

HIGHER EDUCATION IN THE DIGITAL ERA (INDONESIAN CASE)

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Abstract. Education is not only mean of formal education like school or university (*higher education institution*), there are also another institutions which educate individual, or society, namely *informal education*, such as family, religious institution, and others which exist surround ourselves. The rest of social institution is *non-formal education*, for examples; institution course, workshop, studio, etc. So, individual can get knowledge and skills from all of three social institutions. Unfortunately, at present if we talk about education many people always think it must be university or school (*formal education*). Even though, as Ivan Illich says that education is not similar or identic with university, school or *formal education institution*. School or university of course just a part of education in general. Because school is institution which is built by using an assumption that teaching activity is produced by the result of studying (Illich, 2008: 40).

If people aware that the medium of education process were a lot, so people, or student can undergo the learning process by using all of information or knowledge which originate from many resources; *formal, informal, and non-formal institution*. More and more of knowledge resources which originate from the three education institutions, they will enrich and enlighten individual and people for their life.

Higher education formally limits the students with certain knowledge in accordance to major they took, and university design it's curriculum as close as to the need of industry (*capitalist*), although in social reality the students learn sometimes different from subject matter they take. In the digital era students have a lot of chance to utilize a lot of resources, not only from their university subject matter, but also from other resources, such as social media which easier to be accessed in campus (university). Almost in each university it has internet access which can be accessed freely by the academics.

There are various information resources exist in social media, such as social networks, discussion forums, media sharing networks, and others. All of them are easier to find by using *Google machine, Bing*, and so on. Students can access information and it can be several types of information; online news on various and contemporary issues, or academic (*scientific*) materials, skill, ideas, etc. The bad impact of social media, "Students neglect their studies by spending time on social networking websites rather than studying

or interacting with people in person. Actively and frequently participating in social networking can negatively affect their grades or hamper their journeys to their future careers” (Christ V. A., 2019). Or maybe as the point of view of internet user who has strong rooted and can't change is about Law of Pommer, namely the Internet can only change a person's mind from having *no* opinion to having a *wrong* opinion (Nichols, 2018: p, 107). By the existence of social media, the situation also causes students tend to choose pragmatic and efficient way related their learning process. They less to go to the library to read books or offline resources, as; journal, magazine, etc.

Based on the explanation above, the university faces problem, such as the laziness of student to read *off line materials* at library. And the challenge of university for the future is how to utilize and integrate *on line* and *offline* resources to develop university, especially student creativity, and innovation. If the university success to do, then the rumors of university will be left by the students or society will be wrong et all. And it means that the role of university to enlighten society will be awaited.

Keywords: Higher Education, online, offline, social media

Introduction

The Graduation of higher education is increased from year to year, both from state higher education and private universities. Studies in higher education institutions are perceived by most community members as a necessity, because the world of work in both the formal and private sector require that. It is understandable if a lot of higher education institutions design their curriculum as close as possible to the needs of the labor market. And it is parallel with government policy of Indonesia which is known as *Link and Match*. Which means that there must be close relation between university and work. This condition is to anticipate unemployment. Although, in social reality, the anomalies of that policy always occurred caused by many factors. The other side, the higher education institutions are finally not able to force students (*graduation*) as they expected (universities).

In social life, the relation between fields of study and employment aren't always in line, such phenomenon happened not only in Indonesia, but also in numerous countries, including developed countries like America, Europe, Australia, Japan, etc. Sometimes, the relation between work field and background of study are not so clear. For example, so many banks recruit graduation not from economic faculty, but other; engineering, agriculture, etc. This phenomenon justifies the reality as explained above and showing

that the government policy can't accommodate the real fact which exists in society.

Job or work is social reality that has many elements, sometimes it is liquid and flexible. It is not as simple as many people think. The problems are not entirely related to the matters of competence, social networks, *esprit de corps*, closeness of one to another, gender, etc. Sometimes, it has relationship with uncommon variables, which uneasy to fix, it often called as *luck* (Javanese says as *bejo*). In addition, people's perception of education, mainly higher educations are divers, In Indonesia, there are not a few parents who encourage their sons and daughters to continue study to the higher education stage for various reasons, not merely work, but also scientific (*academic reason*), although the dominant view is still reason to get a job.

