



**DIGITAL TRANSFORMATION AND TEACHER'S SHIFTING ROLE
THE IMPACT ON THE LEARNING ATTITUDE OF STUDENTS
(CASE STUDY IN HIGH SCHOOL)**

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Abstract

Students with positive learning attitudes have an effect on better learning outcomes than students with negative learning attitudes. The formation of negative learning attitudes in students due to digital transformation and shifts in the role of teachers, causing moral and personality degradation of students, lazy to learn and do assignments, passive or inactive in learning, unable to use technology wisely and there is an imbalance or disconnection of the process. learn how to teach. The purpose of this study was to analyze the learning attitudes of students due to digital transformation and shifts in the role of teachers, by focusing on three main components of attitudes, namely cognitive, affective and conative.

The method used in this study is a qualitative method with a case study research model that examines students' learning attitudes. The data collection technique used is by observing students, interviewing three students, homeroom teacher, BK teacher and school principal, as well as analyzing documents obtained from schools. The data were analyzed through three stages, namely data reduction, data presentation and conclusions or verification.

The results of this study indicate that digital transformation and shifting the role of teachers have an impact on students' learning attitudes, namely the formation of positive learning attitudes and negative learning attitudes. Positive learning attitudes are formed from understanding, feelings and tendencies to behave positively towards digital transformation and shifts in the teacher's role, while negative learning attitudes are formed from understanding, feelings and tendencies to behave negatively towards digital transformation and shifting teacher roles. So, it can be concluded that the learning attitude of students is a collection of cognitions that connect with knowledge, affection that connects with feelings or emotions so that it gives rise to a tendency, and connotations that show a behavior or learning habits of students.

Keywords: Digital Transformation, Teacher's Role, and Students' Learning Attitudes.

1. INTRODUCTION

The learning attitude of students will be in the form of feelings of pleasure or displeasure, agree or disagree, like or dislike things related to learning activities (Djaali, 2015). This learning attitude of students certainly has an influence on the process and learning outcomes of students and has an impact on the quality of the young generation today. The positive learning attitude of students can be seen from the attitude of students who are active, diligent and disciplined in class. On the other hand, students' negative learning attitudes can be seen from (1) often late, (2) lazy to study and do assignments, (3) passive when studying, and (4) untidy appearance (Susilo & Sarkowi, 2018).

Education, which is a long-term investment in human resources (HR) has strategic value for the survival of human civilization in the world (Susilo & Sarkowi, 2018), but if students are no longer happy and have no interest in learning, it will certainly have a negative impact on the world of education. and human civilization, especially in Indonesia.

The tendency to act happy or displeased with certain objects includes the components of cognition, affection and conation. The cognitive component answers the question of what one

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thinks or perceives about an object, the affective component answers the question about what one feels (happy/unhappy), and the conation component answers the question of how preparedness/readiness to act on an object (Mar'at, 1984). So that digital transformation and shifting the role of teachers are two aspects that can bring changes to students' learning attitudes.

Digital transformation has now succeeded in influencing various sectors of the world. The world that continues to advance and develop also has an impact and new demands on education (educational transformation). These new technological advances have changed how technology is used properly to improve and develop the potential of students, which in the latest definition of technology is expressed in the phrase "facilitating learning and improving performance" which makes learning easier and improving learning performance (Januszewski & Molenda, 2008). Fuadi (2019) stated that the world of education is currently required to be able to equip students with 21st century skills.

The learning attitude of students is also influenced by a shift in the role of teachers from those who have not previously entered the technological age, now almost entirely inseparable from technology. Setyosari (2015) said that the changing role of teachers in learning in the digital era is very important in relation to preparing students to enter the digital era. Becoming a teacher in this era is not the same as being a teacher ten or five years ago, there are increasing student needs that demand teachers to meet the needs of students in the classroom and the curriculum is constantly changing, demanding innovation and reform (Hoesny & Darmayanti, 2021).

