Teachers' vs.Students'Perspective: Is Teacher still Important in Digital Era?

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Abstract

Nowadays, teacher and students work in the digital era where mostly students are always exposed to the newest trends in technology and media. When teaching these new-age students, it turns into crucial for teacher to remain versatile and discover new ways to improve their technology level, while students could catch up with the fast growth of technology because they are digital natives. This digital era has provided unlimited opportunities for students to improve their academic performance. It also makes them to be a self-regulated learners who responsible with their own learning. The abundant resources in the internet help them finding the solution for their learning problem by themselves. Based on the 13th annual College Explorer survey, it is foundthat college students own,on average,6.9technology devices.The PEW Research Center, reportsthat at least93% of college students are home broadband users, compared to the national adult average of 66%. They also found that college students own more than one gadget. They used their gadgets actively for academic purposes.So, the one million dollar question is "*Is teacher still important in this digital era?*" This study would see the perspective from the teachers and also from the students. The data would be taken by questionnaire then it would be analyzed descriptively.

Keywords: Teacher's Role, Perspective, Digital Era

1. INTRODUCTION

Nowadays, technology will be an important part of the education in digital era. Education is quite different in digital eras where students are always exposed to the newest trends of technology and media. As newer technologies run to the classroom, students have to be the fast runner. When teaching these new-age students, it turns into crucial for teachers to remain versatile and discover new ways to improve their education level. Some of these students could be using new, advanced technology in the classroom versus learning from the book, or finishing the worksheet. Students born between 1982 and 2000 are categorized the millennial generation or also known as Gen-Y and are often described as being digital natives who have a high level of technological literacy (Best et al. 2013).Oblinger and Oblinger (2005) developed a classification system that describes various generations as Matures (1900-1946), Boomers (1946-1964), Generation X(1965-1982) and Gen Y/Millennial (1983-1991). The student population crosses all generations with the

newest, the Gen-Z or Net Generation being distinctly different in their characteristics and learning expectations, (Hasim, 2018). The term Millennial was popularized and proposed that these students share unique characteristics that define their generation (Howe and Strauss, 2000). Howe and Strauss (2003) stated that the millennial generation is characterized by seven common traits and can be perceived as achievement-oriented, team-oriented, pressured, conventional, confident, sheltered, and special.

The emerge of technologies that could be used in education setting are: (1) Cloud Computing: Internet-based computing which is allowed us to share resources, software and information (Kiran, 2014); (2) Mobile Technology: it involves connectivity for downloading, uploading and/ or online working via wireless and/ or mobile networks (Kukulska-Hulme et al., 2009); (3) Massive Open Online Courses (MOOCs): an online platform where everyone can enroll because it is free. (Balfour, 2013); (4) Games and Gamification: effective tools for scaffolding concepts and stimulating real world experience (Laremenko, 2017); (5) Augmented Reality (AR): a technology to add digital content to printed material objects (Hawkinson et al., 2017); (6) Virtual Reality (VR): the role of memory in learning could improve language skills (Yaseen&Shakir, 2015)

This new generation challenges traditional teaching paradigm which is teacher-centered. In teacher-centered, teachers have the important rule in the teaching learning process. They are the most knowledgeable person in the classroom and evaluator (Zohrabi, et al., 2012). The students tend to be passive in the classroom and the teachers tend to be less innovative in teaching. The growth of technologies tends to swift the paradigm to students-centered. In this paradigm, the students' activities are important indicators in learning process and quality of learning product (Zohrabi, et al., 2012). Teachers really consider the needs of the student as group and also as individual, and they also encourage the student to be actively participated in the teaching learning process. The role differences of teachers are: expert, formal authority, personal model, facilitator and delegator (Grasha, 1994).The role of teacher in English language teaching is: learner, facilitator, assessor, manager, and evaluator (Archana& Rani, 2017). In line with that Brown (2000) stated that the roles of teacher in interactive learning are:

a. As controller: in planning stage he or she wisely projects how technique will be proceeded, maps out the initial input from the students, specifies directions for students and gauges the timing of a techniques. he or she grants interactive classrooms and spontaneity of the students' responses.
b. As director: he or she keeps the process of the learning activities flowing smoothly and efficiently.
c. As manager: he or she plans lessons, modules, and courses, structures the classroom time, allows the students to be creative and gives freedom for them to do their own individual area of expertise.
d. As facilitator: he or she facilitates the process of learning, makes the learning process easier for the students, clears away roadblocks, finds shortcuts, and negotiate rough terrain.
e. As resource: he or she is available for advice and counsel when students seek it.

Brown (2000) also talked about teachers' role and style from affective or emotional side. A good teacher must be consistent in all dealings with students, becomes a sympathetic friends to students, and be comfortable in playing multiple roles. The teaching style is another affective consideration.

