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Lecturer Leadership In Digital Learning

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Abstract. The digital age requires lecturers to be able to package learning activities using digital technology. The aim of this study is to find out how lecturers lead their students in learning activities in the digital age and the impact of the digital era on learning and lecturers. This research is qualitative and descriptive, with observational data collection techniques and interviews. The result of this research is the expansion of the digital age, making students and faculty learn unlimitedly in space and time. Teachers need to prepare a learning plan related to the material and digital media that will be used. The use of digital media such as Google Forms, Google Class, and PowerPoint, various learning applications, bloggers, quizzes, Google Meet video conferences, and Zoom meetings has been used by lecturers. The negative impact is that (1) the learning material has become wider so that the essential material is not obtained; (2) the learning is less focused; (3) the lecturer is not always able to control each student's use of the gadget; and (4) the enthusiasm and ability of the senior lecturer still need to be improved. In conclusion, lecturers, as student leaders in learning, are expected to be able to effectively package the developments of the digital age to facilitate the implementation of learning.to effectively package the developments of the digital age to facilitate the implementation of learning.

Keyword: digital era, teacher, leadership, learning

1. INTRODUCTION

Information and communication technology is advancing quickly today. From the age of agricultural technology to the age of industrial technology to the age of information technology to the age of communication and information technology, technical advancements have periodically continued to improve. 2020 (Saepudin). Each person is interested in using and maximising each of these advancements since they have different effects on society, each nation, and each nation's life. Due to the advancement of this technology, everyone in society, even those in the field of education, is now reluctant to succumb to the influence of the digital era. The advent of modern information technology has sparked the infinitely timeless information era, also known as the

digital era, which has altered the way that people live their lives in many ways, especially in the area of education (Kushendar et al., 2022). The impact of the digital era on education has had a significant impact on classroom learning. The educational objective of the digital era is to create human resources (HRMs) who are innovative and prepared to meet the demands of the evolving world brought on by this digital-based industrial transformation.

Accordingly, a lecturer's leadership in the classroom is necessary since a lecturer's role as a leader is necessary for the creation of technology that facilitates the implementation of learning activities. The lecturer is also described as the school's student leader. As a result, the quality of student learning is greatly influenced by the lecturer's professional expertise. The quality of learning is generally improved by the lecturer's expertise of the subject matter, as evidenced by the effectiveness of the material delivery, the correctness of the examples used, and the capacity to respond to students' queries (Susilowati et al., 2022). Since education would not significantly contribute without the support of a trained and professional lecturer, any improvement efforts are therefore done to improve quality (Saepudin & Kurhayadi, 2022).

One type of leadership that emphasizes cooperation over control is lecturer leadership. Likewise, faculty learning, school democratization, and a cooperative culture are all related to lecturer leadership. 202 (Sukandi). The point that lecturer leadership exemplifies transformational leadership traits and guides professors from numerous actions to achieve school development can be emphasized once more. The collaborative involvement, initiative, and direction of teaching to support the reflective realization of the school's goals, missions, and ambitions is referred to as lecturer leadership. Leadership abilities are significantly influenced by lecturer motivation.

The lecturer, as the leader of the graduation process, has the ability to lead, guide, encourage, and advance students in carrying out learning activities. The requirement of an educator is to be able to guide students in every learning process, not discriminate against students, treat all students equally, give teaching with a variety of interesting methods, understand new things, dig into and develop the potential of students, and follow and understand the development of students' character. It's because a lecturer is someone who has a high degree of proximity with students and is the leader of students at school. (Susilowati, 2022). The leadership of a lecturer has a great influence on student success in the implementation of learning. Thus, the role of the lecturer as the primary guide and student leader in the school must be able to keep up with educational change supported by technological developments.

