Digitalization Breeds Technocentric to Dehumanise Behavior in the Classroom and Dragged into the Arts

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Abstract

This article aims to reveal the impact of the digitalization phenomenon dominating the classroom. Interestingly, the phenomenon needs to be explored more deeply so that each individual can see the impact of today's digitalization. The method used in exploring the phenomenon is library research, while the collection of information and data is done by reviewing and/or exploring many journals and other sources that are considered relevant to the topic of this article. The results of the study obtained are: 1) The power of digitalization that has dominated the classroom nourishes technocentric behavior where technocentrism adherents assume that everything in this world can be overcome by technology; 2) technocentrism that is in power turns the attention of 21st-century educators, instead of focusing on meeting the needs of students, educators are busy showing off the sophistication of technology in the classroom in the learning process. Educators glorify the use of technology in all forms of learning practices, which makes educators complacent and forget that these actions help drag students into the abyss of technocentrism, which ultimately worsens the social skills of each learner because they are accustomed to sitting, being silent, and only interacting with inanimate objects; 3) Not only educators, technocentrism also permeates learners. The inherent behavior makes learners more individualistic and selfish. This attitude is shown by minimal interaction, little direct communication, difficulty adapting, loners, and feeling that everything can be solved by themselves. As a result of this phenomenon, it leads to less concern for the surrounding environment, weakens empathy, and nourishes dehumanizing behavior in each individual. 4) Not only that, technocentrism also drags down the field of art. Artistic activities such as exhibitions are conducted virtually. Unfortunately, this has decreased the quality and satisfaction of the audience. In terms of quantity, there are indeed many visitors, but not the quality of the exhibition itself.

Keywords: Digitalization; Technocentric; Classroom; Artistry

Introduction

When a pandemic occurs in all parts of the world, each country experiences changes in living life. The pandemic forces various aspects of life to be run online. One such aspect is education. All institutions in Indonesia must adjust to the current situation. All forms of activities carried out during the pandemic make people have to access everything through their gadgets, one of which is teaching and learning

activities at school. This has made schools in Indonesia conduct learning in virtual classes. Digitalization, which is now ingrained in the world of education, certainly significantly impacts the learning process. The positive impact of digitalization for students is quite a lot, because of the increasing availability of a wide mass media to find learning resources and more flexible time so that access to learning students can meet their needs (Wulandari et al., 2021).

The recent implementation of the Merdeka curriculum supports educators and learners to maximize the use of technology in the classroom. This action is not only carried out by educators but also carried out by students. This condition requires actors in the world of education to master the technology itself for the smooth teaching and learning process in educational institutions. In the era basically, it brings benefits to the application of technology in learning, such as information that can be spread quickly, widely, and uniformly. It can help with certain things, replace the duties of educators, support learning activities, add various learning resources with a large variety, minimal costs, increase student attractiveness, individualized learning, and provide a more scientific basis for learning (Muh. Yusron Azzaidi, 2022).

Developments that occur make educators often urge students to bring gadgets to school so that they can be used in certain learning processes. this is very interesting for students because learning through gadgets is a pleasure for students, especially Generation Z and Alpha. However, digitized learning makes educators forget that basically in carrying out the learning process it not only aims to build understanding and insight in students but also to build good relationships between fellow students. But in reality, the strong push of digitalization towards education has made students individualistic. This is certainly contrary to the dimensions of the Pancasila Student Profile which is now a guideline in Indonesian education, namely the Merdeka curriculum. Educators who behave technocentrically consider technology as the main focus in overcoming everything and feel that technology is the sole solution to problems encountered in the classroom. This can fertilize a sense of indifference in social life. When the thinking of each individual begins to glorify machines or technology as a factor that determines the strategy for survival, along with this there is also a decline in humanist values in humans (Agustinova, 2020).

The impact of this behavior is not yet visible today, but it will appear after the next 5 to 10 years and this does not rule out the possibility of making students someone who has little empathy and does not have humanist values in themselves. If the ideology of technocentrism is held and lived by every individual, it is likely to raise new issues that affect the world of education. To find out more, it will be explored more deeply related to the impact of the phenomenon of technocentric behavior in the scope of education and art. This will be explored with the following problem formulation: (1) What is the impact of digitalization in the classroom? (2) How does technocentrism turn 21st-century educators away? (3) How does technocentrism rob Alpha generation students of their human values? (4) How does technocentrism drag art into the technocentric abyss?

