Digital Transformation of Next Normal Education in the Post Covid Pandemic

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ABSTRACT

This paper was focused on the digital transformation of the next normal education in post-Covid-19. The educational sector is the only industry where COVID-19 has had such a significant and immediate impact. Before the onset of the COVID-19 global pandemic, most businesses were moving steadily towards a digital future. Since the term 'Corona virus' dominated the conversation, 'Digital' might have been the hottest topic of new research. It takes a Pandemic to understand that when applying 'digital' to its fullest potential, the result is a data-driven, agile, customer-centric, future-proof enterprise, that empowers people and made leaders capable to lead teams through the next normal education. Therefore, this study aims to explore the Digital Transformation of the next normal education in the Post Covid Pandemic. The specific objectives of this research are "To study how digital transformations carry out to be a successful education of the post-pandemic.

To analyze how Digital Technologies transform education the post-pandemic and To express how effective digital transformation is in education the post-pandemic." During the crisis, technology not only improves people's lives but also makes work in many fields easier especially, the education sector. Digital transformation helps education keep up with the needs and survive in the future of the next normal. It enables education to be better compete in an environment that is constantly changing with technological development. The right management of digital transformation adapts education to take the opportunity to gain advantages in the business world in the post-Covid. The digital transformation trends in education have emerged during this period. Online platforms and learning digital tools enable educational companies to move away from face-to-face connection and toward remote learning, linking professors and students all over the world and allowing them to continue studying amid the COVID-19 crisis. The Covid-19 epidemic has provided the next normal education with an opportunity to rethink and reshape the next normal education environment and experience in general. Covid-19 pushed into the next normal Education 4.0, but most of the technologies are likely to be included in a completely digitally changed, futuristic higher the next normal education environment.

Keywords: Digital Transformation, The Next Normal Education, Post-Covid pandemic.

INTRODUCTION

In January 2020, the World Health Organization (WHO) established an incident management support team (IMST) to respond to a recent cluster of pneumonia cases reported in Wuhan, China World Health Organization. COVID-19 for Coronavirus Illnesses in 2019 has been given to the novel diseases produced by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) as a contagious and vascular disease (WHO, 2020).

From then on, COVID-19 has spread over the world, infecting people in practically every country, with certain nations having a high number of cases and fatalities. As of mid-March 2020, there were around 122 million COVID-19 confirmed cases worldwide, with approximately 2.7 million fatalities (Johns Hopkins University, 2020; World Health Organization (WHO), 2022). COVID-19's rapid expansion and high infection and mortality rates have prompted a strong countermeasure of transportation and travel prohibitions in several cities and nations to prevent and control the virus's spread.

The virus was mostly transmitted from person to person by direct touch or droplets created by coughing, sneezing, and talking. The virus has been claimed to have propagated 224 times as of March 3, 2022. Countries and territories all over the globe have reported a total of 440,903,200 confirmed cases of the coronavirus COVID-19, with a mortality toll of 5,995,116 fatalities, and the figure is constantly rising. Cases of COVID-19 are found all over the world (WHO, 2022).

As the COVID-19 pandemic continues, most schools around the world have closed for an extended period of time. To continue to educate and support children, various strategies have emerged, including providing education services in-person, distance learning, and various hybrid configurations such as remote/distance strategies. Today, online education has become a reality for everyone and the digitization of the school environment is a difficult process for all stakeholders in education.

COVID-19 threw a wrench into everyone's plans to embrace digital transformation. Many worldwide organizations and their executives were forced into seas that were unfamiliar completely unknown, as a result of the unprecedented danger and sudden shutdown. For many, the key motivation for implementing digital solutions was to facilitate remote workforces, transfer contacts from physical to online, and reduce operating expenses (Hai, 2021).

The good side of this epidemic, on the other hand, was the extraordinary commitment demonstrated by businesses to adopt technology and solutions to satisfy education demands in a virtual world. Aside from that, the disadvantage demonstrated how underused technological tools are. The technology and its adoption have always had limitations, but these became more apparent during the pandemic (Bughin, Deakin, & Beirne, 2019).

