Indonesian Course in Covid-19 Pandemic Period With A Line Application System

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Abstract. Indonesian language lectures during the Covid-19 pandemic experienced many obstacles and conveniences that were not obtained during face-to-face lectures. The convenience includes that students are not bothered with attendance, which begins with a lecture contract, which becomes one of the assessments. Students are more flexible in communicating with peers and lecturers without being limited by time and place. Recovery often takes place beyond a predetermined time limit. Obstacles that were found, such as the frequently missing internet signal, arose, especially for students who lived far away near hills or mountains and ate a large quota. But students still miss face-to-face lectures.

Keywords: Indonesian language lectures, Covid-19 pandemic period, online system

1. Introduction

The face-to-face lectures for the even semester 2019/2020 only lasted about three meetings, the rest was conducted online, namely learning online using internet social media, such as WAG, zoom meeting, etc. Lectures for the odd semester 2020/2021 which are expected to start in August or September 2020 seem to have the same fate, online is still the main choice. This is because the Covid-19 pandemic case has not shown a decrease in numbers, as revealed by the Covid-19 Handling Task Force that on July 11, 2020 positive cases of Covid-19 increased by 1,671, 66 died and 1,190 people recovered.[1]The corona virus shook the world, made the world of education; The arena of educating the nation's children is messy, confused about where to go, like a chick losing its mother.

The government through the Minister of Education issued Circular Number 3 Year 2020 concerning the Prevention of Corona Virus Disease (COVID-19) in the Education Unit which states that schools and colleges are closed. (Kemdikbud RI, 2020). This is done to break the chain of spreading COVID-19, instead learning activities are carried out online for all levels of education. Education must continue because it is the right of every Indonesian citizen guaranteed in the 1945 Constitution, Article 31 which states that every citizen has the right to education.

Online learning, often referred to as online learning or distance learning, seems to break the habit of the learning process that has become standard. Usually students have to come on time if they are late being sanctioned, clothes and other accessories must be the same and neat, study in a tight room, and so on. With online learning that is more flexible, there are no demands for discipline, students must be more independent and responsible for the progress of themselves and others.

Being independent and responsible is a mandate contained in the national education system law (sisdiknas) No. 20 of 2003 which states that the goal of national education is to strive to develop the
potential of students to become believers and ask God Almighty, have noble character, healthy, knowledgeable, competent, creative, independent, and a democratic and responsible citizen [2] In face to face, students are often spoiled, lacking independence and less responsibility because education still adheres to the teacher center system, educators as the center of education. In this modern era, students are ideally as educational subjects or student centers. Educators act as agents, motivators, and facilitators.

Online is expected to be of positive value for students, educators, and the community in a pandemic situation. Many messages are revealed online that have not been thought of as being totally implemented even though they have long been introduced in the world of education. Meidawati, et al (2019) expressed it in Albert Efendi Pohan that the benefits of online learning can build communication and discussion very efficiently. Students interact and discuss with each other without going through the teacher. Facilitate interaction between students, teachers and parents.[3] For the world of higher education according to Kuntarto, E. (2017) explains that online learning is learning that is able to bring together students and lecturers to carry out learning interactions with the help of the internet.[4] Online learning is developing more broadly, it can be said as a substitute for all lecture activities, starting from absences, discussions, discussions from lecturers, UTS, UAS, and assigning assignments. Uniquely, the UTS and UAS questions have been kept secret, they are currently very open. Leakage of questions must be considered fair. The quality of the answers to the exam questions should be given priority in the assessment.

Complaints in online learning must be addressed by lecturers and students with a positive attitude. During the current pandemic, there is no best choice, except for studying online. Listening to the opinions of Yusuf Bilfaqih and M. Nur Qomarudin that organizers of online lectures (online lectures) are generally well-known universities, such as the University of Michigan, Massachusetts, Institute of Technology (MIT), University of Princeton, Harvard, Stanford, and other top universities. So, if education in Indonesia wants to progress and develop, it must follow the academics of this famous university.

As with other courses, Indonesian (BI) does not escape online lectures. BI is often considered by students as a common thing, usually used in everyday life so it is natural for students not to pay serious attention. Students do not realize that language is a communication tool both spoken and written that needs to be trained and learned. In scientific meetings and scientific papers, language skills are highly demanded. It is interesting to explain Proverbs Bakhtiar that language has extraordinary influences, such as breathing and walking, including what distinguishes humans from other creations.[4]

BI lectures are considered important because Indonesian has a strategic position in Indonesia. Indonesia is one of the countries that has its own language, does not use the language of another country as stated in the 1945 Constitution, Chapter XVI, Article 36 which reads that the state language is Indonesian. As the national language, it was pledged in the Youth Pledge on October 28, 1928. In the 2013 curriculum (Kurtilas), Indonesian is not only used as a medium of communication, but also as a means of developing thinking skills and defending science.