Results and Discussion

1. The Impact of Digitization in the Classroom

The change from face-to-face to online-based learning requires all parties, both teachers and students, to maximize in utilization of all types of existing platforms so that learning is still carried out as it should be (Rachmat Gumelar & Dinnur, 2020). After entering the new normal era, the habit of digitization in the world of education is even greater (Hanifah et al., 2021) argues that global changes due to the pandemic require the world of education to always keep adjusting to the development of technology, communication, and information flows in the scope of Indonesian education, especially in the implementation of teaching and learning activities in the classroom. Educators, parents, and students are

required to be able to present an active and effective learning process even though learning is carried out from their respective residences (Hendriyani et al., 2021).

The world's shift from various directions affects the way education actors carry out learning. Various online learning media are used, from Zoom Google Meet, to other types of learning media (Hendriyani et al., 2021). This condition makes educators and students accustomed to involving technology, smartphones, laptops, computers, tablets, and so on in the implementation of the learning process. It does provide convenience because students can more easily access as many learning resources as possible, are trained to operate browsers on devices, and have wider learning opportunities in all aspects of the field. The benefits received are not only for the learners but also for the educators themselves. After digitalization penetrated and dominated the world of education, educators are now more aggressive in using technology in the learning process. All learning activities are completely digital, which were previously conventional, but inevitably all parties must learn technology and must transform. (Ali & Happy, 2021). Online or remote communication and class meetings can be held anytime and anywhere, making it easier for educators and learners. Online or remote communication and class meetings can be held anytime and anywhere, making it easier for educators and learners.

Behind the advantages offered by the digitalization system, in reality, there are not a few problems that arise. There are negative impacts on online learning, namely the many obstacles found by students such as the difficulty of understanding the material during the learning process (Hendriyani et al., 2021) and according to Adi (Septiadi et al., 2022) the negative impact of changing the way of learning makes interaction between fellow students decrease because online delivery is considered less clear and difficult to understand compared to direct meetings. The habit of digitization in the world of education makes people nourish technocentric behavior. This behavior arises when individuals or groups consider that technology is the main focus and can replace all forms of human work including educators. According to (Agustinova, 2020) technocentric or technocentrism is the mentality of society in seeing a technology with excessive trust in tools and technology such as gadgets and the like which assumes that everything can be overcome simply by technology. Activities and direct touch carried out within the scope of the classroom are no longer seen as something that must and is important because of technology.

Technocentric behavior is stirring up the world of education, especially in terms of learning. The influence in question is caused by the focus of each actor in the learning is fixated on gadgets, making individuals lack communication interaction and difficult to adapt to each other. When children experience gadget addiction, they become indifferent to their surroundings (Metanfanuan, 2022). If learning is presented almost always using gadgets, it makes it difficult for students to separate themselves from the machine. If done continuously, it will have an impact on other aspects. Excessive use of gadgets will disrupt social development among others, learners will easily lose concentration, which can interfere with eye health, unstable behavior, irritability, or crying (Siregar, 2022).

Therefore, the excessive use of gadgets in learning leads to the development of technocentrism in Alpha generation learners. In addition, the learning process will be disrupted if gadgets are involved in the process. The most crucial thing is that 21st-century learning is oriented towards how to build critical abilities, but because of the large amount of information from various directions, both short videos, reels, TikTok, and the like, it will make Alpha generation learners obtain extensive information from various platforms but not in depth so that their trustworthiness is still in doubt. This will make students easily consumed by hoaxes if they only accept them raw without having good literacy competencies and digging further into the information obtained. Not only that, technocentric behavior also has an impact on the health of every Alpha generation student. Too frequent exposure to gadget screens will make Alpha generation learners move less, causing obesity. Another problem will create inequality in access to learning information between one another. Because not all learners have gadgets and quotas that can be used in the learning process.

Technocentrism ignores the learning style of each learner. Some learners may be more effective in learning that involves the teacher directly. The use of technology in learning will create concerns regarding the privacy and security of learners' data, and if not addressed, it will create new issues. Another most visible issue is that gadget addiction behavior will interfere with learners' mental health. This significantly affects the world of education, whereas learner interaction and mental health is one of the crucial components to be considered to realize quality education in the classroom. According to (Dewi, 2019) the quality of a nation will be reflected through the quality of education in that nation. To realize quality education, educators can start by presenting learning that involves interaction, communication, and building empathy and sensitivity between students to realize quality learning in the classroom because quality learning starts from classrooms that are active, adaptive, collaborative, and frequent interactions. One of the activities that can encourage these competencies is the implementation of group work in the classroom directly. This is supported by the statement (Setyosari, 2014) that in a variety of classroom learning, group work is the most effective tool to be able to increase dialog between fellow students, so educators need to facilitate and make it easier for students to direct learning so that students can develop further in terms of building good relationships and socializing.

