

ANALYSIS OF TEACHER READINESS IN FACING DIGITAL EDUCATION TRANSFORMATION

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Abstract

Digital education transformation is an inevitability that cannot be avoided in the current era of technological disruption. The role of teachers as the vanguard in the education process is becoming increasingly crucial in responding to this change. This study aims to analyze teacher readiness in facing digital education transformation through a literature review approach. This study examines various scientific literature, articles, and previous research reports that discuss aspects of teacher digital competence, attitudes towards technology, institutional support, and obstacles faced in the digital adaptation process. The results of the study show that teacher readiness is greatly influenced by factors of experience, information and communication technology training, access to digital infrastructure, and supportive education policies. Although some teachers show enthusiasm and willingness to adapt, there are also significant challenges such as limited access to technology, low digital literacy, and lack of ongoing support from educational institutions. This study recommends the need for a strategy for continuous professional development, provision of equitable technology facilities, and the formation of a digital culture in the school environment as an effort to improve teacher readiness in facing the digital education era.

Keywords: teacher readiness, digital education transformation, digital literacy

INTRODUCTION

The rapid development of information and communication technology has had a significant impact on various sectors of life, including education.

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