Currently the teacher's role is not limited to being a transfer of knowledge or the teacher being the only source of learning and being able to do anything (teacher center), but the teacher has a responsibility as an active mediator and facilitator to develop the active potential of students (Rusman, 2018). So, teachers should be able to improve their competencies as capital and the key to educational success (Munawaroh, 2016).

Learning attitude is important because it is based on the teacher's role as a leader in the learning process. Learning attitudes are not only attitudes aimed at the teacher, but also to the goals to be achieved, subject matter, assignments, and others (Djaali, 2015). The role of a teacher will have a positive influence if the teacher is able to direct his students well, but otherwise a teacher will have a bad impact on students and future generations (Zunidar, 2019).

Looking at the explanation above, it increasingly shows that digital transformation and the shift in the role of teachers have a close relationship with students' learning attitudes. Based on some research conducted on Indonesian children, it shows that the behavior of children who use digital media and the internet, with a lack of supervision from parents has an effect on the decline of children's morals in Indonesia, this is because not all information that comes from digital media and the internet is suitable for consumption by children. children (Dewi, Hamid, Annisa, Octafianti & Gennika, 2021). Furthermore, Ngongo, Hidayat & Wiyanto (2019) also explained that the unlimited communication application brings students to a freer and wilder world, students can make friends with their idol figures such as Korean artists, Hollywood artists and so on.

Angraini, Saragi, Jannah & Sopian (2017) also explained that the world of education in Indonesia is not directly proportional to the progress of teachers, there are still many teachers who teach using 80s products, while students are already using contemporary products, resulting in disconnection in the learning process. teach. Students are hampered in exploring their potential (Ngongo, Hidayat & Wiyanto, 2019). The creative and innovative attitude of students is low because the learning methods used by teachers in the learning process are still monotonous and less varied (Yufita & Sihotang, 2020).

Furthermore, the results of observations and interviews obtained by researchers at Pertiwi 1 Padang High School (SMA) along with the implementation of the Guidance and Counseling Field Practice (PLBK), the researchers saw a lack of interest in students' learning and received recognition that many students were dissatisfied with the learning process carried out through Classroom or WhatsApp. Many students feel bored because the learning system provided by the



teacher is still monotonous, students are given assignments without any explanation, students feel the learning process is not interesting and are more interested in the use of social media such as Instagram, tiktok and whatsapp,

So, looking at some of the problems that have been described above, it becomes an awareness that digital transformation and the shift in the role of teachers have a major impact on the formation of students' learning attitudes, so that students really need the right guidance and direction to have a positive learning attitude. This is where the role of the guidance and counseling teacher (BK) in guiding and directing students to be wiser in using and utilizing technology as well as possible and growing awareness of students about the impact obtained from any good or bad information obtained by students.

This is the reason why researchers need to conduct research on "Digital Transformation and Shifting Teacher Roles and Their Impact on Students' Learning Attitudes (Case Study in High Schools)".

2. IMPLEMENTATION METHOD

The type of research in this research is qualitative research, with a case study research model or case study which is a model with an emphasis on exploration of a bounded system in one case or several cases in detail, accompanied by in-depth data mining that involves various sources of information that are rich in context (Herdiansyah, 2014). Data collection was carried out by means of interviews, observation and documentation studies, then data reduction, data display and conclusion drawing/verification. The informants in this study consisted of 6 informants, consisting of 4 main informants, namely 3 students and 1 homeroom teacher, as well as 2 additional informants, namely the principal and BK teacher.

3. RESULTS AND DISCUSSION

1. Field Observation

Students' learning attitudes can be seen from 3 components of attitudes, including the existence of interrelated cognitive, affective and conative components. In general, the results of observations of students' learning attitudes can be seen in the following table which shows the habits and learning activities of students in the classroom.