The role of a qualified lecturer greatly supports the development of student achievement, both in academic and non-academic fields. Leadership is a determinant of success in an organization. In other words, for the success of an organisation, whether educational or otherwise, a leader must need someone else. Thus, a leader must be able to understand his role as a leader (Sugandi, 2022). Thus, lecturers have a role to play in the development of education, especially in this sophisticated digital age. The lecturer who leads the entire class in learning activities is expected to be able to It aims to improve the academic quality and quality of schools in the era of digital technology, thus creating qualified and superior graduates. Based on the results of a preliminary study at Bandung University, it's now starting to use digitalisation in learning. Teachers use digital video and animation, use the internet to find material, and use game-based learning. In addition, the COVID-19 pandemic has had a positive impact on digital-based learning.

Blended learning is a combination of face-to-face learning and online learning with an element of social interaction (Suryanto et al., 2021). In blended learning, teachers use digital video conference platforms such as Zoom Meetings and Google Meet. Video conferences are a set of interactive information and telecommunications technologies where two or more parties communicate in different locations (Kurhayadi, 2023). As for the digital platforms used by teachers in schools, such as Google Forms, Google Sites, Zoom meetings, Google Meet, Google Classroom, Quipper, and Whatsapp, Research with the title Leadership of the Teacher in Learning in the Digital Age is important because the lecturer is someone who has always been the guide and educator of students in learning as well as the determinant of student learning success, especially in the era of digitalization today. Thus, the required skill of the lecturer in packing learning activities with digital-based learning methods is essential to impressing the golden generation of students in the digital age as it is today. The aim of this research is to find out how teachers lead students in learning activities in the digital age as well as the impact of the digital era on teachers as learning leaders.

2. RESEARCH METHOD

This research is a kind of qualitative descriptive. As for the subject, he is a lecturer at Bandung University. Bandung University becomes a research venue in June 2023. The data collection techniques used are observations and interviews. Research instruments use observation sheets and interview guidelines. Observation is used to look at all the activities performed by the

lecturer related to the learning process in the school that relate to the development of digitalization for learning. The form of interview used is a structured interview with a list of five questions. Each question has several sub-questions that support the details of the main question. Interviews are used to obtain data in the form of things presented by the participants about the implementation of learning carried out by lecturers in schools related to the development of digitalization. The guidelines of the interview were drawn up in support of the research related to the role of the lecturer in guiding students, the opinion of the faculty on the digital age, the knowledge of the professors about the digital era, the learning activities carried out by the lecturers, and the evaluation of the teachers' learning. The informant in this study is the lecturer of the subject. Data analysis procedures use the Miles & Huberman approach, with data collection stages, data reduction, data presentation, and verification or conclusion. Once the data has been obtained fully, the next process is to draw a final conclusion on the data that has been acquired.

3. RESULT AND DISCUSSION

1) Lecturer Leadership in Learning Activities in the Digital Era

My lectureris an educator who directly deals more intensively with students. During teaching and learning activities, lecturers have an important role in making the knowledge taught acceptable to existing students (Yusuf & Saepudin, 2022). This is because the lecturer is also an educational leader, namely as a student leader. Current lecturer leadership is in accordance with the development of 21st century education which is faced with the digital era. In accordance with the statement from Kushendar & Prihadi (2023) which states that the main thing in the 21st century is quality human resources. Apart from that, technological developments in the world of education are in line with the implementation of the Merdeka curriculum. An independent curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies (Kemendikbudristek, 2022). Thus, educators are expected to be more active in using technology. Effective use of technology will make it easier for lecturers to carry out their main duties and functions in terms of teaching and education. LecturerIn the 21st century, it is hoped that we will be able to carry out interesting and innovative learning plans so that it will create an efficient, comfortable and calm learning atmosphere, to make it easier for students to realize their dreams of changing the world of education and being able to compete on the international stage. The 21st