This article is to know about: how teacher's role from the students' and also the teacher's perspective in digital era. The output of the study would give some contribution pedagogically, theoretically, and practically as they are described: (1) theoretically, the study provides enormous and valuable sources on how the teacher's role especially in higher education; (2) practically, this study gives guidance in how to manage the teaching and learning in the digital era in English Department, UniversitasTidar; and (3) pedagogically, this study gives positive contribution to the teaching and learning at UniversitasTidar, especially in the role of a teacher in digital era.

2. RESEARCH METHOD

The method used on this research is the cross-sectional survey design. It concerns to collect data about attitudes, opinions, or beliefs at one point in time (Creswell, 2008). The subject of the research is the students of English Department, Faculty of Education and Teachers Training, Tidar University. The snowball sampling is used to select 447 students and 10 lecturers. The indicators for this survey research are in appendices.

3. FINDINGS AND DISCUSSION

Students' perspective:

Based on the survey the data the general information of the students who responded to the questionnaires are presented as follows:
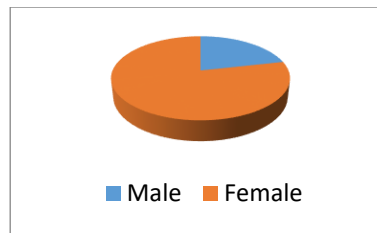
Table 1 Gender of the Students

Gender	Frequency	Percent (%)
Male	96	21.48
Female	351	78.52
Total	447	100.00

(Source: Research Questionnaire)

Table 1 shows that the majority of respondents are female: 351 (78.52%) of the total of 447 students. Only 96 (21.48%) male students are in the respondents.

Figure 1 Gender of the Students

The majority of the respondents are female because they are from Faculty of Education and Teachers Training, it can be concluded that most females like to be a teacher than males.

Table 2 Average Usage of Mobile Devices Per-day

How often on average would you use your mobile device on any given day?	Male	Percent (%)	Female	Percent (%)
0-1 hours	0	0.00	5	1.42
1-2 hours	2	2.08	11	3.13
2-3 hours	9	9.38	21	5.98
3-4 hours	12	12.50	31	8.83
4-5 hours	18	18.75	54	15.38
5-6 hours	15	15.63	60	17.09
6-7 hours	11	11.46	48	13.68
7+ hours	29	30.21	121	34.47

(Source: Research Questionnaire)

Table 2 talks about the average hours the students use their mobile devices on any given day. The result is really astonishing, the students use their mobile devices more than 7+ hours a day and female (34.47%) applies more than male (30.21%).

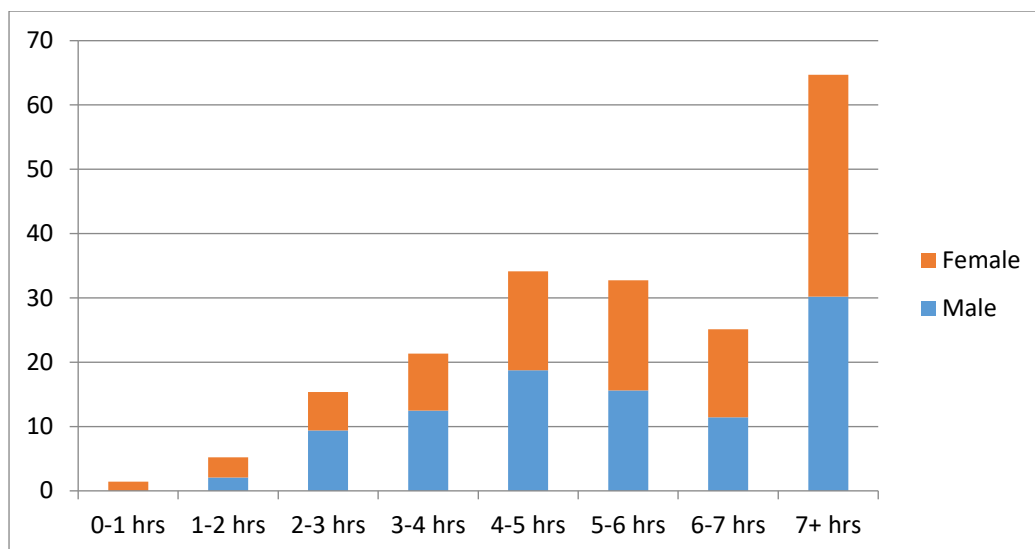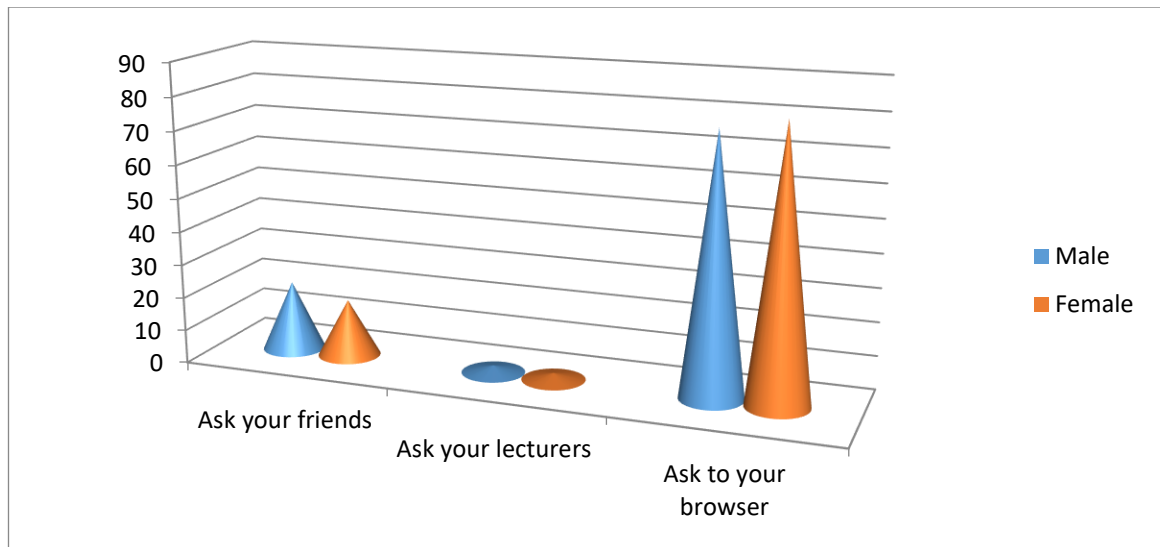**Diagram 2Average Usage of Mobile Devices Per-day**