COVID-19 has both positive and negative educational implications. The outbreak of COVID-19 has had a huge influence on children's learning and well-being. Children and teenagers, as well as educational systems, all require assistance every single day. This is a global issue that prevents children and adolescents from engaging in a variety of activities. Countries, particularly those in conflict and those ravaged by natural catastrophes, are being evicted, preventing them from enjoying their right to a high-quality, safe and inclusive education (Kim, 2021).

On the bright side, as a result of the pandemic, distance learning has become more popular such as Google meetings, Zoom meetings, Facebook rooms, etc. New normal education is changing as a result of this transition as well as educational materials on the internet. Education is undergoing a digital change incorporating digital technology into many aspects (Hanefi, 2020). This study explores the digital transformation of the next normal education in the post-Covid Pandemic.

BACKGROUND OF THE STUDY

The COVID-19 epidemic has impacted negatively on education systems all around the world since it first broke out two years ago, causing chaos on most students. It has worsened a pre-existing education problem by increasing inequities. The number of school closures has ranged from none in a few nations to more than a full school year in others. At least one-third third of students were unable to study remotely due to a lack of connectivity and equipment.

Schools are open in the majority of nations today, despite the Omicron variety, thanks to health and safety measures and immunization programs. However, the consequences in terms of lost learning, health and well-being, and dropout are likely to be enormous. Prioritizing education as a public benefit is critical for avoiding a generational disaster and ensuring long-term recovery. Education systems must reform to become more robust, egalitarian, and inclusive, harnessing technology to benefit all learners and building on the ideas and collaborations that have been stimulated during this crisis (UNESCO, 2022).

The educational sector is the only industry where COVID-19 has had such a significant and immediate impact. Overnight learners, who had previously relied on in-class meetings, were forced to become self-directed, separating themselves from their professors and fellow students. With the pandemic came an urgent demand for online education, which was mainly provided by commercial online platforms that were not under the supervision of educational administrators. All levels of schooling aspects were influenced by these mandated modifications Covid pandemic (Altbach & De Wit, 2020).

The focus of pre-school education shifted to social separation and the right use of masks. It became the norm to learn to develop without being in close proximity. The concept that children should only talk when called upon and otherwise work quietly was revived in elementary education. The rationale for this may have been to instill a feeling of discipline in the early days of public schooling; with COVID-19, it is to guarantee that minute droplets from vocalization are not transmitted from person to person (Bates, 2020).

In the subject most likely to spread the virus, secondary education has been drastically impacted by the epidemic. The expression of breath required for the activities engaged in during these courses is the principal culprit in disease transmission, hence physical education has typically been unable to be accommodated. Previously, undergraduate students in popular courses could expect hundreds of students in large lecture halls, but now these courses are taught online by professors who may feel as if they are teaching to a black Zoom void if students choose not to use their video during real-time online class meetings (Carey, 2020).

Graduate students' ability to pursue their studies and interact with supervisors and mentors has been severely and inequitably harmed. This is harmful to their mental health as well as their ability to complete their degrees on schedule. Professional education was based on the

apprenticeship model, which required teachers and students to have intimate physical interaction. As a result of the epidemic, these gatherings, which were previously deemed crucial for optimal learning, have been suspended. What this means for the future competence of these experts is a source of concern (Marinoni, Van't Land, & Jensen, 2020).

Aside from the unique obstacles that COVID-19 has posed to each level of learning, there have been additional developments in education that affect the whole spectrum of learning. For example, the massive increase in homeschooling, the new role of parents as supervisors of their children's online learning, the demand for pre-packaged instruction and evaluation, the interest in promoting self-directed learning, the elimination of special education, and the immediate and ongoing need for programmatic creativity by educational administrators in delivering education (Liguori, & Winkler, 2020).

STATEMENT OF PROBLEM

The impact of COVID-19 can be felt across all sectors, including the higher education institutions where lockdowns and social distancing meat that universities can no longer run classes and face-to-face interaction would not be possible. While working on this Education Technology (EdTech) start-ups, educators or teachers in the form of facilitators meet a lot of challenges in terms of how to start utilizing it when to use it, how to limit distractions for students, and how to hone students' skills through EdTech. Students' participation is insufficient; instructors must make significant efforts to improve student engagement, hold their attention, take feedback, and assess them in a variety of ways. This will establish an effective and meaningful learning environment. Although EdTech cannot replace a teacher, it can improve instruction. During such difficult times, when Covid-19 has compelled schools and universities to remain entirely closed for a few months owing to the severity of the issue, net normal EdTech firms can be of great assistance (Bughin, Deakin, & Beirne, 2019).