century demands an increasingly high and optimal role for lecturers (Yusuf & Kushendar, 2020). As a consequence, lecturers who cannot keep up with developments in nature and the times will be increasingly left behind so that they will no longer be able to play their role optimally in carrying out their duties and carrying out their profession. The purpose of this digital era is that learning activities utilize information and communication technology to support the learning objectives to be achieved. PemLearning is the main key in educational institutions, this main key cannot be separated from the role of lecturers in classroom management (Susilowati, 2023). The form of lecturer leadership referred to in this research is that lecturers as leaders in the learning process must have the ability to learn. This ability takes the form of skills in guiding, directing, encouraging and mobilizing students to carry out learning activities effectively. The demands of a lecturer as an educator must be to be able to guide students in every learning process, not discriminate between students, treat all students the same, provide teaching using various interesting methods, understand new things, explore and grow student potential, and follow and understand student character development. Besides that, The leadership role of lecturers in the classroom as figures that are really needed in making policies and decisions so that various problems can be resolved even in the most complicated situations. Things that must be considered regarding the components of lecturer leadership in the classroom are (a) the process of a series of lecturer actions in the classroom learning system; (b) influence and lead by example; (c) give orders in a persuasive and humane manner but still uphold discipline according to the applicable rules; (d) students obey orders in accordance with their respective authorities and responsibilities; (e) use authority and power within justified limits; and (f) mobilize or direct all students to complete assignments so that the goal of increasing cooperative relations between one student and another is achieved.

According to research findings, the rise of the digital age has simplified the learning process because it allows students to study whenever and wherever they want without being constrained by time or geography. In the same way that technology creates many conveniences and practicalities for learning, it also increases the effectiveness of communication and information (Susilowati, 2023). According to the objectives of the digital age, learning resources can also be accessed from anywhere, making it simpler to search for learning materials without being constrained by time or geography. According to Webber, the value of lecturer leadership will result in school branding. Unprecedented technological advancements are transforming

education and altering how students, teachers, parents, and community members engage (Rosadi & Sahromi, 2021). The ability to package learning concepts that were initially traditional and shifted to digital-based is essential for lecturer leadership in learning activities, particularly in the age of digitization. In order to accomplish learning objectives in this digital age, technology use must be maximized in the implementation of learning.

2) The impact of the digital era on lecturers as learning leaders

It is anticipated that the quick advancements in science, information technology, and communications will benefit the improvement of educational standards. in 2023 (Sahromi & Rosadi). The rise of the digital age has had a significant impact on many aspects of education, particularly the learning process. Both positive and negative effects are brought about by the impact. Technology not only has a beneficial impact but also a detrimental impact, claim Sahromi et al. in 2022. As a result, it is required of the professor to be able to keep an eye on how students are using technology.

Technology's quick advancement in the field of education has both beneficial and harmful effects. (2023; Kurhayadi). People who live in the digital age are not constrained by the level of complexity that is present, therefore both positive and negative effects are present. Time, money, logistics, and other institutional challenges become more effectively and efficiently, which is a good thing. For its own adverse effects that have the potential to alter the social order (Sahromi, 2022). There is no stopping the advancement of digital technology. The increased ingenuity of lecturers in utilising digital technology for educational purposes, however, allows us to weigh it. Rosadi and colleagues, 2023. This not only lessens the negative effects of technological advancements but also encourages all children to acquire the knowledge and skills necessary to stay up with them.

4. CONCLUSION

As a result of the conversations that have been described, it is feasible to conclude that the professor at Bandung University, who serves as the student leader in the digital learning process, has created a learning plan that is related to the resources and digital media employed. Lecturers have employed digital tools like Google Forms, Google Classroom, Google Worksheets, Power Point, a variety of learning programmers, YouTube learning videos, Quizzes,

Google Meet video conferences, and Zoom meetings when putting learning and evaluation into practice.

Both positive and bad effects of digital media are seen in how Bandung University implements education. Digital media has a good effect on how learning is implemented since it makes it simpler for students to obtain any information connected to the course topic. Additionally, pupils like digital learning materials since they are more varied and entertaining. Learning activities have the unfavorable effect of making the key material less accessible as the learning material gets more diverse. Additionally, because pupils are more focused on the device than on the lecturer's remarks, learning is less concentrated. Based on the findings of an interview with a lecturer at Bandung University, the good effects of the digital era are supported. The lecturer participates in several forms of training to hone his abilities and keep up with the latest information to enhance learning in the digital age. Additionally, in order to balance with other teachers and promote the fulfilment of learning objectives in the digital age, senior teachers' spirits and capacities still need to be improved.

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