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Table 3 How to Face Difficulties in Learning

If you face difficulties in your learning, what do you do?	Male	Percent (%)	Female	Percent (%)
Ask your friends	20	20.83	60	17.09
Ask your lecturers	2	2.08	7	1.99
Ask to your browser such as Google, Firefox, Opera, etc.	74	77.08	283	80.63

(Source: Research Questionnaire)

Tabel 3 shows how the students deal with difficulties in their learning. The result is really surprising. They prefer asking to browser such as Google, Firefox, Opera, etc to lecturers, male (77.08%) and female (80.63%). It can be assumed that lecturers are not the first place to ask questions when the students face difficulties both for male (2.08%) and female (1.99%) students. It arouses the next issue: are lectures still needed by the students?

Diagram 3How to Face Difficulties in Learning

Teachers' Perspective:

Based on the survey the data the general information of the lecturers who responded to the questionnaires are presented as follows:

Table 4 Gender of the Students

Gender	Frequency	Percent (%)
Male	2	20
Female	8	80
Total	10	100

(Source: Research Questionnaire)
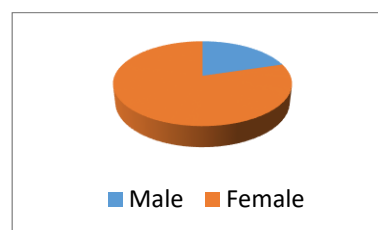
Figure 4Gender of the Students

Table 4 shows that the majority of respondents are female: 8 (80%) and 2 (20%) male lecturers are in the respondents. It goes the same with the students condition that almost all lecturers are female.

Table 5 Average Usage of Mobile Devices Per-day

How often on average would you use your mobile device on any	Male	Percent	Female	Percent

given day?		(%)		(%)
0-1 hours	0	0.00	1	12.50
1-2 hours	0	0.00	0	0.00
2-3 hours	0	0.00	1	12.50
3-4 hours	0	0.00	1	12.50
4-5 hours	2	100.00	0	0.00
5-6 hours	0	0.00	1	12.50
6-7 hours	0	0.00	0	0.00
7+ hours	0	0.00	4	50.00

(Source: Research Questionnaire)

Table 5 talks about the average hours the lecturers use their mobile devices on any given day. The result is really astonishing, the lecturers use their mobile devices more than 7+ hours a day and female (50%) applies more than male.

