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Gordon Dryden's Learning Revolution Theory on Arts Learning in the Covid-19 Era

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ABSTRACT

The world of education has experienced complex phases of change, one of which is the learning revolution caused by various variables. The purpose of writing this article is to find out how art learning with Gordon Dryden's learning revolution theory approach is the answer to the challenges of learning art in the Covid-19 pandemic era. The method used is descriptive qualitative, with data collection through interviews and literature study based on research results that are relevant to the discussion in this article. The results of this paper are (1) Gordon Dryden's Theory of Learning Revolution; (2) Art education in the Covid-19 era; (3) Implementation of Gordon Dryden's theory of learning revolution in art education in the Covid-19 pandemic era.

Keywords: Learning Revolution, Gordon Dryden, Covid-19

1. INTRODUCTION

The world always grows rapidly in all aspects, and parts that are not experiencing development are forced to upgrade themselves. Indonesia is a country with the fifth largest internet users in the world [1]. In the development of this era, we are already familiar with the term industrial revolution as one of the era revolutions which is referred to as a marker of progress and changing times. In its development, education has always been a special concern that cannot be separated from development, because education is a concept of life as written by Usman in [2], stating that education is an important part of the concept of life and human life. Education is a process of controlling and regulating life from within which can always increase an understanding of culture, as a citizen who is aware of the culture he has. Education is a process of self-control. Personality, intelligence, skills, maintaining good relations between human beings and their environment, and developing aesthetic power are the goals of national education [3]. Education is related to academic intelligence, from various views and opinions view education as a broad scope and always make developments to adapt to the situation and developments.

In the past, technology was seen as a medium used only by the elite and educated, but technology has become a necessity for almost everyone in today's conditions. It is not surprising that in the era of the industrial revolution 4.0, technology has become a true friend of civilization because in practice the emergence of technology provides convenience in interacting or is referred to as an era without boundaries because it can see the world in seconds, minutes, hours via the internet [4]. This development also certainly has impacts on the world of education because the purpose of education is to form and prepare students who are ready to face various world challenges in the future and become a determinant of the state of the nation [5]. Therefore, every development that occurs must be taken seriously by the world of education. In recent years, the theory of the learning revolution purported by Gordon Dryden who views the term multiple intelligences in view of the abilities possessed by students and their interactions with digital technology has a strong relevance in today's discussion of education [6].

The learning revolution has changed the world view of education, including that in arts education. In the past, the intelligence of students was only assessed based on academic intelligence alone without seeing the other sides of the potential intelligence possessed by the

students. However, with the emergence of the theory of multiple intelligences, the ability of the students in the arts is not underestimated, but is starting to be seen as a potential and promising opportunity if it is developed properly. The learning revolution theory developed by Gordon Dryden can be one of the right solutions in dealing with the industrial revolution in the world of education, especially art education.

2. GORDON DRYDEN'S THEORY OF LEARNING REVOLUTION

The industrial revolution era presents various kinds of changes and developments in its influence. Various terms represent various developing events and phenomena, one of which we often hear is the term learning revolution. The learning revolution is the use of virtual learning that provides a wide space for students to master learning materials at their own pace and ability, in contrast to collective learning in the classroom, which requires students to have the same ability and speed in understanding the learning materials. It can be said that the learning revolution is an effective solution for learning problems in the classroom which are considered less effective in delivering materials optimally. Whereas in virtual learning, students can progress more quickly through lessons they immediately understand and take additional time for other lessons when they need it [7].

Gordon Dryden views the industrial revolution as a revolution that refers to the optimal use of the internet by giving each student the freedom to express their thoughts and explore their ideas and abilities. According to their respective learning styles and abilities, students are given space to experience the learning process [6]. The goal of the learning revolution developed by Gordon Dryden is to create a form of learning that is fun, exciting, fast, and precise, because, according to him, learning in a fun situation will make it easier for students to understand the materials being presented. According to Gordon, the key to implementing the learning revolution is optimizing the use of the internet and understanding that each student has uniqueness and advantages in different fields, so that each student has the potential for intelligence and different learning styles, so that it can increase students' learning motivation, because they feel understood and fulfill their desires. This is related to the theory of multiple intelligences.