The current reality is just the opposite, this is caused by Alpha generation educators and students who embrace technocentrism, which has an impact on the lack of direct communication, difficulty adapting, discussion, interaction, and collaboration, to touch the death of empathy.

2. Technocentrism Turns 21st-Century Educators Away

The use of tools during the teaching process has become a habit of educators today. Today's learners are children of the Alpha generation. Educators in the 21st century are required to be more aware and must change the learning approach that used to be conventional towards digital learning which is considered more relevant in meeting student needs (Prayogi & Estetika, 2019). Professional teachers ideally have qualified skills and resources and teach students according to the characteristics of the 21st century. In this case, 21st-century educators are not rigid about the development and progress of the current era (Elitasari, 2022).

With the big changes that occur, educators today are competing with each other to apply various technological sophistication in the classroom, whether laptops, smartphones, or computers. This is based on always moving with the times and being able to adjust to the generation of students (Effendi & Wahidy, 2019) stated that previously education in Indonesia, which has been still adhering to textbooks, has begun to shift and be replaced by all kinds of digital products, one of which is E-books. Currently, many educators use various sites on the internet as a medium for embedding learning materials, creating games that are played with the help of gadgets, embedding learning materials in an application, giving quizzes on certain platforms, communicating with students via WhatsApp chat, checking student attendance, collecting assignments, correcting assignments, until schools also present digital libraries. The results of the study prove that the use of platforms or technology in the classroom has a side effect on daily habits, this can be seen as the presence carried out in the classroom usually mentioning and calling the names of students one by one so that this makes educators and students get to know each other, but because the transition towards technology makes students have to take attendance using Google Form which is considered easier and more practical (Salsabila et al., 2023).

The convenience possessed by technology makes educators always want to utilize it because of the many conveniences provided by technology and its efficiency in terms of paperless, time, and energy material. Indeed, technology makes learning more interesting because it plays an important role in its effectiveness and efficiency (Merliana, 2018). However, what makes educators forget, that there is something more important than just maximizing the use of technology itself, namely the relationship, interaction, and communication between educators and students, and between students and students. This may seem simple, but the resulting impact on the social environment between learners will affect not only

now, but also in the future. One of the goals of the school is to address the negative impact generated by using technology that without limits will be able to change behavior, ethics, norms, rules, or morals of life that are contrary to the community's outlook on life (Marryono Jamun, 2018). In addition, (Asroni & Ajhuri, 2022) argue that the use of gadgets instills introverted attitudes and anti-social attitudes in students, which ultimately builds an attitude of discrimination.

Learning that almost fully uses technology, due to technocentric behavior that overly glorifies the use of technology, makes students become individualistic individuals, because what is done can be completed with just one click on their gadgets. This is a challenge if it continues to be adapted in the learning process. The world of education today has a crisis in humanist values. Education that only focuses on producing outputs that have high IQs can master many fields of theory and technology, but poor humanist and social values in their daily applications (Dewi, 2019).

Individualistic attitudes will be something that educators must be aware of, but the fact is that educators are more focused on how to make the most of technology in the learning process. This is what makes educators distracted. Today, many educators forget about something that is trivial but has an impact on the future of students. Crucial means, that basically technology is not able to make students like humans who can humanize humans. Individualism will foster a dehumanized attitude, according to Haslam (Agustinova, 2020) dehumanization when viewed from behind the human dimension is divided into two, namely: first, the uniqueness of the human being itself (human uniqueness) This leads to the uniqueness of each human being so that it is what distinguishes humans themselves from animals; then the second is the nature of the human being (human nature) itself which refers to aspects of human life, for example, emotions, warm nature, and flexibility in life so that this aspect distinguishes humans from Artificial Intelligence or machines in technology.

Technocentric behavior that is increasingly fertile in the classroom drags each individual into the realm of dehumanization and makes humanist values fade as stated by (Dewi, 2019) humans with human values, discipline, honesty, responsibility, respect, and empathy are neglected because they are too focused on machines in maximizing technology in learning. This statement is also reinforced by (Budi Ismanto et al., 2022) that the current Millennial, Z, and Alpha generations are often seen not caring about what, who, and how the surrounding environment, and prefer to spend time with cyberspace through their respective smartphones. This is certainly not in line with the Pancasila Student Profile in the Merdeka curriculum. Because character is closely related to a person's morals and attitudes. Character is related to a person's morals and is inherent in him as an individual being (Angga et al., 2022). Educators should also pay attention to, how to present learning that involves students directly starting from interaction, communication, collaboration, cooperation, and learning that can foster adaptive attitudes to empathy between each other. This is an issue that every educator must immediately realize to create a generation that is ready to live life in the future.