Table 1. Results of Observation of Students

No	Attitude Indicator	Answer Options		
		RA	HH	RY
A. COGNITIVE ASPECT				
1	Students have a high curiosity	Often	Sometimes	Seldom
2	Students have high assignment scores	Often	Sometimes	Sometimes
3	Students pay attention to learning	Always	Sometimes	Sometimes
4	Students answer the questions given by the teacher	Often	Often	Sometimes
5	Learners listen to learning	Always	Often	Sometimes
6	Students ask the teacher about the material they do not understand	Always	sometime	Never
B. AFFECTIVE ASPECT				
7	Students complain while studying	Seldom	Seldom	Often
8	Students waiting for the teacher's presence	Sometimes	Seldom	Seldom
9	Students waiting for learning to start	Often	Seldom	Seldom
10	Students are lazy to do schoolwork	Never	Sometimes	Often

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11	Students daydream while studying	Seldom	Sometimes	Seldom
12	Students care about the conditions in the surrounding environment	Often	Sometimes	Sometimes
13	Students respect and listen to the opinions of others	Always	Sometimes	Sometimes
C. CONATIVE ASPECT				
14	Students are late for class	Seldom	Sometimes	Often
15	Students disturb friends during the learning process	Never	Seldom	Often
16	Students are polite to the teacher	Always	Always	Often
17	Students against the teacher	Never	Never	Seldom
18	Students are active during the learning process	Often	Sometimes	Seldom
19	Students write/note learning	Always	Often	Seldom
20	Learners take part in training/practice in learning	Always	Often	Sometimes
21	Students doing schoolwork	Always	Often	Seldom
22	Students read books	Sometimes	Sometimes	Never
23	Students are able to work together in groups	Often	Sometimes	Sometimes
24	Students cheat when the teacher gives assignments	Never	Seldom	Often
25	Students are noisy during the learning process	Never	Seldom	Often
26	Students walking around aimlessly in class	Never	Never	Sometimes
27	Students scribble on paper while studying	Seldom	Sometimes	Sometimes
28	Students enter and leave the classroom during the learning process	Never	Never	Sometimes
29	Students sleep during the learning process	Never	Sometimes	Sometimes

2. Interview

Looking at the results of the interviews obtained, it is known that RA as a student with the highest learning outcomes is a student who has a more understanding of digital transformation (cognitive attitude), at the same time RA feels that there is a need for adjustment to technological advances that are developing, this is also affects RA's positive learning attitude, RA feels that technology is also important in developing his interests, talents and basics. RA feels that technological progress is also not a problem as long as we are still willing to learn it (affective attitude). So that automatically RA has a positive learning attitude, RA becomes a student with a high enthusiasm for learning, is always active during learning, RA always does his work, is disciplined and never or wants to cheat (conative attitude).

Furthermore, HH as a student with intermediate learning outcomes does not know about digital transformations that can affect the learning process, students' learning attitudes (cognitive attitudes), at the same time HH feels that learning using classroom and or WhatsApp is unsatisfactory, and HH feels unfocused when studying (affective attitude), but HH is a student who is able to control himself in using a cellphone, HH is still enthusiastic about learning, continues to



fill in attendance even though he is late one or two times and continues to do assignments (conative attitude).

Meanwhile, RY as the student with the lowest learning achievement did not know about digital transformation that could affect the learning process, and caused RY to become a student who has not been able to wisely use cellphones in learning (cognitive attitude). Furthermore, RY feels that learning before or after digital transformation has not changed anything, RY often feels bored with learning so he often opens his cellphone and looks for other interesting things from his cellphone (affective attitude). RY also seems to have difficulty controlling himself when using technology. This causes RY to become students with low learning enthusiasm, rarely pays attention and listens to the teacher while studying, collects assignments if they have been billed, rarely fills out absences,

3. Documentation Study

Researchers get additional data such as attendance, data on sociometric results (study friends), and a questionnaire on the needs of students. The data obtained becomes additional data which is then used as research material by researchers.

