

FROM THE TRADITIONAL CLASSROOM TO THE VIRTUAL CLASSROOM: A LITERATURE REVIEW ON THE EFFECTIVENESS OF DISTANCE LEARNING

Ismaul Fitroh *

Universitas Negeri Gorontalo
ismaulfitroh@ung.ac.id

Heru Widoyo

Universitas Bina Nusantara
heru.widoyo@binus.ac.id

Moh. Imron Rosidi

Universitas Negeri Gorontalo
mohimronrosidi@ung.ac.id

Abstract

This study reviews the literature related to the effectiveness of distance learning (PJJ) in the context of the transition from traditional to virtual classes. The results show that the successful implementation of distance learning is largely determined by several key factors, namely adequate technological infrastructure, teacher readiness and competence in managing virtual classes, and student engagement and discipline. In addition, support from parents and a conducive home environment are proven to play an important role in supporting students' learning process. A curriculum specifically designed for distance learning is also a crucial factor to ensure optimal student interaction and engagement. By considering and optimising these factors, distance learning can be an effective and comparable alternative to traditional face-to-face learning. This study provides guidance for education practitioners in designing and implementing distance learning more efficiently and effectively.

Keywords: Traditional Classroom, Virtual Classroom, Distance Learning Effectiveness

Introduction

The development of information and communication technology has had a significant impact on various aspects of life, including education. These technological advances have enabled a paradigm shift from traditional learning that takes place in the classroom to virtual learning that can be accessed from anywhere and anytime. (Sitopu et al., 2024); (Fawait et al., 2024); (Syakhrani & Aslan, 2024).. Virtual learning is a learning method that utilises information and communication technology, such as the internet, computers, and other digital devices, to enable the teaching and learning process without requiring the physical presence of learners and teachers in the same location. In virtual learning, learning materials are delivered through digital platforms, such as learning management system (LMS), video conference, or other online learning applications. Interaction between learners and teachers, as well as between learners, is done through various communication features available, such as chat, discussion forum, or video call. (Judijanto et al., 2024); (Sartika & Fransiska, 2024). Virtual learning offers flexibility in terms