While there are ongoing plans to support the next normal education institutions, many new ways of teaching and learning like the net normal are taking place. It is not only the technology that is the cause of disruption but how risks and threats such as this pandemic create reforms and new behavior changes. The vaccination for COVID-19 procedure is presently ongoing throughout the world, the virus's severity in terms of death and morbidity among the world's population may soon come to an end. While the virus's impact is still being felt, it's unclear how the changes in schooling experienced during the epidemic will affect a return to normalcy (Martin, 2020).

THE OBJECTIVE OF THE STUDY

Before the onset of the COVID-19 global Pandemic, most businesses were moving steadily towards a digital future. Since the term 'Corona virus' dominated the conversation, 'Digital' might have been the hottest topic of new research. It takes a Pandemic to understand that when applying 'digital' to its fullest potential, the result is a data-driven, agile, customer-centric, future-proof enterprise, that empowers people and made leaders capable to lead teams through the next normal education (OECD, 2020).

Therefore, this study aims to explore the Digital Transformation of the next normal education in the Post Covid Pandemic. The specific objectives of this research are as follows;

1. To study how digital transformations carry out the next normal education of the post-pandemic.
2. To analyze how Digital Technologies transform the next normal education the post-pandemic.
3. To express how effective digital transformation is in the next normal education the post-pandemic.

THE SCOPE OF THE STUDY

The purpose of this paper is to focus on the digital transformation of education in the post-Covid pandemic. This study is secondary research based on previous papers such as books, journals, articles, newspapers, magazines, websites, and other online sources of what the authors have been found dealing with digital transforming of education. This study conducts the period of research from 1st January to 15 March 2022. So, the scope of this study is limited to the researcher, and more specifically to those offering digital transforming in the increasing education of the IT age.

THE SIGNIFICANCE OF THE STUDY

The significance of this study is to gain knowledge and experiences for readers in post-Covid. Even though this study would gain the way of digital transformation in education. In this research paper, consequently, technology is not only improving people's lives but is also making work easier in many sectors. Effective the next normal education creates smart experiences and journeys to promote and complement people's lives. The failing of education in digital transformation will be those that do not seek to benefit from the new artificial intelligence technology, nor use data to predict demand trends and make decisions to improve the digital world.

During the crisis, technology not only improves people's lives but also makes work in many fields easier. Digital transformation helps education keep up with the needs and survive in the future. It enables education to be better compete in an environment that is constantly changing with technological development. The correct management of digital transformation adapts education to take the opportunity to gain advantages in the business world in the post-Covid.

CONCEPTUAL FRAMEWORK

The education industry has long used developing technology to innovate and improve the learning process, but the COVID-19 epidemic has accelerated education's digital transformation. In virtual tutoring and e-learning contexts, new technologies and tools are becoming more vital for instructors and academics.

