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This Study Aims To Investigate The Traditional Classroom Instruction And Online Learning, As Well As The Utilisation Of Traditional Textbooks In Middle School

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Abstract

A normal classroom is perfect for history-loving kids. Conventional classrooms in higher education are well-established and popular. The typical teaching technique promotes student initiative and attentiveness. Teaching methods and tools vary in the ordinary classroom. Education includes lectures and other-directed teaching. In addition to reading, youngsters may learn a lot by listening to and viewing videos. Traditional education emphasises textbooks, lectures, and student assignments. Not even societal factors are addressed. Online students must adjust to a new learning environment to succeed. With so much information available to students, the ability to critically evaluate it and draw reasonable conclusions about its veracity is becoming more important. Students are also more confident and independent, particularly in entirely computerised classes. This requires significant inner drive and devotion to study, as well as less peer contact. Online students perform comparably to typical classroom students, but disengagement is more harmful. Teachers and students may use e-Learning, or computer-assisted learning, to manage their education. The initial versions of "e-learning" used computers to teach mathematically. Most instructors have excellent e-learning pedagogical skills, as shown in recent years. Learning and teaching using electronic methods is called "e-learning." Both traditional and online education are important for a nation's success since they empower its citizens. The average Chinese will be 29 at the end of the decade. Higher education—including management, medical, and engineering—is essential to a nation's economic development and production because it teaches students valuable ideals and skills. Due to this "demographic dividend," China will have a fourth of the world's working population by 2040. Higher education is partially funded by the government, although primary and secondary institutions.

KEYWORD: *Online learning, Traditional textbook, Traditional classroom, Traditional learning.*

1. INTRODUCTION

Philosophy provides a useful lens for studying education, especially in the setting of middle school, as it encompasses metaphysics, epistemology, and axiology. Paying close attention in a conversation is associated with higher IQ. No matter whether you're in a brick-and-mortar or online classroom, listening is always an important part of the learning process. In addition to the values at stake, the argument should include the following topics: the information's provenance, classification, and quality; the learning process's true purpose; and the values at play. The quick expansion of online learning opportunities globally is a direct outcome of the ever-increasing need for technological literacy. Computers and the internet are essential tools for students enrolled at institutes of higher education (IPT) to continue their study. Each aspect has its own set of benefits and drawbacks. Not only should the prospective benefits be considered, but also any drawbacks. Because it offers the best potential of

higher credentials, expanded careers, and good change, online learning is preferable, despite its restrictions. Because of the flexibility of online education, students may choose their own study schedule and location. Less potential for direct connection between instructors and students is a drawback of online education. Because of the overall importance placed on contact, some students prefer to learn in a traditional classroom, lab, or conference room setting with their instructor and other students. The value that is put on interaction in general could explain this inclination. Both methods have their benefits and drawbacks, but ultimately, a student's level of readiness and the mindset they adopt will dictate how well they learn (Clinton, 2018).

The economic and racial segregation that is present in public schools is a reflection of the economic and residential segregation that is present in communities as a whole. This is due to the fact that the principal home of a family often has a significant role in determining which schools a child will attend. places with greater rates of home ownership and higher median housing expenses often have school districts that rely on local tax bases to have better financial stability. This is because these places have more people living in their own homes. This is due to the fact that there are a greater number of individuals who own their own houses in these locations (Grissett, 2019).