3. Technocentrism Deprives Alpha Generation Learners of Humanistic Values

The cruelty of technocentric understanding is eating away at modern society which is currently in the phase of glorifying technology and assuming that everything on earth can be overcome by technology and Artificial Intelligence (AI). This is what is now happening to students. In many urban schools in Indonesia, students generally bring their smartphones to school. The use of technology for Alpha learners today is no longer about learning needs but more than that. According to (Siti & Nurizzati, 2018) smartphones used by students are not only a tool for communicating, completing every school assignment, looking for various references to school materials, watching YouTube to listening to songs, but far from that. Often students open social media applications to play games during the learning process, this not only reduces concentration but makes students interact little with each other. This condition makes students engrossed in themselves so that they do not interact with other students while at school (Rahmad, 2022). In line with the thought (Asroni & Ajhuri, 2022) that the use of gadgets hurts the

behavior of Alpha and Z generation students because it presents an indifferent attitude toward the surrounding environment because they prefer the world of social media to the real world.

This situation does not only occur in the environment between students' friendships but also in the implementation of the learning process. Educators often involve smartphones in providing material, exercises, or quizzes during class hours. The demands asked by educators make students have to follow what must be done. The influence of this technology is a new zone in the world of education which can be referred to as the "technology drunk zone", which can be positive or even negative because technology is like a "double-edged knife" (Amarini, 2018).

When viewed from the perspective of the era, students do follow developments and are technologically literate. If viewed positively, this has a good impact on students in terms of technology. However, when viewed from the perspective of social life, this is quite concerning. Technology that dominates learners will raise technocentric attitudes and foster dehumanization. It can be said that although the technological knowledge of learners increases, the fading of social solidarity, and discrimination weakens empathy to be the biggest challenge that will be faced by the Alpha generation. From the phenomena seen, there is a portrait or picture of the condition of education in the industrial era and globalization, currently, the success of humans is measured by machines and technology. But in this case, educators ignore something important, namely emotional intelligence or humanist values which should be something that should be prioritized and must be positioned right above other knowledge (Dewi, 2019).

In (Agustinova, 2020) the results of a study in Indonesia found information about national education. Education implemented in Indonesia should be based on Pancasila and the 1945 Constitution which is based on Indonesian cultural, religious, and national values, and every citizen must be responsive to changing times. In addition, regulations on Indonesian education are further elaborated in the form of Law Number 20 of 2003 which states that "National education functions to develop the ability and shape the character and civilization of a dignified nation to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and pious, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens". When referring to this basis, it can be seen that the world of education is not just giving birth to humans who are intelligent in terms of IQ alone, shrewd, and able to adapt to technological developments, but also boils down to giving birth to humans who humanize other humans.

The implementation of learning in schools should emphasize the development of 21st-century skills, one of which is communication. (Mustafa, 2020). The communication in question is certainly not just chatting via WhatsApp or telephone, but public speaking skills, talking with schoolmates, arguing in class, and discussing between students. These skills are life capital to build good relationships between fellow humans. If education can foster it, it will produce a smart person both in IQ and EQ.

Unfortunately, the power of technology has now shown its superiority, and many students in schools behave technocentrically. This behavior robs the humanist value that should exist in every learner as a human being. Technocentric behavior now kills the sense of empathy which ultimately nurtures bullying in the school environment. The more technology controls students, the less communication, and interaction with the surrounding environment. Paulo Freire (Abdillah, 2017) explains that this kind of educational condition has dehumanized humanity itself, behavior that forgets the importance of humanizing humans in terms of respect, empathy, interaction, and communication is oppression that deprives humanist values or another term, dehumanization. Furthermore, the greatness of technology can make society dehumanized. According to Dewi (Agustinova, 2020), Technocentric behavior can trigger dehumanization such as changes and deterioration of life values such as goodness, truth, purity to beauty which will gradually be replaced by human resources value values such as material, hedonism, and prestige. If it is related to the skills of Alpha generation students in learning Art Appreciation, this is of

course very tangential and can influence their ability to appreciate a work, especially in terms of sensitivity to empathy.