Therefore, the relationship between digital transformation and the next normal education of conceptual framework is as shown in figure 1.
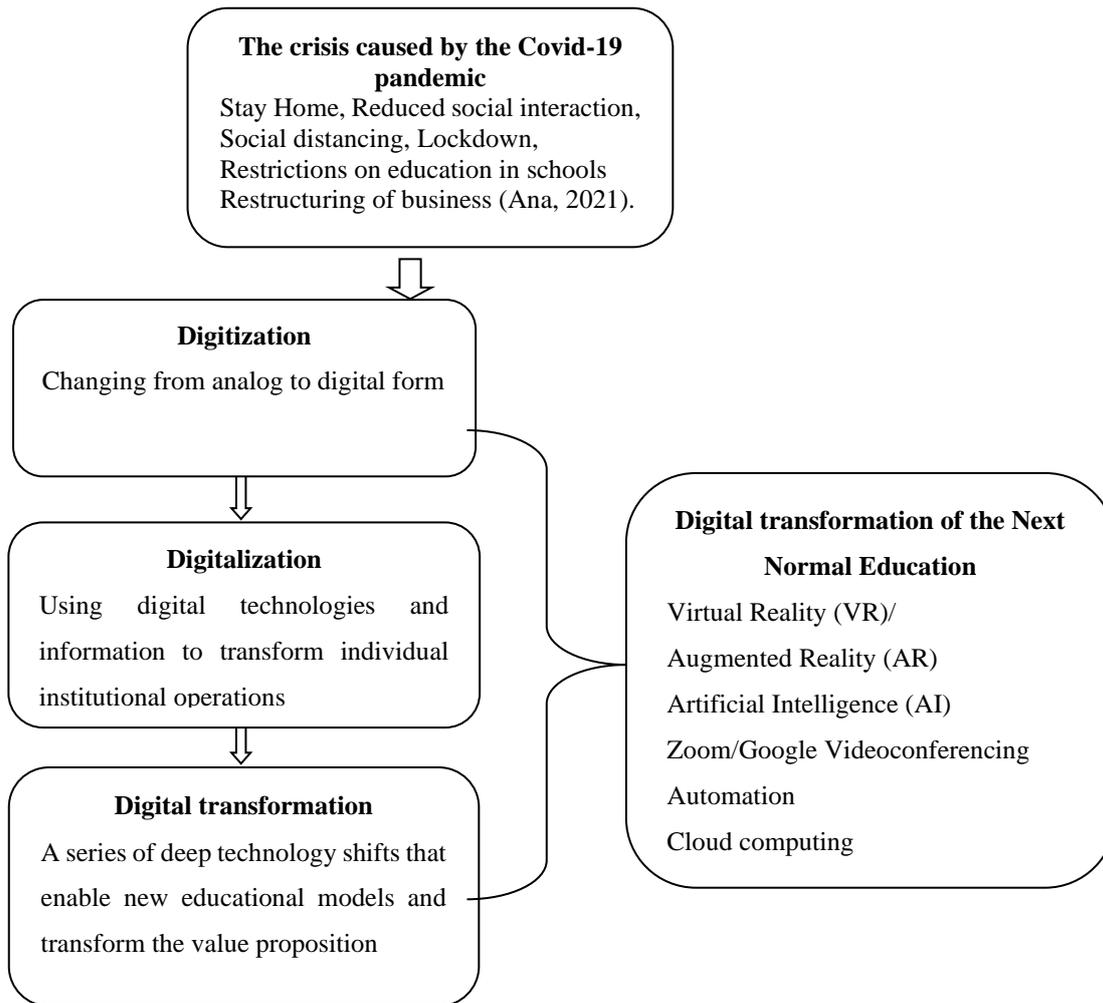
The crisis caused by the Covid-19 pandemic
Stay Home, Reduced social interaction, Social distancing, Lockdown, Restrictions on education in schools Restructuring of business (Ana, 2021).

Digitization
Changing from analog to digital form

Digitalization
Using digital technologies and information to transform individual institutional operations

Digital transformation
A series of deep technology shifts that enable new educational models and transform the value proposition

Digital transformation of the Next Normal Education
Virtual Reality (VR)/
Augmented Reality (AR)
Artificial Intelligence (AI)
Zoom/Google Videoconferencing
Automation
Cloud computing

Figure:1 Conceptual Framework

Source: (Bughin, Deakin, & Beirne, 2019). Digital adoption has taken a quantum leap at both the organizational and industry levels.

LITERATURE REVIEW

The worldwide education sector has been severely impacted by the COVID-19 problem. Even while the epidemic is gradually slowing down and things are returning to the "Next Normal," there is no disputing that the virus's impact on modern society will be felt for years to come. While both online and face-to-face learning has their benefits and drawbacks, both students and instructors will need to adjust to the new normal expectations and recognize that education may take on a new form (Quilter-Pinner, & Ambrose, 2020).

The epidemic serves as a wake-up call for enterprises that have been slow to embrace digital transformation and are now woefully unprepared. These digital laggards are trying to transfer their operations and staff to a virtual environment, in addition to the stress of potentially health-compromised employees, a sudden and drastic drop-off in demand, and absolute economic instability. When it comes to digital innovation, going quick and furious is the name of the game, yet going too fast may lead to blunders (Mhlanga, & Moloi, 2020).