Figure 1. Class Attendance

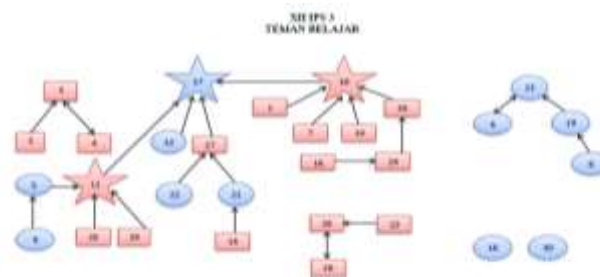


Figure 2. Sociometry Results (Learning Friends)

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ANGKET KEBUTUHAN PESERTA DIDIK

Nama: RA (Basis) Kelas: XII IPS 1

Petunjuk:
 1. Dijawab ini benar atau ya, tetapi sangat berlebihan untuk menjawab program Layanan Pembelajaran dan Kejuruan
 2. Jawablah atau sangat berlebihan untuk menjawab program layanan BK di sekolah
 3. Pilihlah jawaban yang paling sesuai dengan kondisi anda saat ini dengan cara menuliskan angka (1) pada kolom Ya/Tidak
 4. Jawablah Ya/Tidak atau Kerasi Kehilangan Untuk itu jawablah dengan benar dan sungguh-sungguh

No	PERNYATAAN	YA	TIDAK
1	Sering bertanya atau tidak semua belajar	✓	
2	Sering belajar dan belajar sendiri	✓	
3	Preferensi pribadi atau memilih sendiri kegiatan	✓	
4	Mudah mencari atau tidak dengan menggunakan diri	✓	
5	Membeli diri atau belajar sendiri diri	✓	
6	Kepuasan belajar sangat tergantung karena bentuk menggunakan Handphone (HP)	✓	
7	Kemudahan mengakses berbagai alat atau program menggunakan HP	✓	
8	Aspek menggunakan Handphone (HP) atau media sosial sebagai gaya hidup mahasiswa	✓	
9	Demamnya dengan karena media sosial menggunakan Handphone (HP) atau media sosial	✓	
10	Media sosial dan karena tidak dengan menggunakan internet	✓	
11	Terdapat atau rasa penasaran terhadap diri	✓	
12	Kemampuan personal atau pribadi yang tidak	✓	
13	Unggahan karena pribadi, penampilan kegiatan belajar	✓	
14	Kemampuan tidak dengan belajar dalam upaya belajar dengan teman di sekolah	✓	
15	Sering merasa merasa tugas yang diberikan guru	✓	
16	Kemampuan sendiri atau diri sekolah tidak menggunakan pelajaran	✓	
17	Contoh belajar sendiri menggunakan internet pribadi diri	✓	
18	Kemampuan pribadi belajar menggunakan handphone atau dalam menggunakan cara sendiri	✓	
19	Rasa belajar menggunakan menggunakan pelajaran	✓	
20	Sangat mengalami perubahan karena	✓	

Figure 3. Student Needs Questionnaire (RA)

ANGKET KEBUTUHAN PESERTA DIDIK

Nama: HH (Basis) Kelas: XII IPS 1

Petunjuk:
 1. Dijawab ini benar atau ya, tetapi sangat berlebihan untuk menjawab program Layanan Pembelajaran dan Kejuruan
 2. Jawablah atau sangat berlebihan untuk menjawab program layanan BK di sekolah
 3. Pilihlah jawaban yang paling sesuai dengan kondisi anda saat ini dengan cara menuliskan angka (1) pada kolom Ya/Tidak
 4. Jawablah Ya/Tidak atau Kerasi Kehilangan Untuk itu jawablah dengan benar dan sungguh-sungguh