Related to the reasons and discussions above, actually, in many universities there are always students who develop their talents, uniqueness, and passions independently which are not always related to the major they take, because in reality not a few of Indonesian students who carry out their major as purely as personal decision, some of them influenced by external pressure, such as; parent projection, scholarship opportunities offered by funding, outside of party orders, university prestige, promise of job, etc.

The Purpose of the study

This paper wants to analyze and understand how the student anticipate the reality in the digital era, and what should be done of university in the digital era?

As we know there is many students who decide to repeat their study from the beginning, after taking the lecture process for one semester or more, it happens as the opportunity to get a choice of studies which more suitable or in accordance with their interests and talents. But, sometimes it was found that the students who initially felt they were not suitable for their choice of study, but as time went on they gradually fell in love or felt attracted to what their study was. This interest came when they began to undergo the study (*learning*) process and studied the materials in accordance with the field of study they selected.

In addition to the above reasons, there are also students who learn in a certain field of study, but their interests are in another fields of knowledge (*discipline*). Sometimes, the scientific interest is still related to what he was taken, although indirectly, rare of nothing to do with the knowledge studied in their department, or at least if there is still a relationship, although it is very far away, so this main interest is precisely studied by autodidact method. Perhaps in the early era of the development of science some of these phenomena often occurred, taking the example of *Ibn Khaldun*; a

sociologist, social scientist, philosopher, historian, but in the same time was also a cleric. Or in the early tradition of the development of modern social science we have Emile Durkheim; a physicist who was then interested in studying and developing sociology, also Aguste Comte; a philosopher and the figure of sociology of phenomenology such as Alfred Schutz, who was well known. So, he called himself as a philosopher of sociologist, and sociologist of philosopher (Supraja, 2018: 8-13).

The above symptoms are often found, although there are not many, because the tendency is to strengthen the increasingly specialization, so the sociologists whose views are too limited, and shallowed, do not try to study social science in a comprehensive, and integrative way with other science, for example philosophy, psychology, etc. In addition, it is not usual for social science students to pursue other very different fields, such as choosing to become an entrepreneur. In Indonesia this kind of incident is quite a lot, and according to those who think like that, the relation between the higher education institution and the world of work are not directly proportional, but experience while studying at university still benefits for the profession they are engaged in, the contribution affects the ability to think, analysis, and knowledge insights, so that what they are involved in the world of work is more controlled and developed on their own in the field.

In the digital era, the autodidact learning process as stated above, is easier to manifest, because the internet world (*digital world*) facilitates students with material they need to do, as information, dictionaries, various e-books, secondary-data, net-working, sharing-ideas, etc. The internet has made some planning easier to implement.

At least by utilizing the three things above, the opportunity for students to develop and realize their passion and uniqueness in various fields of interest is increasingly open. Especially if you are able in combining resources that can be accessed in the offline world, both on and off campus, and online, then the resulting output has the potential to produce better quality. The offline world remains an important battleground for building direct and real relationships in numerous aspects, such as events, actions, communications while the online world is a mediated world, but still promises many possibilities.

Recently, the use of the internet has become more widespread, at least this condition can be observed in various major universities in Indonesia, especially in the Faculty of Social and Political Sciences, Gadjah Mada University, where students are starting to use various sources of information from online sources, rather than offline sources, either for supporting the lecture process, as well as for conducting research, paper writing

assignments, also teaching and learning processes. Students feel that the online source of information is instant, and efficient, therefore the internet is considered capable to fulfill their needs.

From year to year the shifting in the number of internet users continues to grow. The problem might lie in the intensity of reading various references originating from the online source. Although this concern has never been proven through an in-depth research. The limitation of the eyes to see the screen of computer is still a debate, because there are those who claim that the human eye can only focus only during; 2-3 hours, while other opinions say that it concerns the issue of habit. As a habit, something can happen because of repetition.

The online source of information that is also very valuable from social media is YouTube. Various technical information, tutorials on various skills to various lecture themes can easily be found on YouTube. In Indonesia, many people get enlightenment and transformation through this social media, besides YouTube content can stimulate action and new ideas.

The flood of information brought by social media on the one hand brings benefits, but on the other hand must also have a bad impact. The impact is good because it provides information enrichment and perspectives, so that it can optimize the learning process, while on the other hand, explosion of information will mean nothing if the information recipient community does not have the various capabilities needed to select relevant and useful information for himself in the learning process. Information floods will cause a negative impact in the midst of culture of society. In this context, university has opportunity to educate the public, regarding the use of information constructively and responsibly.