2. BACKGROUND OF THE STUDY

Before making their way into the offices of legislators tasked with developing educational programmes, discussions on what makes for the most successful form of instruction begin in kitchens and living rooms. The fact that educational processes must evolve in tandem with technology is not surprising. The study will summarise the most often stated learning approaches using this data. These methodologies are usually categorised into two categories according to their documentation style. This encompasses both conventional classroom instruction and online learning. With the growing demand for effective learning strategies in our nation and around the world, this research aims to provide a detailed explanation and investigation of two learning styles, each with its own set of substyles. Collaboration between teachers and students is crucial to the success of traditional classroom instruction. In contrast, with online education, there is no longer any need for students and teachers to be physically present at the same moment. The term "e-learning" describes a method of instruction that makes use of the internet so that students may study at their own pace and in their own environments (Cooney, 2017). The purpose of this study is to compare and contrast the two educational approaches, as well as to analyse the pros and cons of each. Teachers at middle-class and mixed-income schools tended to push for more advanced coursework as the standard, while those at working-class schools tended to manage expectations downward, making lower-level coursework the norm. Furthermore, the opportunities accessible to students in subsequent years of school were severely limited by early academic "choices" and stream allocations (Alrashidi, 2016).

As the school year progresses, the already noticeable disparities in children's cognitive talents and skills depending on their families' circumstances will widen even more. Students' individual educational requirements may vary due to the wide range of life and educational experiences they bring to the classroom. Given the dramatic increase in the racial and ethnic variety of Germany's student body in the last few years, this situation is of paramount importance within the country's educational system (KMK, 2016). One major factor contributing to this upsurge is the growing number of students whose families have been forced to flee their homes due to the ongoing conflict. Teachers are under greater pressure than ever before to understand and meet the needs of their pupils, who come from all walks of life and have different family structures, thanks to the rise of diversity-friendly education discourse and student-centered pedagogical techniques. One may argue that the primary goal of education is to inspire and facilitate students' pursuit of comprehensive knowledge. Instead of focusing on closing the achievement gap between students from different socioeconomic origins, schools now have the responsibility of raising the proportion of students who achieve their objectives (Clinton, 2018).

3. THE PURPOSE OF THE RESEARCH

The purpose of this research in middle school, this research compares the efficacy of online learning strategies with conventional classroom instruction in middle school education, with a focus on the relative merits of using traditional textbooks vs digital resources. The study uses a mixed methods approach to collect qualitative information on student involvement and learning experiences in addition to quantitative data on student performance. Test results, assignment completion rates, and general academic performance of students enrolled

in conventional and online learning settings will all be quantitatively analyses as part of this research. In order to get student and teacher perspectives on the learning process, including the perceived usefulness of resources, engagement levels, and obstacles experienced in each format, surveys and interviews will be undertaken in a qualitative manner. This thorough investigation will provide insightful information about how various teaching strategies and resources affect middle school students' learning results. The results are intended to guide choices regarding curriculum design and instructional methodologies by providing educators and policymakers with information about the advantages and disadvantages of each strategy. The research aims to improve student learning experiences and educational practices in an increasingly digital learning environment by comprehending these dynamics.

4. LITERATURE REVIEW

Many individuals in today's culture, especially students, rely on technology to help them with their daily tasks. Like every other element of human existence, education has been touched by the fast growth of technology. Education may be described as the process of teaching and being educated. An increasing number of educational establishments have realised that integrating digital tools into the classroom might improve students' experiences both in terms of instruction and learning. After making this statement, it becomes evident that the learning process has to be described. The process of gaining new information, altering behavioural patterns, or developing abilities is called the learning process. People learn in many ways, such as by watching others, listening to explanations, and conducting their own experiments (Hardin, 2018). For this reason, there are several methods to characterise or structure the learning process. People learn in a variety of ways, these being just a few. After talking about the first approach, called traditional learning, the study will look into and contrast the second approach, called e-learning. There is a big difference between the two approaches to education in terms of which is superior or more successful. While some scholars are in favour of the conventional classroom, others are in favour of the online learning environment. In this essay, we'll provide a synopsis of each of the previously stated teaching strategies and contrast and compare the two unique approaches.

- **Classroom learning**

The kind of personal connection that arises in a classroom setting cannot be replicated. The process of learning itself may be compared as a system for the distribution or transmission of knowledge. When a classroom is operated according to traditional wisdom, the instructor assumes the position of the transmitter, and the student, the receiver. As previously said, it is essential that both the instructor and the pupils be present in the same physical space at the same time. There is a problem with learning in a classroom since there is only one instructor, who may not be able to give every pupil the necessary attention. One drawback of learning in a classroom is this (Hayes, 2018).