The world has been forced into seclusion under COVID-19. Until a vaccine can be developed to protect the population, social separation is the most efficient strategy to halt the spread of the virus. As a result, anything that relies on human-to-human contact–i.e., most elements of our lives–must be altered to account for the virus's hazards. Mandatory shutdowns and social distancing measures have left voids that have been filled by digitization. The people would not be able to work, shop, go to school or do anything else if it were not for digital tools and technology (Gonzalez,2021).

Bughin, Deakin, and O'Beirne (2019) define digital transformation as "the shift in the role of technology within an organization from merely being a support function to being integrated into all areas of business, thereby fundamentally transforming its operations and the way it delivers value to customers." It differs from business process re-engineering in that it focuses on re-imagining company models and operations rather than just automating rule-based processes (Schallmo, Williams and Boardman, 2017).

There are a number of emerging technologies that are driving digital transformation, including social media, the internet of things (IoT), big data and analytics, cloud computing, artificial intelligence (AI), machine learning, blockchain, cybersecurity, robotic process automation (RPA), and quantum computing, but according to a study conducted by the MIT Sloan Management Review and Deloitte, it is the organization's strategy that drives digital transformation, not the technologies themselves (Deloitte, 2015).

Nonetheless, technology has been a major disruptor for some years, disrupting global value chains and business models and resulting in a seismic change in capabilities, ushering in the Fourth Industrial Revolution, or Industry 4.0. (Grosseck, Malita & Bunoiu, 2020).

The higher education industry, like many others, has seen significant changes in recent decades. Education has come a long way from its beginnings in the traditional tutor-centric classroom where technology was forbidden (Education 1.0), to the gradual infiltration of technology, first in basic ways (Education 2.0), and then on a mass-scale through user-generated internet that made it easier to connect with tutors and learn virtually (Education 3.0). The higher education industry has now embraced the Fourth Industrial Revolution and is undertaking its own digital transformation, dubbed Education 4.0. (Bonfield, Salter, Longmuir, Benson, & Adachi, 2020). This digital change in higher education was enormously accelerated by the Covid-19 epidemic. Universities have experimented with online and offline lectures, online learning communities, online evaluations, and other innovative techniques since March 2020, relying primarily on data analytics to track student involvement. Despite the fact that this fast digital revolution in higher education was driven by need rather than choice, there are a number of advantages. For example, the business sector has been able to increase engagement, increase access to education, and better prepare students for complicated and unusual situations (Carreon-Flores, 2019).

Both staff and students' digital literacy has grown significantly, and students can now demonstrate their capacity and desire to learn and adapt, which are all desirable qualities in today's workplace. With the influx of Gen-Z students into institutions, digital transformation in higher education becomes even more crucial. These young people are digital natives who grew up in a world of rapid communication. They are known to learn differently, with shorter attention spans and a greater capacity to multitask, so finding new ways to attract and maintain their attention is critical (Hernandez, & Carreon-Flores,2019).

It is crucial to remember, however, that meaningful digital transformation should entail more than simply switching from old to online methods. Simply switching a paper-based test to a computer-based exam, for example, does not constitute meaningful digital transformation. When biometrics and AI are used to authenticate exam candidates, data from online assessments are analyzed and used to improve future assessments and exam performance, and a full suite of tools is used to ensure exam rigor and security, such as question randomization, algorithm-based question mix optimization, prohibition of backtracking, prevention of browser search, and possibly even remote proctoring, that is when the digital transformation has truly begun. This is only one example, but it should entail utilizing technology to thoroughly restructure all processes, as well as organizational culture, in order to meet future demands.

FINDING AND CONCLUSION

Digital transformation in the next normal education

The digital transformation trends in education have emerged during this period. Online platforms and learning tools enable educational companies to move away from face-to-face connection and toward remote learning, linking professors and students all over the world and allowing them to continue studying amid the COVID-19 crisis. The Covid-19 epidemic has provided the next normal education with an opportunity to rethink and reshape the next normal education environment and experience in general. Education 4.0 will lead the next normal, but most of the following technologies are likely to be included in a completely digitally changed, futuristic higher the next normal education environment.

In education, digital transformation aims to improve the campus environment, teaching and learning practices, and the overall student experience. As a result, researcher categorized the educational digital revolution into three categories: Digital Transformation in the Campus environment, Digital Transformation in Learning Methods, and Digital Transformation in Teaching Methods.