No	PERNYATAAN	YA	TIDAK
1	Sering bertanya atau tidak semua belajar	✓	
2	Sering belajar dan belajar sendiri	✓	
3	Preferensi pribadi atau memilih sendiri kegiatan	✓	
4	Mudah mencari atau tidak dengan menggunakan diri	✓	
5	Membeli diri atau belajar sendiri diri	✓	
6	Kepuasan belajar sangat tergantung karena bentuk menggunakan Handphone (HP)	✓	
7	Kemudahan mengakses berbagai alat atau program menggunakan HP	✓	
8	Aspek menggunakan Handphone (HP) atau media sosial sebagai gaya hidup mahasiswa	✓	
9	Demamnya dengan karena media sosial menggunakan Handphone (HP) atau media sosial	✓	
10	Media sosial dan karena tidak dengan menggunakan internet	✓	
11	Terdapat atau rasa penasaran terhadap diri	✓	
12	Kemampuan personal atau pribadi yang tidak	✓	
13	Unggahan karena pribadi, penampilan kegiatan belajar	✓	
14	Kemampuan tidak dengan belajar dalam upaya belajar dengan teman di sekolah	✓	
15	Sering merasa merasa tugas yang diberikan guru	✓	
16	Kemampuan sendiri atau diri sekolah tidak menggunakan pelajaran	✓	
17	Contoh belajar sendiri menggunakan internet pribadi diri	✓	
18	Kemampuan pribadi belajar menggunakan handphone atau dalam menggunakan cara sendiri	✓	
19	Rasa belajar menggunakan menggunakan pelajaran	✓	
20	Sangat mengalami perubahan karena	✓	

Figure 4. Student Needs Questionnaire (HH)



ANGKET KEBUTUHAN PESERTA DIDIK

Nama : RY (Rendi) Kelas : XII IPS 1

Petunjuk:

- Dilengkapi an tulisan oleh tes, tetapi angket kelengkapan untuk membuat program Layanan Bimbingan dan Konseling
- Jawaban anda sangat bermanfaat untuk membuat program layanan BK di sekolah
- Pilihlah jawaban yang paling sesuai dengan kondisi anda saat ini dengan cara memberikan tanda (✓) pada kolom Ya/Tidak
- Jawaban Anda akan Kerahasiaan. Untuk itu jawablah dengan jujur dan sungguh-sungguh.

No	PERNYATAAN	YA	TIDAK
1	Sering merasa ada tidak semua belajar		✓
2	Merasa belajar itu kadang berat	✓	
3	Pesakit, pernah atau sudah sembuh banyak	✓	
4	Mudah marah atau tidak mampu mengendalikan diri	✓	
5	Berusaha diri atau kurang percaya diri		✓
6	Kepuasan belajar mampu membantu karena belajar menggunakan Handphone (HP)	✓	
7	Kemampuan berorganisasi dalam program-program Handphone (HP)	✓	
8	Atas menggunakan Handphone (HP) atau media sosial sehingga lupa pokok belajarnya	✓	
9	Dumanya merasa karena media sosial belajar menggunakan Handphone (HP) atau media sosial		✓
10	Merasa sudah diri karena tidak mampu menggunakan internet	✓	
11	Tepaksa atau ragu memasuki sekolah ini		✓
12	Kurang memahami pelajaran atau rumus yang diajarkan	✓	
13	Orang tua kurang peduli terhadap kegiatan belajar		✓
14	Keluarga tidak mampu belajar dalam upaya belajar dengan teman di sekolah	✓	
15	Sering merasa mendapat tugas yang diberikan guru		✓
16	Keluarga sudah sangat diri sekolah tidak mendapatkan pelajaran	✓	
17	Cuma kuliah sebagai pengetahuan untuk pendidikan ini	✓	
18	Kurang yakin terhadap kemampuan penulisan sekarang ini dalam menggunakan hasil menulis	✓	
19	Ragu tentang kemampuan menggunakan pelajaran		✓
20	Sangat semangat pelajaran lainnya	✓	

Figure 5. Student Needs Questionnaire (RY)

So from the case study results obtained, it is known that RA as students with the highest learning outcomes have positive learning attitudes and study habits, become students who are liked by classmates to study, this can be seen from the results of sociometry with absent numbers 17 as students who are liked as study friends. Furthermore, if you look at the results of the student's questionnaire needs, it can be seen that RA as the student with the highest learning outcomes still has the ability to control themselves in using technology, keep doing assignments and is not easily influenced by the presence of cellphones. While HH as a student with intermediate learning outcomes has a positive learning attitude, HH sometimes feels disturbed if learning uses cellphones more, but even so HH continues to do the tasks given by the teacher. Furthermore, RY as a student with the lowest learning outcomes has a learning attitude that is more directed towards a negative learning attitude, RY is often unable to control himself in using his cellphone, and RY feels fun and happy when playing with his cellphone so that RY does not do schoolwork.

