Transforming Teaching to learning with ICT[1]

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ABSTRAK

Perubahan paradigma dari "mengajar" menjadi "belajar tidak selalu berhubungan dengan sesuatu yang terjadi di kelas seperti interaksi guru dan siswa, tapi juga melibatkan perubahan paradigma dan harus dilakukan oleh institusi sebagai sistem dalam suatu organisasi. Dan itu harus dilakukan oleh semua orang. Perubahan pola pikir dari pengajaran ke pembelajaran, yang memberikan beberapa pelajaran untuk perencanaan harus dilakukan oleh dosen atau guru, lebih pada pengembangan teknologi informasi dan komunikasi di era globalisasi ini yang sudah dikembangkan. Maka perlu dilakukan perubahan sistem pembelajaran dengan menggunakan model atau metode yang dapat mendorong siswa untuk menjadi pelajar yang aktif. Penggunaan TIK mungkin bisa menjadi solusi dari masalah ini. Oleh karena itu kuliah atau guru harus mengikuti perkembangan Teknologi Informasi dan Komunikasi (TIK) dalam proses pembelajaran dan juga bisa diterapkan di lingkungan yang telah direncanakan.
Keyword: Paradigma, Mengajar, Belajar, ICT

ABSTRACT

The changes paradigm from "teaching" to "learning doesn't always related with something that happen in the class such as interaction teacher and students, but also involves the changes of paradigm and it must be done by the institution as a system in an organization and it must be done by all persons. The changes mindset from teaching to learning, which gives some lesson to the planning must be done by the lecture or teacher, more over the development of information and communication technology in this era globalization is already developed. So it needs to be done the changes of learning system by using models or methods which can push the students to be an active learner. The using of ICT maybe can be the solution of this problem. That's why lecture or teacher must follow the development of Information and Communication Technology (ICT) in learning process and also can apply in the environment which has been planed.
Keyword: paradigm, teaching, learning, ICT

INTRODUCTION

In a report from Wingspread Group on Higher Education in 1993, it was written: "The nation that responds best and most rapidly to the educational demands of the Age of learner will enjoy a commanding international advantage in the pursuit of both domestic tranquility

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and economic prosperity,This will require new ways of thinking". This quote shows that there is a learning era which is requires making a new way of thinking in education. One of the first things a teacher must do when considering how to teach students is to acknowledge that each student does not learn in the same way. This means that if the teacher chooses just one style of teaching (direct instruction, collaborative learning, inquiry learning, etc.), the students will not be maximizing their learning potential. Obviously, a teacher can not reach every student on the same level during one lesson, but implementing a variety of learning styles throughout the course allows all the students will have the chance to learn in at least one way that matches their learning style.

Much of the material used to educate students is largely text and lecture based, which have significant limitations. While reading is a very important learning mode, not all students learn effectively from reading. Some students respond better to visual and audio stimuli of lecture but often get lost in the material or lose interest in the presentation. In this type of a learning environment, students have limited opportunity to ask questions or may be uncomfortable asking a question in front of the class. It is well known that many questions go unasked. That's why we need to change our style from teaching to learning.

FROM TEACHING TO LEARNING

To help us understand what is meant by a change of focus from teaching to learning we will start with language and look at some definitions. Definitions can be drawn from a good etymological dictionary (in this case the 1924 edition of Webster's New International) which provides some interesting ones: Teaching is the act or business of instructing'. Learning: 'to make progress in acquiring knowledge or skill.

Learning is seen more and more as an active individual process, where learners construct their own knowledge base. Learning is also increasingly seen as a process based on sharing and participation with different partners in a community. In the Learning Paradigm, a college's purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for them selves, to make students members of communities of learners that make discoveries and solve problems, and recognizing that the chief agent in the process is the learner.

There are some benefits that we can take if we change our mindset from teaching to learning, such as: learning creatively means that the students can contributing, experimenting, or solving problems, learning as active citizens means that the students can taking responsibility for their own learning, students also can engaging intellectually with powerful ideas, using thinking skills, grappling with ideas/concept and evaluating their own learning.

INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION

Stands for "Information and Communication Technologies." ICT refers to technologies that provide access to information through telecommunications. It is similar to Information Technology (IT), but focuses primarily on communication technologies. This includes the Internet, wireless networks, cell phones, and other communication mediums. ICT are often spoken of in a particular context, such as ICTs in education, health care, or libraries.

The main purpose of ICT in Education means implementing of ICT Equipments and Tools in Teaching-Learning process as a media and methodology. The purpose of ICT in education is generally to familiarize students with the use and workings of computers, and related social and ethical issues. ICT has also enabled learning through multiple intelligence as ICT has introduced learning through simulation games, this enables active learning through all senses. Information and communication technologies (ICT) which include radio and television, as well as newer digital technologies such as computers and the Internet, have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICT are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life.

Make a real difference from teaching to learning by ICT

ICT stand for information and communication technologies and are defined, for the purposes of this primer, as a "diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony. In recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education.

However, new technologies such as internet and computers are often introduced and sometimes even parachuted into schools in ways that to enhance learning. Internet can be used for learning, because by using internet experience can give a different experience, more interactive than normal learning, more interesting than using books and it tends to work harder and faster. The using of the Internet can reflect an approach to learn which is to be relevant to the students' future lives.

Information, Communication and Technology or ICT can change the teachers' role from being 'founts of knowledge' to being facilitators of learning. At the same time, it gave the children the opportunity to be creative and take responsibility for their own learning. When pupils worked alongside teachers to plan how learning would take place, and could use technology as they wished, their motivation and performance improved. For example when the pupils work by using the internet to find resources and then put it all together to make presentations, they will learn far more than just sit and speak to them all at once. This activity can make them more responsible for their own learning,

Information and communication technologies (ICT) on their own will not bring about improvements in educational quality, but when we change our mindsets to use them reflectively and strategically, teaching and learning processes can be deepened. This includes leaving behind paradigms of teacher as master. Creative and contextualized appropriation of new technologies contributes to more active and interactive pedagogies, increased motivation, updated teaching materials, discovery of self and others, and changed roles and relationships among teachers and students and with knowledge. Learning can become more dynamic as teachers and students become partners in accessing information, constructing relevant knowledge, and representing self and others.

CLOSING

A great bonus of the increasing presence of ICT in the teaching and learning is that pupils are presented with ever more opportunities for improving learning, and for learning in diverse ways. The text book and traditional teaching clearly still have a major place in teaching and learning but ICT adds a new dimension, which enables learning to be more personalized, more flexible and more varied. ICT can be used to great effect to improve

understanding and performance in the target language and to improve both learning and ways of learning.

ICT can and will empower teachers and learners, transforming teaching and learning processes from being highly teacher-dominated to student-centered, and that this transformation will result in increased learning gains for students, creating and allowing for opportunities for learners to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills.

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