Digital Transformation in the Campus environment

Face Screening at the Entry: School officials can utilize thermal imaging technology to determine whether a student's or teacher's body temperature is within normal limits. If a student or teacher's body temperature is determined to be too high, authorities should not allow them to enter the school and advise them to see a doctor for treatment. The important data of students and professors acquired by thermal equipment may be uploaded to the cloud, allowing educational establishments to determine if that individual has been in touch with anybody on campus and track all interactions in order to stop the virus from spreading (Beckingham, 2019). Contactless Attendance: To limit the spread of the virus, schools and universities must replace biometric attendance systems with contactless attendance systems. Many people touch the biometric attendance system in succession, posing a risk. As a result, schools, colleges, and other educational institutions must refrain from punching attendance in biometric systems. A contactless attendance system has been presented as a superior solution for biometric systems in schools. Contactless attendance, as the name implies, does not need anybody to make physical touch.

Using a contactless attendance system does not necessitate the installation of additional hardware. Instead, students may utilize their current IP or CCTV cameras to record a person's

face and track their attendance using facial recognition software. IP cameras may be deployed at the institute's entrance and in classrooms to capture teachers' and students' faces and add their face data, as well as their time log, to the attendance record in real-time. It will lessen the chances of infection.

Alert System for Social Distancing: Many educational institutes are now available; nevertheless, both teachers and students must follow the criteria offered in order to reduce the danger of COVID-19.

Both students and teachers must practice social distancing and keep a certain distance in order to prevent illness from spreading from one person to another. It appears, however, that personally monitoring everyone, whether they are keeping social distance or not, is impossible. However, a social distancing alarm system may be used to keep track of people.

A group of technology professionals created a social distancing warning system that combines AI and Computer Vision to identify the distance between two or more individuals and send a message to them or the appropriate authorities so that they may take action. With current IP or CCTV cameras, it may be feasible to follow individuals and determine whether or not they are separated by a certain distance. If someone is proven not to be maintaining distance at an educational institution, they may face severe consequences. It will assist you in ensuring the safety of both professors and students at the institute.

Face Mask Detection System: Face mask detection systems may be used in schools and universities to safeguard the safety of students and employees. Wearing a face mask can help save lives and stop the infection from spreading. Everyone should be required to wear face masks at all times at educational institutions. As a result, the institute management must keep track of whether or not everyone is wearing face masks. To utilize the face mask detection technology at the school or institution, students would not need any extra gear.

Instead, students and teachers may enable face mask detection technology and discover persons without masks using the current IP or CCTV cameras. The device employs computer vision and artificial intelligence to determine whether or not everyone is wearing face masks. The technology sends a notification to the identified individual or the appropriate authorities if somebody is observed without a mask. When schools/universities reopen, using face mask detection can help to provide a safe atmosphere for students and professors.

Digital Transformation in Learning Methods

With the rising usage of online classrooms and video conferencing systems, educational institutions have begun to recognize the importance of digital transformation in the education business. It is now the appropriate moment to develop and design digital solutions that will revolutionize the way kids are taught. Schools and colleges are aware of how technology might aid in the effectiveness of new teaching techniques.

Video Conferencing Solutions: International education is presently impacted by the crisis, as students are unable to travel abroad to further their education. It is not possible to postpone courses or studies. Universities may facilitate virtual onboarding and acceptance of students by conducting evaluations online. Video conferencing solutions may be integrated into a school's or university's app or website to allow students from other countries to continue their education.

Once overseas travel is approved, they will be able to attend online classes and webinars as well as actual classes.

For a better learning experience, use AR/VR: To stay current in an ever-changing environment, the education industry must embrace new technology. The next step in the advancement of the learning system is augmented and virtual reality. The educational industry may build an interactive and virtual environment for the students using Virtual Reality and Augmented Reality. By including an interactive visual-audio component, these technologies can make the process of conveying complicated topics simpler.

VR can be taken for the learners on a virtual tour of other destinations, and they will feel as if they have actually arrived there. It can also assist in delivering a realistic explanation of educational subjects that learners will grasp. Elements 4D, for example, is an AR app that allows students to combine different elements to study chemistry in action. Elements 4D is a collection of gorgeous wooden blocks that can be brought to life with DAQRI's 4D software. Each face of the block depicts a different chemical symbol from the periodic table. By projecting the app's viewfinder onto the blocks, they become 4D representations of that element very quickly. It will assist students in better comprehending chemical fundamentals.