Multiple intelligences according to Misni in [8] is the ability to solve problems or do something that has value in everyday life. Intelligence is not something that can be seen or counted, but the potential of brain cells that are active or inactive depending on the experiences of everyday life, whether at home, school or elsewhere. Gardner in [8] stipulates four special conditions that must be met by each intelligence to enter into his theory, namely: each intelligence must be symbolized, have a history of development, be prone to defects due to

damage or injury to certain brain regions, have a final state of mind and it should be based on cultural values.

3. DRYDEN'S LEARNING REVOLUTION THEORY IN ART EDUCATION IN THE COVID-19 ERA

Entering the era of the Covid-19 era, the challenges in the world of education are getting bigger. Skills that a few years ago became excellent and much needed, may no longer be relevant to the needs of today's era. In the past, the prioritized skills in education programs in public schools were reading, writing, and arithmetic or mathematics. Meanwhile, in the current era, all of this is not considered sufficient because the main focus at this time is career and readiness to go to college [9]. In the Arts and Creative Industries, there are Competency Programs for Performing Arts, Fine Arts, Craft Arts, and Broadcasting Arts, each of which has several competency skills [10]. In its development, information and educational media always change. This is part of the demands of an era that continues to grow, especially, in the current era of industrial revolution 4.0, which must include technology in its application. Then we are now witnessing the term digitization which is a process of developing and utilizing information technology-based culture. Digitalization is a very important to revive in the context of preserving, maintaining and developing cultural values as the identity and wealth of the Indonesian nation [9].

The application of the concept of the learning revolution should be maximized, as a response to the improvement in the level of education in Indonesia. However, the obstacle that still exists in the application of the learning revolution concept is that the learning designs implemented by schools today can generally be deemed still conventional. This, of course, has not been able to make all students in the class able to master the general objectives of learning, especially for students with low abilities. While something that mostly happens to students at this time, they think that fun activities are actually outside of class hours. This is because they feel burdened in class, especially if they have to face certain boring subjects. Therefore, we need a learning concept that makes students excited and motivated to learn.

Basically, learning at school is aimed at finding grades or just filling the brain's ability but is a learning tool for social life experienced by students when they grow up. The essence of the teaching and learning process in class is how to make learning activities more exciting so that students become enthusiastic and cheerful in participating in lessons, instead of making students feel burdened. Therefore, it is time for the learning system that has been running so far to be renewed and improved according to the situation and conditions [11]. That way, the students can get good

knowledge, participate in learning comfortably, and make that knowledge a part of their lives.

Learning art in Indonesia uses a different learning pattern from other subjects. Art learning requires a specific pattern when compared to others [12]. Based on the principle of learning, each learning process consists of teacher and student activities as the main source of interactive synergy.

In the theory of the learning revolution, Gordon Dryden states that there are seven keys to implementing the learning revolution as follows:

3.1. Global

Taking advantage of the website and arranging data learning to take place at the same time, whether in local, national or international time zones.

3.2. Personal

Creating learning that can be used by everyone, anywhere, anytime and in their own way and as much as possible, making it mobile so that users can easily access at will (for example, so that it can be accessed on a PC, Laptop, Smartphone or Tablet).

3.3. Co-creative

A simple display will be better, easy to operate, and accelerate the understanding of its users. Adjusting the display of learning media with the target audience of students. Taking advantage of two-way communication to exchange ideas and capture good feedback.

3.4. Shared

Three keywords are essential in this aspect: fast, anytime, and anywhere. Managing learning materials so as to be accessible on time when needed or to be a solution to what someone needs in learning something.

3.5. Interactive

If possible, makinf learning free or nearly free. It could be by implementing "one low cost click at a time" (like the google algorithm for example). If learning materials can be obtained for free, it is likely that the reach will be wider.

3.6. Free

Ensuring that the information in the compiled lessons is really easy to share with millions of people out there, even if they are not in the same. Collaborative networking is absolutely necessary to expand the range of learning.

3.7. Instant

Collaborating to connect talents with a multitalented team. Information will be more complete if there is collaboration between creative owners, because this is a new era of mass innovation, thus expanding the cooperation network by optimizing the internet.

4. CONCLUSIONS

The application of the learning revolution theory from Gordon Dryden can be used to respond to the challenges of education in the 4.0 industrial revolution era. The seven keys described can be gradually fulfilled in order to create an effective educational atmosphere in this era of the industrial revolution. However, it must also be noted that the focus is not only on the delivery of learning materials aimed at educating students, but the formation of character and personality of the students. Therefore, a balance is needed in responding to the era of the industrial revolution with Gordon Dryden theoretical approach.

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