- **E- Learning**

The use of ICT into Chinese educational systems provides a perspective on China. The National Educational Technology Plan 2000, "E-Learning: Putting a World-Class Education at the Fingertips of All Children" (US DoE, 2000), states that online education could improve students' performance and knowledge acquisition via the utilisation of advanced and developing technology. Research from the Shanghai Academy of Intellectual Development's Research Institute in 2001 found that students are increasingly turning to online resources like as e-libraries, multimedia, learning websites, and computer networks rather than traditional classroom instruction. The integration of ICTs into the classroom has opened the door to many new pedagogical approaches, including online and open education, blended learning, multimedia education, and networked learning. In China, the phrase "ICT in Education" and the more general term "e-learning" are used synonymously (Somers, 2019).

5. RESEARCH QUESTION

a) What are the benefits of traditional learning?
b) What are the differences between traditional learning and online learning?

6. RESEARCH METHODOLOGY

The study's quantitative research was carried out by means of interviews and surveys. What follows is a description of the interview and survey procedures. An essential component of every research project is a well-thought-out plan for data collection, analysis, and interpretation. This study's exploratory case study methodology was a mixed-methods approach based on qualitative and quantitative data acquired in a quasi-experimental setting. To study a process and find out how it affects a dependent variable, researchers utilise experimental designs.

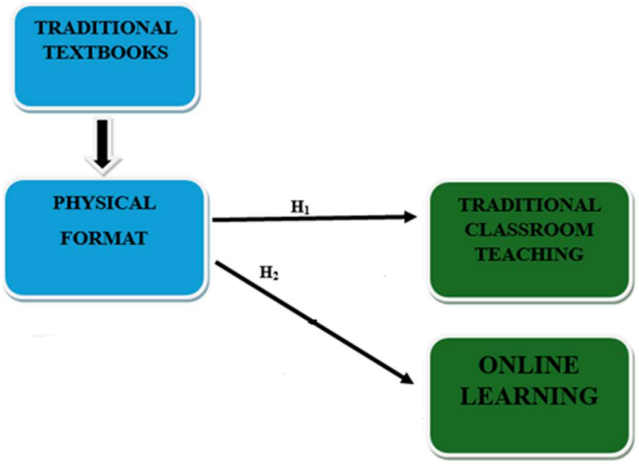
Sampling: Scientists conducted a thorough cross-sectional study. The cross-sectional design required collecting data at a single moment in time, which was efficient and inexpensive. The researcher used a quantitative technique due to the restricted time and resources available. An estimated sample size of 1,177 was determined using Rao-soft software. Out of the 1,375 questionnaires mailed, 1,280 were returned. Finally, 80 questionnaires were removed due to incomplete responses. With 576 men and 624 women participating, the total number of questionnaires used for the research was 1200. All potential respondents were contacted for the survey via a random sampling method. The research used a convenient sampling approach. The current research takes into account a 1200 sample size, which is representative of about responders.

Data and Measurement: Questionnaire surveys (either one-to-correspondence or Google Form) were used to gather primary data for the study. The survey was split into two sections: demographics and online/offline channels. Secondary data was gathered from a variety of sources, with an emphasis on online databases.

Statistical Software: For statistical analysis, SPSS 25 and MS-Excel were used.

Statistical Tools: To get a fundamental understanding of the data, we used descriptive analysis and ANOVA. To validate the data, we ran a pilot study.