Using VR/AR would also eliminate the need to touch the real thing you're experimenting with. Because touching the same items repeatedly increases the danger of virus transmission, virtual reality can provide students with a touchless learning environment, reducing the risk post-COVID-19.

Adaptive Learning: Educational institutions may customize material and educational experiences in novel ways using Adaptive Learning Technologies. Adaptive Learning entails the use of particular teaching equipment to handle student interaction. It is utilized to give customized learning solutions to satisfy the needs of specific individuals. Adaptive Learning is also defined as an educational system based on data analysis that allows faculty to track students' progress and tailor programs to meet the requirements of each individual learner. Quizalize, for example, is a learning platform that assists teachers in converting dull examinations into dynamic and enjoyable activities. The software automatically distinguishes learning based on the student's performance. Implementing AI in educational software can assist offer adaptive learning to the students.

Learning Apps/Platforms: COVID-19 has caused schools all around the world to close their doors. As a consequence of the expansion of online learning, when students join digital platforms for learning, the education industry has changed dramatically. Many educational institutions are transforming into ed tech businesses and offering learning applications for students, allowing them to access notes, curriculum, and practice exams. It enables them to continue their studies uninterrupted. You may create an interactive learning platform for your students that allows them to access the greatest study information in the form of text, PDFs, photographs, audios, and videos as an educational provider.

AI and Chatbots: Many universities are considering using chatbots to match student expectations while freeing up teacher time. AI-enabled chatbots can assess students' comments and deliver learning content tailored to their preferences. Students can be taught using AI chatbots by transforming a lecture into a series of messages that appear to be a discussion.

The bot may assess the student's comprehension level and give the next segment of the lecture appropriately. Botsify, for example, is a chatbot that functions similarly. It presents students with a specific topic in the form of graphics, videos, text, or a mix of the two. Students must take tests and submit their answers to the teacher after they have learned a topic. Faculty members may keep track of their student's progress in this way.

Digital Transformation in Teaching Methods

Educational institutions use technology as a way to improve teaching techniques and interact with students more effectively. Nowadays, everyone possesses a smart gadget, such as a smartphone, a computer, a laptop, or a tablet. Learning to modify teaching techniques by employing technology is a crucial strategy to create improved learning experiences for students. Some of the approaches that can promote digital transformation in the education world.

Smart Classroom: Whether it is an online classroom or physical classroom, the digital whiteboard can help you engage students successfully using interactive learning methods. Teachers are not limited to using only one or two colors while teaching on a digital whiteboard. Instead, they can utilize various color forms such as a circle, rectangle, or star to more rapidly and interactively convey complex ideas (AACSB, 2018).

AI-driven Online Assessments: In the education industry, the shift from a pen-and-paper approach to an online and computerized platform is a cornerstone. Educational establishments have resorted to online teaching techniques as colleges and schools close. However, how to give exams and evaluations and identify learning outcomes is a difficulty for educators. Artificial Intelligence has made it feasible for educational establishments to conduct online tests with the use of the internet and computer network.

Artificial intelligence (AI) employs neural networks and deep learning algorithms to teach machines to learn from their experiences and perform human-like tasks. To avoid impersonation, an AI/ML-based assessment system is taught to process and analyze photos of the examinee collected during the examination, compare them to submitted candidate information, and highlight any inconsistencies. An AI-based online assessment system may also lock down the app where the assessment is being given, preventing pupils from navigating away from it (Lowood, 2021). Different forms of tests, such as multiple-choice questions, paragraph style questions, typing and coding simulators, and video and audio input, are all conceivable. Here are exams online that can conduct in a hassle-free manner using online assessment tools.

AI-based analysis of students: High dropout rates, the ineffectiveness of a typical "one-size-fits-all" approach, and disinterested students are among the difficulties that universities and institutions confront today. AI and big data analytics, on the other hand, can aid in the creation of individualized learning experiences and the resolution of these issues. Students may benefit from a one-of-a-kind educational approach that is totally suited to their requirements and skills with a personalized learning experience. It has the potential to increase student productivity while also lowering their odds of dropping out. Professors can gain a better understanding of each student's learning ability by analyzing data from their behavior using AI, which could help them teach more efficiently.

