

To cite this article: Herlina Yasin, Moh. Karmin Baruadi, Hasanuddin* and Fatmah Umar (2022). TEACHING INDONESIAN LANGUAGE IN ONLINE LEARNING AT SENIOR HIGH SCHOOL STUDENTS GORONTALO CITY INDONESIA, International Journal of Education and Social Science Research (IJESSR) 5 (3): 203-214

TEACHING INDONESIAN LANGUAGE IN ONLINE LEARNING AT SENIOR HIGH SCHOOL STUDENTS GORONTALO CITY INDONESIA

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DOI: <http://dx.doi.org/10.37500/IJESSR.2022.5314>

ABSTRACT

The objectives of the research are to find out (1) how the teachers plan online learning in Indonesian language, (2) how the teachers implement online learning of Indonesian language, and how the teachers assess students' achievement in Indonesian language for senior high school students at Gorontalo City. The research used qualitative approach with case study. The informant were teacher and students. Data were collected by using observation, interview, and documents, and data were analyzed qualitatively. The research findings indicated that (1) teachers have done planning for online learning of Indonesian language according to syllabus and lesson plan of Indonesian language at students of senior high schools, (2) the teachers used online learning application when they taught Indonesian language, and (3) the teachers gave assessment to students in order to evaluate the students' learning achievement of Indonesian language. Therefore, online learning of Indonesian language has been done by teachers by applying zoom cloud meeting, google classroom, google form, and WhatsApp for communication.

KEYWORDS: teaching, online learning, e-learning, blended learning

INTRODUCTION

Teaching and learning process in Indonesia since pandemic covid-19 have to be done in online learning where teachers and students were not allowed to face to face learning or offline learning. This happened because pandemic covid-19 made the government of Indonesia to have social distance in order to cut pandemic covid-19 virus to the all community of Indonesia included all students in all level of Education. Gorontalo City Gorontalo Province Indonesia also was one of cities in Indonesia needed to apply regulation healthy protocol of Indonesia.

Teaching and learning process have been done in pandemic covid-19 era where Indonesia has a critical situation for about two years where teaching and learning process in education could not be run well. Hilmiatusaadah (2020) in her research indicated cumulative index prestation raised, but their

performances were still low, because generally many teachers just gave tasks to students and they have limited teaching materials to be accepted. Besides, the teachers have a limited ability to use technology in online learning, and also a limited internet access when online learning processes were implemented. Online learning especially on teaching Indonesian language has a positive and negative impact. A positive impact asked us to be able to apply technology in teaching for instance Indonesian language, to apply technology in assessing our students. Negative impact also happened where teachers and students have no direct interaction and communication each other, and therefore, there were social distances among and it made them far from harmony and closed human relationship. However, these problems have to be solved using learning where teachers, parents, and students had to work together for implementing online learning.

In a planning, Ministry of Education, Culture, and Higher education Research and technology has already made simply curriculum for the all level of educations. For Indonesian language in eleven class consisted of eleven basic competences that have to be achieved, but in pandemic era, there were only seven basic competences that have to be achieved. Therefore, the government called emergency curriculum where teachers designed maximally teaching materials for students in which lesson plan was also made simple to optimize lesson plan with the main topics needed and teaching and learning procedures.

According to results of observation about lesson plan at senior high schools in Gorontalo City indicated that there were 42% synchronized syllabus and lesson plan according to emergency curriculum and there were 58% syllabus and lesson that did not synchronize according to emergency curriculum. In teaching and learning process, teachers used online learning with internet connection where the teachers used zoom cloud meeting, google. Meet, google classroom and e-module. Online learning, teachers applied inquiry, problem-based learning, project-based learning and the same time it was integrated to blended learning and flipped learning. However, many problems were faced by teachers for instance, internet connection is not stabile, lost learning of students where students sometimes are skip their attention in process of online learning, parents' participation is still low, and limited communication between teachers and parents in process of online learning. Therefore, teachers have to use strategies for overcome problems in online learning with applying blended learning with various learning model in planning, implementation, and evaluation. So, focus of the research is how did the teachers plan, implement, and evaluation of online learning of Indonesian language at Senior High Schools students in Gorontalo City? The objective of the research is to find out how did the teachers plan, implement, and evaluate online learning of Indonesian language at Senior High School students in Gorontalo City.