I) CONCEPTUAL FRAMEWORK



7. RESULTS

- **Dependent Variable**
  - **Traditional Classroom Teaching**

Traditional classroom teaching involves a teacher presenting the material to pupils. This approach involves face-to-face training using textbooks, chalkboards, and whiteboards. Using traditional classroom methods: Instructor-led: In this paradigm, the lecturer leads the class through activities and courses. Learning is planned and done in an organised atmosphere. Students communicate in class discussions, Q&A sessions, and collaborative projects. Teachers employ textbooks, handouts, visual aids, and demonstrations to improve learning. Evaluation: Written and spoken quizzes, exams, and assignments are online and offline evaluation methods. The classroom has always been central to education, but technology and other educational methods have become increasingly prevalent. Today, many people, including students, rely on technology for daily tasks. Education, which is the process of teaching and being taught, has been affected by technology's fast progress like every other area of human existence. Many schools have realised that using technology in the classroom may improve student learning. After making this argument, describing the learning process is necessary. The "learning process." involves obtaining

new information, changing behaviour, or increasing abilities.1 People learn by seeing, listening, and experimenting, hence there are various methods to define or structure learning. Only certain ways people learn. E-Learning will be examined and compared after Traditional Learning. There is a huge gap in effectiveness between these two teaching styles. Some researchers prefer conventional classrooms, while others prefer online learning. This article will compare and contrast the two learning approaches and provide an outline of each (Hayes, 2018).

- **Online learning**

Online learning, sometimes known as e-learning, involves students and instructors using the internet to access course materials and communicate. This strategy lets diverse learners' study at their own pace, from anywhere, and at their own time. Course management systems, video lectures, online discussion forums, and other digital tools for distance learning are typical of online education. Distance education essentials include: Instructional films, readings, quizzes, and assignments are available on websites, LMSs, and specialised educational platforms. Digital technologies like chat, email, video conferencing, and message boards let students and instructors collaborate. Accessibility: Students with different schedules and learning styles may complete assignments and study course information at their convenience. Today's classrooms use digital quizzes, exams, and projects for quick grading and teacher feedback. Multimedia, databases, and digital libraries provide students with more information than textbooks. Flexibility: Online learning systems may alter speed and content to each student's needs and performance using adaptive learning technology. Online learning has skyrocketed in popularity due to its scalability and accessibility, providing students new opportunities and schools as a method to reach more people. Online learning requires a robust technology base, thoughtful course design, and instructor and student interaction (Hardin, 2018).

- **Independent Variables**
  - **Traditional Textbooks**

Traditional textbooks are organised formally and methodically. Schools, colleges, and universities use these works to complement curricula. Features of classical textbooks include: Print Format: These books include text, illustrations, and charts for understanding. Textbooks are organised into chapters, sections, and subsections for full covering. Textbooks prepared by industry experts are trusted sources of information. Educational Elements: Summary, exercises, quizzes, and glossaries are frequent learning aids. Updated versions feature fresh content and advances in the field. Even if digital resources and e-learning platforms are growing, textbooks remain essential to formal education due to their organised presentation and classroom convenience. As more digital tools and online resources are employed in the classroom, their purpose is evolving (Grissett, 2019).

- **Factors**
  - **Physical Format**

Conventional textbooks include explanations, examples, and exercises for one or more fields. Paper textbooks with covers are typically used. Key characteristics of a typical textbook include: Pages on Paper: Sections and chapters divide the content on paper pages. It seems reasonable to divide the information into chapters on various topics. Formatting components like headings and subheadings usually make information simpler to read. Traditional textbooks may incorporate illustrations, diagrams, charts, and graphs to assist students understand. This format allows textbooks to be handled, relocated, and stored. Common sizes and bindings are hardcover and softcover. Academics and subject matter experts generate and gather content to cover a topic thoroughly. Many educational institutions use conventional textbooks for teaching and study. Study Aids and References: Students may use them to study class material, complete assignments, and prepare for examinations. E-books and online resources have overtaken printed textbooks in recent years due to digital technology. However, many students prefer and are acclimated to conventional textbooks (Somers, 2018).

In light of the above, the researcher has proposed the following hypothesis to examine the relationship between Physical format with Traditional classroom teaching.

H_{01}: There is no significant relationship between Physical format with Traditional classroom teaching.

H_1: There is a significant relationship between Physical format with Traditional classroom teaching.

As per the hypothesis formulation $H0_1$ is null hypothesis and H_1 is the alternative hypothesis.