AI-enabled remote proctoring: Remote proctoring is a technique that allows educational

institutions to administer online exams while preventing students from cheating. A combination of an embedded web camera and an AI-powered facial recognition system can be used to offer online proctoring. It provides a plethora of options for online examinations. Manual invigilators are not required to keep an eye on students during the examination. You can record every single test from start to finish with AI-enabled online proctoring, not just via video; it can also capture the desktop screen, photos, and chat logs. It can also keep track of the whole exam session, including unusual events like a student leaning away from their webcam or leaving the room. A pupil can be followed remotely thanks to an AI-assisted face recognition and monitoring system.

Therefore, online examination or assessment is no more a concern for educational institutes if they have an AI-enabled assessment system.

The COVID-19 epidemic generated several issues in the school system, including the cancellation of classes. Students are scared that they may be left behind in their schooling. Such anxieties, however, are just transient. Supplementary lessons might be arranged by schools. However, the digital revolution of education systems has raised more basic issues and constraints.

The next normal education is a completely digitally equipped classroom that uses technology to implement a variety of teaching and learning methods. Computers, specialized software/apps, assistive listening devices, artificial intelligence, AR/VR, audience response technology to facilitate and improve engagement, learning analytics to identify areas requiring more attention, and possibly even students with mental health issues and learning disabilities; these smart classrooms could even have auto-regulated lighting, temperature, humidity, and $CO2$ levels (Owen, 2018).

In conclusion, the key educational market trends provide the impression that quick and rapid developments in educational technology would result in a perfect system, which is not always the case. The key to a successful online learning implementation is digital transformation. The best solutions are still creating digital learning resources, utilizing digitization, and holding synchronous classes using video conferencing technologies like Google meet; FB room, Zoom, and Microsoft teams. The digital transition is essential for students to continue studying and receiving education even while they are at home.

RECOMMENDATION

The COVID-19 pandemic is not the sole source of the difficulties and limits discussed in this section. Despite its negative influence on the old educational system, it provides a chance for the education business to adapt its services. Many universities have begun to use remote learning assisted by newly developed EdTechs to overcome the issues of isolation rules during COVID-19. This shows that the epidemic is hastening the education industry's digital transition. However, digitization is a difficult process, and the educational community is not yet prepared to fully exploit the benefits of distance learning. Distance education now includes duplicating classroom curriculum on an internet platform. Furthermore, many instructors and parents are hesitant to use technology or are inexperienced with it. Parents also find it difficult to oversee their children's remote learning or homeschooling. As a result, a complete shift to distant learning necessitates not just a strong ICT infrastructure, but also teacher, student, and parent support. We should expect improvements such as improved online-teaching tools, digital

fluency, and appealing and engaging courses as a result of the transition's trials and errors. COVID-19's influence on our life is yet unknown, and the virus might resurface in a second or even third wave. This uncertainty will only accelerate the school system's fast digital transition. The establishment of OODA loops will also aid educational innovation; various types of educational data will be collected using IT devices in the classroom. The individual and general educational performance will be improved by the analysis of such data. This process is applied again.

Currently, a huge number of institutions are having difficulties with distant learning and EdTechs, particularly because they have to be implemented quickly. Uninvited guests, for example, have disrupted several online courses, resulting in rude and abusive circumstances. Due to the unexpected rush in internet access, university servers also fell down. These problems, on the other hand, are minor and should be resolved in the near future. Meanwhile, they will not obstruct the industry's digital transition.

Both digital and traditional schooling has advantages and disadvantages. Distance learning will provide students with more chances and alternatives in the future than traditional schooling. Students will be able to take control of their education thanks to educational technology. The new normal of education service is students taking control of their learning, which is progressively forming.

Finally, the researcher should examine not just digital transformation but also the next normal education in the post-Covid-19. The world has changed tremendously recently, and researcher needs to have a deeper understanding of the key constructs and worldviews of the new types of digitalized students who will soon be attending higher education institutions. The researcher should also take a more active role in preparing society for the digital age. Institutions of education should treat the digital transformation of education as a top priority and investigate how can equip students with the skills they need to control and master their digital futures throughout their primary school. At the age of new normal, the organization should also think about how might enable teachers, schools, and teacher education to be leaders in the digital revolution of education.

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