The position of Indonesian as a subject in higher education has a very strategic position as described by Widjono Hs that Indonesian is a personality development course aimed at developing a student competency base that includes cognitive and affective abilities.[5] Students through Indonesian language lectures will receive material related to language such as spelling, paragraphs, and effective sentences to help write scientific papers in accordance with the provisions of good and correct language. Polite oral language, polite behavior, especially in formal situations, is accepted by students in language politeness material in public speaking, writing job application letters, and job interviews.

The problems raised in this study are what conveniences and obstacles are found in online Indonesian language courses? This departs from the problems in the field that online learning has many obstacles. The research objective was to reveal the ease and constraints found in online lectures in Indonesian language courses. The usefulness of research is aimed at observers of education to give attention to this learning.
2. Methodology

This research is a qualitative research on document analysis, which is written material for the results of the UTS (midterm) test online for students of the Ushuluddin Adab and Da‘wah Faculty of Science (FUAD), the Islamic Civilization History Study Program (SPI) even semester of the 2019/2020 IAIN Bukittinggi learning year. The reason SPI is used as a research subject is because this class is the only one that gets questions about the obstacles and conveniences found in Indonesian (BI) lectures. According to Mukhtar (2013) in Umrati and Hengki Wijaya in document analysis using data / information that is relatively new or not too old so that it has high actuality.[6]

The research procedure follows the steps as follows, first students receive BI lectures online for one semester. Second, at the 8th meeting students took the midterm exam. One of the questions given reads the ease and obstacles that were found during online lectures. Third, selecting the same answer to draw conclusions. Fourth, sharpening conclusions with theory from both reference books and research results published in scientific journals.

3. Result and Discussion

The results of the study are grouped into two groups, first the ease or positive impact that students find in Indonesian language lectures using online learning. Second, the constraints / negative impacts of learning Indonesian during the Covid-19 pandemic. For discussion of the results of this study will be sharpened with literature or other research results.

The research results found can be seen in Tables 1, 2, and 3, which represent the results of the UTS which are the research subjects. The research results that appear meet the requirements of being concise, easy to read, and in accordance with the research problem. From the three tables, it is clear that the ease and difficulties that were found by students during lectures during the Covid-19 pandemic.

Figure 1. Document of UTS Ainul Mardiah
A. The ease of learning Indonesian with online learning during the Covid-19 Pandemic

Based on the data analysis carried out on the answers to the UTS Study Program exam questions on April 17, 2020, it can be seen that the ease with which students learn about Indonesian language lectures in the Covid-19 pandemic is learning more flexibly, independently, being able to study anytime and anywhere, discussions with lecturers. sometimes knowing no time, students receive more learning experiences. This fact is in line with Arnesti & Hamid's (2015) statement in Ericha Windhiyana Pratiwi that the advantages of using online learning are independent learning and high interactivity, able to increase memory levels, provide more learning experiences, with text, audio, video and animation, all of which used to convey information, and also make it easy to convey, update content, download, students can also send e-mails to other students, post comments on discussion forums, use chat rooms, to video conference links to communicate directly.[7] The same thing is revealed that online learning also has the advantage of being able to foster self-regulated learning. The use of online applications can increase learning independence (Oknish, N., & Suyoto, S., 2019). Kuo et al., (2014) stated that online
learning is more student-centered which causes them to be able to bring up responsibility and autonomy in learning (learning autonomy). Learning online requires students to prepare their own learning, evaluate, organize and simultaneously maintain motivation in learning (Sun, 2014; Aina, M., 2016). Sobron, A. N., & Bayu, R. (2019) stated that online learning can increase students' interest, noted Ali Sadikin, et al.[8]

Not being rushed by time to be absent for students is a fun fact. When the lecture is face-to-face, attendance is one of the assessment points and it is agreed upon in the lecture contract, the online lecture cancels all of that. Accidentally, according to the author, online learning has built a spirit of independent learning as echoed by the Minister of Education in commemoration of Teacher's Day 2019. Returning to the historical record in Indonesia, it turns out that independent learning has been initiated by a national education figure, Ki Hajar Dewantara, that independence / the freedom of every child must be given the opportunity to freely develop themselves.[2]

Perhaps the results of observations by researchers and interviews with parents and teachers can describe independent learning. During the pandemic period, learning for elementary schools continued, but what was unique was that schools were no longer used as places of learning. It is the community house that functions as a school. Students' clothes are free, what is agreed upon is the arrival time. This fact was corroborated by an interview with a student's parent named Yuni Vera, that the child studied in groups at a friend's house and the teacher came to the group to guide. Learning is not long, about one and two hours but the child is very excited.