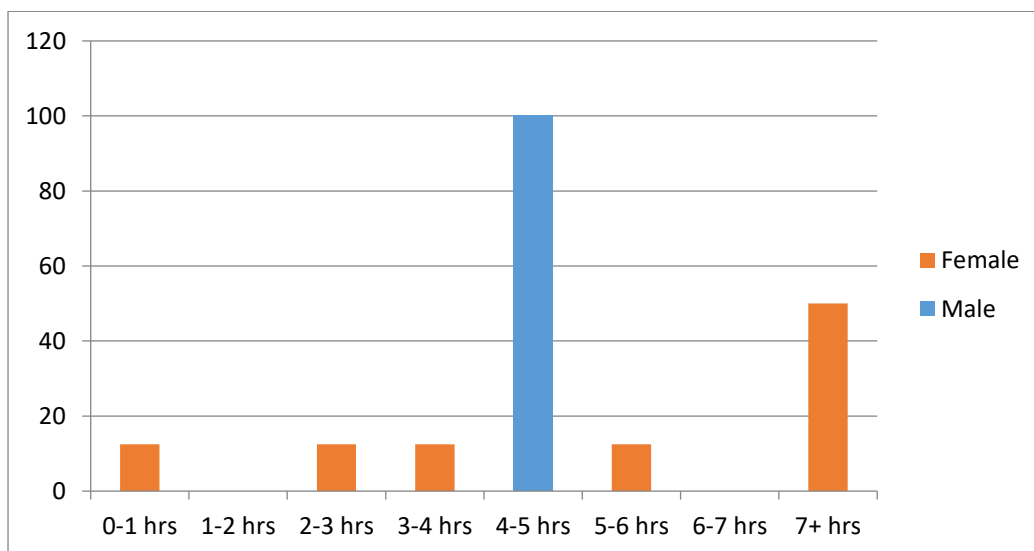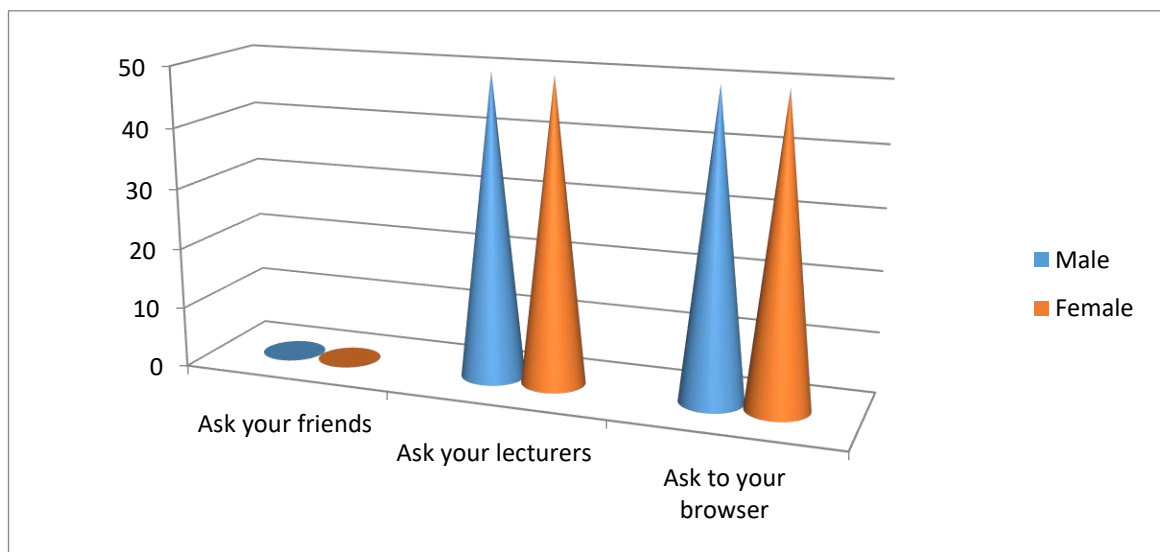**Diagram 5Average Usage of Mobile Devices Per-day**

Table 6 How to Face Difficulties in Learning

If your students face difficulties in their learning, what do you think	Male	Percent (%)	Female	Percent (%)

they will do?				
Ask your friends	0	0.00	0	0.00
Ask your lecturers	1	50.00	4	50.00
Ask to your browser such as Google, Firefox, Opera, etc.	1	50.00	4	50.00

(Source: Research Questionnaire)

Diagram 6How to Face Difficulties in Learning

Tabel 6 shows the teachers' perspective on how their students deal with difficulties in their learning. The result is quite different from the students' perspective. Base on the open questionnaire, the teachers still belief that the students are needed them as facilitator, role-model, guide, consultant, controller, assessor, resource, and tutor. One of the female lecturers also says about affective or emotional side (as counselor). It can be assumed that lecturers, male (50%) and female (50%), belief that teachers and also browsers such as Google, Firefox, Opera, etc. are important.

4. CONCLUSION

It can be concluded that the students' and teachers' perspective are different. Students prefer to be autonomous learners when they have their mobile phone. While teachers still belief that both teachers and also mobile phone are important to enhance teaching and learning process for themselves and also for their students.

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