Methodology

This paper try to use secondary data that originate from internet, especially from *www.statsmonkey.com*. It appears that Indonesia is the first ranked *Google search engine* user in 2014 with a percentage of 95%, *Yahoo* followed by 2.44%, then *Ask Jeeves* 1.13%, *Bing* 0, 74%, then Other search engines are 0.69%. (Christ Violita Ariyanti, 2019). This data describes the dynamics of users of the Google Search Engine in Indonesia, although it does not specifically describe students as the main users. However, the results of the study conducted by the Gadjah Mada University (GMU) Library of 70 doctoral and master students showed that they now went to the library to use search engine in order to find the information they needed, besides they considered online media to be more satisfying for them. The result of the research concluded that there is shifting from offline tradition to online tradition. (Nurhayati, U.S., Nurma Heriyanti, M.E., 2014).

The data as explained above shows a shifting in the use of information resources, from the use of books shifted to the utilization of various information available in the online world. This shift needs to be examined for various causes, especially related to the adverse effects that result later. This is also the study of Nichols, who believes that: "... *the Internet is actually changing the way we read, the way we reason, the way we think, and all for the worse. We expect information instantly. We want it broken down, presented in a way that is pleasing to our eyes - no more than those small types, fragile textbooks, thank you - and we want it to say what we want it to say*" (Nichols, 2017: 111).

Unlike the university, where everything is done in a structured manner, and systematic way, therefore someone is helped and becomes easier to learn certain "subject matter" with the lecture syllabus, while someone who learns autodidact through YouTube does not have the same guidance as one's get in a university, where everything must depend on him. He must do it himself, or everything runs randomly, according to his needs and interests. Off course it is not easy to do things lately, so it will be different if the YouTube media is used as an additional learning material which functions as a supplement. Someone who has an interest in theoretical knowledge surely needs a variety of other references such as books, journals, so that there is no other more effective way to deepen and understanding materials except by allocating time to read and internalize it.

For someone who wants to learn about the theoretical knowledge of YouTube media, it is not enough to be able to realize these interests to raise the top, because in this context the position of "guidance" is very helpful, so that a learner does not need to spend too much time to observe and understanding it. Maybe this will be different if YouTube is used to learn practical knowledge (skills), because in that context someone can immediately see and check the results.

Results

Besides that, another weakness of YouTube is its one way traffics, while the learning process in formal education (university) and informal institutions and non-formal are the two way traffics. The weakness of YouTube lies only in its one-way traffic, while in the case of educational institutions it is required dialogical learning media or such two-way traffic model.

However, the role of YouTube as a learning medium in the midst of people's life is very useful at present. It raises some questions, as; how far the dialogic learning process within the institution can work by using YouTube? How do the Formal, non-formal and informal education can utilize YouTube effectively? We need to observe and study seriously that issue? Can YouTube be used freely in the three of institutions as explained before

or to some extent one still need, because in formal education, like a university, we often find, as Freire stated, “every human being, no matter how "ignorant" or submerged in the "culture of silence" he or she maybe, is capable of looking critically at the world in a dialogical encounter with others” (Shaull, 1970: 32).

In feudal and patriarchal culture like in Indonesia, the silent culture is still found in people's lives, not least in the world of education. So, the cultural implications of these are the clogging of the dialogical and communication processes. In the global era with the advancement of the digital world as it is today, for example; cultural barriers cannot be maintained, because information sources are very diverse, and universities are no longer be the only knowledge centers.

From the various explanations as mentioned above, there are several important things to underline: That the emergence of the internet (*google searching*) in this case of social media, in various forms, on the one hand, can enrich our knowledge insights, and become an alternative source of information besides universities and offline libraries. However, on the other hand, the strengthening of online culture (*social media*) has had an impact on the weakening of the reading culture whose formation process is not easy, while the social media tradition further strengthens the formation of an efficient and instant culture.

The development of social media (*online*) should be integrated with various developments that have been achieved in the tradition of off line, so that the existence of both of them reinforces and fills each other, rather than negating and destroying each other. If this kind of integration is built, surely the role of higher education will be stronger in the community.

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