Table 2. Results of Research Data Processing

NO	INFORMANT	ANALYSIS UNIT		
		COGNITIVE	AFFECTIVE	CONATIVE
1.	Informant I (RA)	Digital Transformation Broadly speaking, RA knows about digital transformation in the learning process, besides that RA also includes students who are wise in using cellphones for learning.	Digital Transformation The existence of digital transformation makes RA feel that there is a need to adapt to technological advances that are also developing. RA also feels that technology is important in developing their interests, talents and basics.	Digital Transformation RA has a high enthusiasm for learning, is always active while studying. RA is happy to summarize, happy if there is practical learning. Once or twice, RA has also been late (rare), but RA always does his homework, tries to be disciplined and never cheats.

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		<p>Teacher Role Shift RA does not know much about shifting teacher roles, RA only knows that transformation makes teacher responsibilities also increase.</p>	<p>Teacher Role Shift RA felt that some of the lessons learned were not understood by RA.</p>	<p>Teacher Role Shift RA keeps trying to learn, if RA doesn't understand, RA chooses to learn and find out on his own.</p>
2.	Informant II (HH)	<p>Digital Transformation HH does not know much about digital transformation, but HH includes students who are able to control themselves in using cellphones.</p>	<p>Digital Transformation HH felt that learning using classroom was not very satisfying, HH also felt unfocused. HH feels that learning taken using cellphones can make HH more responsive to entertainment and chat media than learning.</p>	<p>Digital Transformation HH tries to keep the spirit of learning, keep filling the absences even though sometimes late, and doing assignments. HH sometimes also cheats if he doesn't understand the homework given.</p>
		<p>Teacher Role Shift HH did not know about the shift in the teacher's role.</p>	<p>Teacher Role Shift HH felt that the lessons learned were unsatisfactory.</p>	<p>Teacher Role Shift HH sometimes keeps trying to learn, but if HH doesn't understand HH chooses to ask a friend or see a friend's assignment.</p>
3.	Informant III (RY)	<p>Digital Transformation RY did not know at all about the existence of digital transformations that affect the learning process. RY also includes students who have not been able to wisely use cellphones in learning and use cellphones more as entertainment media.</p>	<p>Digital Transformation RY feels that learning before or after digital transformation has not changed anything, RY still has a negative learning attitude, without any changes. RY often feels bored with learning, so he opens his cellphone and looks for other interesting things from his cellphone.</p>	<p>Digital Transformation RY has a low enthusiasm for learning. RY rarely pays attention to and listens to the teacher while studying, collects assignments when they are billed, rarely fills in absenteeism, is often late, has been absent, has cheated, and has no enthusiasm to learn.</p>
		<p>Teacher Role Shift RY did not know about the shift in the teacher's role</p>	<p>Teacher Role Shift RY feels that learning remains the same.</p>	<p>Teacher Role Shift RY often doesn't care about learning, and is often late, and doesn't fill in the absences.</p>
4.	Additional Informants (FR)	<p>Digital Transformation Mr. FR knows and is well aware of the digital transformation and the shift in the role of teachers in the school environment. Mr. FR is of the opinion that technological progress is something that needs to be welcomed in education, considering its impact on student</p>	<p>Digital Transformation Mr. FR feels that there are positive and negative learning attitudes of students. Although Mr. FR welcomes technological advances, character education is a matter of concern with these technological advances.</p>	<p>Digital Transformation Mr. FR stated that, whether online or face-to-face learning, social media such as mobile phones are still used as learning infrastructure.</p>