Table 1: ANOVA Sum

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39936.307	450	3993.631	2635.565	.000
Within Groups	145.083	749	1.630		
Total	40081.390	1199			

The outcome of this research is noteworthy. At the.000 level of significance (below the.05 alpha level), the value of F (2635.565) becomes significant. What this implies is that ***"H_1: There is a significant relationship between Physical format with Traditional classroom teaching."."*** accepts as true and rejects as false the null hypothesis.

The researcher developed the following hypothesis after considering the above discussion; it will examine the relationship between Physical format with Online learning.

$H0_2$: There is no significant relationship between Physical format with Online learning.

H_2: There is a significant relationship between Physical format with Online learning.

As per the hypothesis formulation $H0_1$ is null hypothesis and H_1 is the alternative hypothesis.

Table 2: ANOVA Sum

ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	39936.307	450	3993.631	2485.825	.000
Within Groups	145.083	749	1.630		
Total	40081.390	1199			

The outcome of this research is noteworthy. F= 2485.825 and a p-value of.000 (below the.05 alpha threshold) indicate statistical significance. What this implies is that ***"H_2: There is a significant relationship between Physical format with Online learning."*** accepts as true and rejects as false the null hypothesis.

8. DISCUSSION

This study compares the GPAs of students at an alternative school who took the identical courses in a conventional classroom setting vs those who studied them online. This chapter presents a comparison of traditional classrooms with online learning settings. This research may help other alternative educational institutions decide to provide online programmes. This research examined how 10th-year alternative education students compare online and conventional classrooms. Additionally, the research compared how different teaching styles affect student academic achievement. The data showed that most participants preferred a hybrid learning environment with both conventional and online courses, while a tiny percentage preferred just traditional schooling. Many students preferred online schooling since they could proceed at their own speed and review material whenever they wanted. That survey found that students chose a school so they may use online learning to do most of their homework at home. The study participants weren't excited about online programmes, which is expected. Since there was no instructor to clarify topics, many pupils struggled in online science and math programmes. Although students may take the course "at their own pace," they had to finish by a particular date. Students who failed to finish courses on time received failing grades. Many students failed to finish their online courses due to poor time management. The optional online course pass rate was substantially higher. The students met their goals and optional course

goals. Male and female students were equally enthusiastic about studying in an online or conventional classroom. Few men favoured online courses because they offered everything, but many women did. Many male and female participants thanked the chance to review previously covered information. Female respondents preferred online courses more than male respondents. Most female poll respondents said online programmes are more convenient than in-person sessions. When asked whether they would take online classes, both sexes gave identical responses. Female students had a greater online course completion rate than male students, which may explain why they choose online education. Even though both male and female online students had poor GPAs, most successful students were female. Female students passed their online classes more often. The survey also found that 50% of students did not finish their online courses.

9. CONCLUSION

This study looked at variances in GPAs amongst alternative education students depending on gender and teaching style. Although this research indicated women outperform males in online and face-to-face courses, its restricted sample size and single educational institution limit its findings. Investigating this occurrence at additional alternative high schools might increase the sample count. Middle school has conducted most studies comparing classroom and online learning. Rising demand and easy availability of online learning have many educational institutions include it as part of their courses. Though online learning has advantages, it's not obvious whether it raises grades. Further study on high school online learning might expose success elements for students. This is so that children choose knowledge differently. Before launching online courses, educational institutions should evaluate their financial capability. Either other educational institutions are doing or a growing demand for online courses, adding them to the curriculum may not be the best choice for a certain middle school. More research is required to ascertain the elements of successful online learning. That participation in core courses improved even if EL students were excluded, and participants had to pass a competency exam. For students who are already competent, online course results may rise; for those who have failed the subject before, they may not. Students in alternative education programmes can be learning English, emotionally troubled, cognitively behind, or negotiating adolescent motherhood. These are not the only elements influencing a child's success in alternative learning. More study is required in non-traditional learning environments such as online courses if we are to assist alternative education pupils achieve academically.

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