Methods have an important role in online learning, as stated by Hardivizon in his research that methods will influence information; can be received completely or not. In fact, the method is considered more important than the learning material itself.[9] Like doing business, buyers are interested in packaging or selling methods rather than paying attention to the content stored in what is being sold. The method greatly affects the presentation of a material, the more attractive the method, the easier it is to invite students to focus.

Lecture materials are neatly arranged compared to face-to-face because they are all stored and permanent in the WAG, and it is also considered as the convenience of online BI lectures by students. Interesting this student's expression seemed to expose bad habits that do not care about the subject matter that has been studied. Subject matter is an urgent material to be maintained with the aim of students having the opportunity to repeat themselves or in groups. Technology makes it possible to store documents more securely, arranged according to the date they are inputted and in alphabetical order. Technology accustoms human students to live more honest and orderly.

Reducing the burden on parents (no need to pay for transportation costs and boarding fees). This fact illustrates the economic level of this research subject in the middle to lower strata. However, the enthusiasm for their children's education is quite high, reflecting the parents' desire that their children escape ignorance and poverty. The community aspires to a smart Indonesian young generation who will build this nation.

Feeling closer to your parents is also the convenience or positive value of learning online. Before Covid-19, the relationship between children (teenagers) and parents was not full; children go to college and parents work to earn a living. With this pandemic, the attachment of parents and children is more intertwined. As explained by Suci Lia Sari, et al, attachment is a reciprocal relationship between the child and the parent, which is a bond of love and the parent's attitude in caring for the child, this relationship will form an emotional bond between the child and the parent and the child's closeness to the parent is established. creates a sense of security.[10] According to Santrock, strong attachment can protect adolescents from anxiety and feelings of depression or emotional distress associated with the child's transition to adulthood.[10]
B. Obstacles in Learning Indonesian with Online Learning during the Covid-19 Pandemic

Based on a review of the UTS learning outcomes of SPI even semester 2019/2020 students, it can be seen that the obstacles found in online learning are internet signals that are not normal / appear-to-sink, sometimes the signal disappears without cause and sucks up too many pulses. Android ram is small so memory is often full. Electricity that is not fully active is one of the causes of signal loss.

Students feel very burdened because the assignments given by the lecturers are too many. It is difficult to understand the material because it is not received directly from the lecturer. Ahmad Taufiq explained that based on the observations made, very few students seemed serious about their role as students. Some do not have a clear purpose in accordance with their current position. It is quite phenomenal that students carry out lecture activities as a formality and only fill time. From the results of this study it can be understood that the learning culture and science of students are classified as bad. Student learning culture is classified as low, and many read books solely because they are doing assignments given by the lecturer.[11]

The assignments of lecturers are often positioned by students as heavy and unattractive. Researchers often motivate students by saying that assignments are opportunities for independent study and reading lots of books. So, you should be grateful to the lecturer who often gives assignments. Quoted from Yani Fitriyani who wrote that online learning is often required to be more motivated because the learning environment usually depends on motivation and related characteristics of curiosity and self-regulation to involve the learning process.[12]

Another obstacle that students found was the difficulty in finding references to make group discussion papers. In general, lecturers provide a solution to allow students to copy from the internet, something that is not justified in conventional lectures. The Covid-19 pandemic has many messages, one of which is that learning is more democratic, even though in the assessment of lecturers, it is difficult to give an objective score due to the limitations of the situation and conditions.

No less interesting than this research is that almost all students miss campus, face to face with lecturers, and meet their friends, hope and pray for the Covid-19 pandemic. Dinda Aulia said she prefers face-to-face lectures. Because of online learning, the material presented by the lecturer is not fully understood, plus internet facilities must be sufficient. He regretted that because the communication that occurred between lecturers and students only took place in one direction.[13] Another obstacle found by educators in online learning is the difficulty in imparting affective values to students. The absence of face to face makes lecturers prevented from observing what students do, student honesty is difficult to detect.

4. Conclusion

Based on the results of the study it can be concluded that the ease or positive value obtained by SPI study program students in Indonesian language subjects include more flexible learning, able to build independence and responsibility in learning; reduce the burden on parents and be closer to family; not rushed by time for attendance, awakened freedom of learning. The obstacles or constraints found were uneven signals, many students who live far from the reach of the internet. Requires a large quantity of money so it costs a lot of money to buy a package.

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