digital Transformation: Towards New Insights?

Nabyla Daidj (2021). *Research Anthology on Digital Transformation, Organizational Change, and the Impact of Remote Work* (pp. 1737-1749).

www.irma-international.org/chapter/strategic-and-business-it-alignment-under-digital-transformation/270373

Healthcare E-Learning Ecosystem for the Use of Ultrasound in Interventional Procedures: Sharing the Keynotes on a Real Experience

Belen Curto, Vidal Moreno, Francisco Javier Serrano, Felipe Hernández, Pablo Alonso, Francisco Javier Blancoand Juan Alberto Garcia-Esteban (2022). *Technological Adoption and Trends in Health Sciences Teaching, Learning, and Practice* (pp. 49-65).

www.irma-international.org/chapter/healthcare-e-learning-ecosystem-for-the-use-of-ultrasound-in-interventional-procedures/296879

Crafting Strategies of Security Breaches: How Financial Technology Business Models Work in Data-Centric Approaches

Heru Susanto, Nurul Mardhiahand Alifya Kayla Shafa Susanto (2022). *FinTech Development for Financial Inclusiveness* (pp. 214-234).

www.irma-international.org/chapter/crafting-strategies-of-security-breaches/291874

The Use of Software Tools in Linked Data Publication and Consumption: A Systematic Literature Review

Armando Barbosa, Ig Ibert Bittencourt, Sean Wolfgang Matsui Siqueira, Rafael de Amorim Silvaand Ivo Calado (2021). *Research Anthology on Digital Transformation, Organizational Change, and the Impact of Remote Work* (pp. 1868-1888).

www.irma-international.org/chapter/the-use-of-software-tools-in-linked-data-publication-and-consumption/270380