		learning.		
		<p>Teacher Role Shift Mr. FR said that this is a new challenge for students or educators, but it must be applied as much as we can.</p>	<p>Teacher Role Shift Mr. FR feels that there are obstacles from teachers who have not been able to master technology to develop learning, and students who abuse technology.</p>	<p>Teacher Role Shift The principal directed the teachers to improve their professional abilities, especially regarding technological advances in learning, then Mr. FR also tried to equip school facilities and infrastructure to improve students' positive learning attitudes.</p>
5.	Additional Informants (HPZ)	<p>Digital Transformation By naked eye and seeing the situation on the ground, Mrs. HPZ knows about digital transformation and the shift in the role of teachers. Mrs. HPZ also thinks that this technological advancement is a good thing.</p>	<p>Digital Transformation Mrs. HPZ felt that the negative learning attitude of students was more visible in students who recently felt comfortable using cellphones, so it was more difficult to control themselves when using cellphones. Students prefer to open entertainment media than learning.</p>	<p>Digital Transformation Teachers must be able and able to be familiar with technology, especially for the learning process.</p>
		<p>Teacher Role Shift Technology helps the teacher's role in conveying learning to students, although at the same time the role of the teacher also increases.</p>	<p>Teacher Role Shift Educators find it difficult to master technology and adapt to technological advances.</p>	<p>Teacher Role Shift Learning should be equated with the learning styles of students. So, the teacher must improve his professionalism as a teacher, and follow the developments of today's era.</p>
6.	Additional Informants (EL)	<p>Digital Transformation In general, Mrs. EL knows and is aware of digital transformation and the shift in the role of teachers in education in schools.</p>	<p>Digital Transformation Mrs. EL feels that there are positive and negative students' learning attitudes, this is due to the way the teacher teaches students to learn, quite interesting or vice versa.</p>	<p>Digital Transformation Mrs. EL stated that there needs to be a balance between technological progress and education, although it is a challenge, but this is also a responsibility.</p>
		<p>Teacher Role Shift The shift in the role of the teacher becomes a new responsibility and demand for teachers, and is something that cannot be avoided, because technological advances help educators to develop the potential of students.</p>	<p>Teacher Role Shift Mrs. EL also feels that there are several obstacles during the learning process, such as in the facilities and infrastructure section, the misuse of cellphones for students, and also data packages.</p>	<p>Teacher Role Shift Mrs. EL also makes learning more interesting and makes new innovations so that students have more focus on learning, delivering lessons in an interesting way in interesting media.</p>

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4. CONCLUSION

Based on the explanations discussed in the previous chapter, it can be concluded that the explanation of students' learning attitudes with the digital transformation and shifting of the teacher's role is as follows.

1. The cognitive component connects attitudes with beliefs, ideas and concepts, so that the cognitive component answers questions about what is thought or perceived about an object. So, when students know about digital transformation and the shift in the role of teachers from the positive side, students will have positive views, thoughts and beliefs about digital transformation and shifting the role of teachers, but if on the contrary, the views, thoughts and beliefs of students will lead to this. negative ones.
2. The affective component depends on the emotions that a person raises, so that the affective component answers the question of what one feels (happy/unhappy) about an object. A person's feelings arise from the information obtained on an object, so that the positive information that students get about the existence of digital transformation and the shift in the role of the teacher will lead to positive feelings (happy, like or accept). Meanwhile, when students receive negative information about digital transformation and a shift in the teacher's role, it will bring up negative feelings as well (do not like or do not accept).
3. The conative component is a tendency to behave, or act, so that the conative component answers the question of how willingness/readiness to act on an object. The tendency to act is a decision in determining the action to be taken, the tendency to act is also a decision taken from the tendency of feelings that arise, when students accept about digital transformation and shifts in the teacher's role, students will show positive actions (keep learning, doing assignments). , diligent and pay attention to learning), but if on the contrary then the actions shown by students are negative actions (lazy learning, not doing assignments and not paying attention to learning).

So that the three components above cannot stand alone but show that humans are a cognitive system. This means that what a person thinks will not be separated from his feelings. Each component cannot stand alone but is a complex interaction of these components. Cognitive aspect which is the driving aspect of change that occurs because of the information received and subsequently determines feelings and willingness to act.

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