4. Technocentrism Has Dragged Art into the Technocentric Abyss

Technology is starting to expand, dragging art into the technocentric abyss. The visible outer layer is indeed a lot of progress in the world of Fine Arts due to technology, such as the increasing number of tools that can be used in creating works. Making work is no longer difficult because there are many software that can make it easier for students to work, conducting artistic training can save costs and budgets, marketing activities can be done easily, and can link Virtual Reality and Augmented Reality technology to add elements to the visual effects of the work. From the advantages and conveniences that arise, of course, there are not a few technological threats to art. This threat can be seen from the dehumanization of creativity experienced by students, where in the future students will tend to follow trends or use algorithms to produce works aka Fear of Missing Out (FOMO) or fear of being left behind. This makes students no longer creative, because they depend on trends, and are not themselves. Frequent use of technology when working will threaten traditional skills in learners because they are no longer accustomed to drawing or painting directly by hand. This can certainly reduce the quality of personal skills and the quality of work made directly. An even more dangerous threat at this time is the replication which is so easy to do that it harms the artists and reduces the value of the work until it can lose the touch of human hands which makes a lack of connection between the artist and his work.

Basically, in the world of art, it requires the presence of soul, body, taste, and spirit that are intact, and fully in the creative process, because experience when struggling with art becomes something important. In other words, each individual's experience will become a reference in the creative process. Art experiences that are lived or followed directly are very important. In this case, it is as simple as learning about cement texture, paint texture, canvas texture, fabric texture, and techniques applied to the surface of a painting. If enjoyed online and with image quality that is not good enough, it will affect the acquisition of insight for the learner.

The reality is that today's learning is no longer what it used to be before the pandemic, where artistic learning had to be followed online. Indeed, there are several conveniences received by learners and educators as stated by Khoon in (Hazmi et al., 2021) that when organizing a virtual exhibition, it presents a practical solution that saves costs and is no longer limited by time, distance, and space. However, there are lost and crucial aspects that are not optimally obtained when learning is done online and the utilization of technology in the field of art. When attending a virtual exhibition, the experience of participating in the exhibition activity feels that the virtual exhibition does not have a big impact on the viewer's psychology, it does not make him surprised because the sensation is not there, because this is like watching a live concert but watching it through a TV channel or via YouTube. The atmosphere of the exhibition built through the Virtual world is much less satisfying. The psychological sensation is not like enjoying in person as if in quantity there are indeed many visitors, but the quality of the exhibition itself is not as good as that (Eva Rahmah & Nikita, n.d.).

Unfortunately, in this era, technocentric behavior has become the flesh and blood of every individual, so art learning is also dragged into being part of technocentric. This is evidenced by visits to art venues that can be done virtually such as exhibitions of works, museums, historical places, and other activities that may be relevant. When viewed in terms of efficiency and practicality, it may be very easy, but it is different if the purpose of learning art is to gain experience, understanding, insight, and practice holistically, then technocentrism becomes the threat that reduces the quality of the art itself to the learner.

Conclusion

Based on the formulation of the problems raised and the discussion that has been described, it can be concluded that the current condition of Indonesian education is infiltrated and surprised by various technological sophistication such as the optimization of social media, platforms, and applications, to certain software and the many conveniences it offers. The habit of digitalization in the world of education makes educators and students nurture technocentric behavior. This behavior is illustrated when individuals or groups consider that technology is the main focus and can replace all forms of human work including educators. Furthermore, technocentrism is now increasingly ingrained in the environment so that it forgets something important such as the cultivation of humanist values toward individual students. The impact of technocentrism makes a person interact less, communicate less, lack empathy, and be less sensitive to the surrounding environment. In addition, the ideology of technocentrism also offends the condition of individual artistic experience in the learning process, which ultimately reduces the quality of the acquisition of understanding, insight, and knowledge holistically due to the power of technology that exists today.

Every individual is unable to resist the push of technology and digitalization in the world of education. But as a wise educator and considering the common good, there are two things that educators need to pay attention to both in adjusting to the times and generations of students and fulfilling the needs of learning resources. Educators also need to present meaningful and balanced learning between learning with gadgets and without them. In this case, educators need to present various types of learning models and media that involve a lot of direct interaction, direct communication, and direct argument, so that students can be trained in their social environment so that in the future students can establish good relationships with anyone they meet because these skills are also the capital of artists that must be owned. Artists must understand and see what the surrounding environment is like. Therefore, the ideas and ideas in producing artistic works become valuable because they relate to the life around the artist. Instead of glorifying technology in artistic activities, which ultimately poses a threat to artists and audiences at every level of society, both today and in the future.

These are some of the things that need to be of concern to every level of society in practicing education and artistry amid a powerful technological onslaught. These points of thought can be used as material for reflection for all stakeholders in the world of education for the birth of a generation that is strong in empathy, caring for the environment, and humanizing humans.

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