Learning Indonesian language is a process of transfer knowledge and skill or competences that have to be achieved students who took educational programs in which students can achieve learning objectives effectively (Suyono at al, 2011). Teachers had to creative to design learning process related to online learning because online learning generally integrated technology in process of teaching and

learning. Bilfaqih and Qomaruddin (2015) stated that online learning is process of learning that use internet to deliver teaching and learning process by using multimedia technology. For instance, Throme in Kuntarto (2017), Alimuddin, Tawany and Nadjib (2015) and learning referred to learning process by facilitating internet connection where teachers and students communicate among others (Pohan, 2020). Therefore, we need human resources for implementing online learning with technology, and teachers with had high creative contents for teaching and learning process (Imani, 2019, Meidawati et al, 2019).

Online learning can be done according asynchronous learning and synchronous learning. Asynchronous learning is a process of learning that may happen at different time and place that connected by internet connection. On the other hand, synchronous learning process delivered with the same time with teachers and students in process of teaching learning in distance or different place with teachers and students (Sudarsana et al 2020; kemendikbud, 2015; Munawar 2013). Mustofa, Chodzirin, & Sayekti (2019) stated that characteristics of online learning have to be (1) learning materials have to be delivered in texts, graphics, and elements of multimedia, (2) synchronous communication for instances in video conferences, chats rooms, or discussion forum, (3) the contents are easy to update, and (4) improved teachers and students' interaction. Moreover, Rusma in Herayanti, Fuadunnazmi, & Habibi (2017) stated that online learning or e-learning is characterized by interactivity, independency, accessibility, and enrichment and has to be implemented according to a distance learning platform.

Syllabus and lesson plan have to be designed according to principle of online learning (Agustina 2011; Aisah 2011). Lesson plan has to be developed according standard competency and basic competency and teaching materials and strategies, assessment and time allotment used for delivering in online learning process. Syllabus and lesson plan were designed to overcome and manage online learning activities in order to rich learning outcomes (Hanafiah and Suhana, 2012).

Implementation of online learning in 2013 curriculum emphasized on scientific approach where students asked to know and understand teaching material with thematic teaching procedures (Madjid, 2017). Learning activities were organized into introduction, main activities, and closing section. Introduction section is asked students to prepare psychological and physical aspects to learn, give motivation, and give topics to be learnt, and some others. Main activities consisted of activities that teachers did in order to achieve basic competences in which students were active participation and interaction in online learning and did their tasks in each learning contents (Abdul Gafur, 2012; Suryosubroto, 2012). In closing section, teachers summarized contents, gave assessment, gave feedback, and followed up activities for next sections (Rachmawati, 2015). Online learning evaluation referred to what kinds of learning process happened in e-learning that consisted of planning, implementing, and evaluating of online learning process and learning achievement (Arifin, 2013, and Rusman 2013).

Current related research has been done by Kuntarto (2017) discussed about the effectiveness of online learning Indonesian language in higher education. He found that Online Learning Model is effective in teaching Indonesian language in under graduate program, students achieved learning materials about 81%, and students had new experiences in learning Indonesian language that are different with face-to-face learning. Hilmiatussadiyah (2020) focus online learning of Economic education in pandemic era. She found that Cumulative prestation indexes are high, but competence and performance in each material is still low. Perception of students in using application in online learning during pandemic covid-19 by Mulyana, Rainanto, Astrini dan Puspitasari (2020). Mulayana, Rainanto, Astrini, and Puspita Sari (2020) focused on perception of students in online learning application during covid-19 era. They found that there is positive perception of students about online learning. Based on a background, focus, literature review, we drew a conceptual framework as in the following diagram.

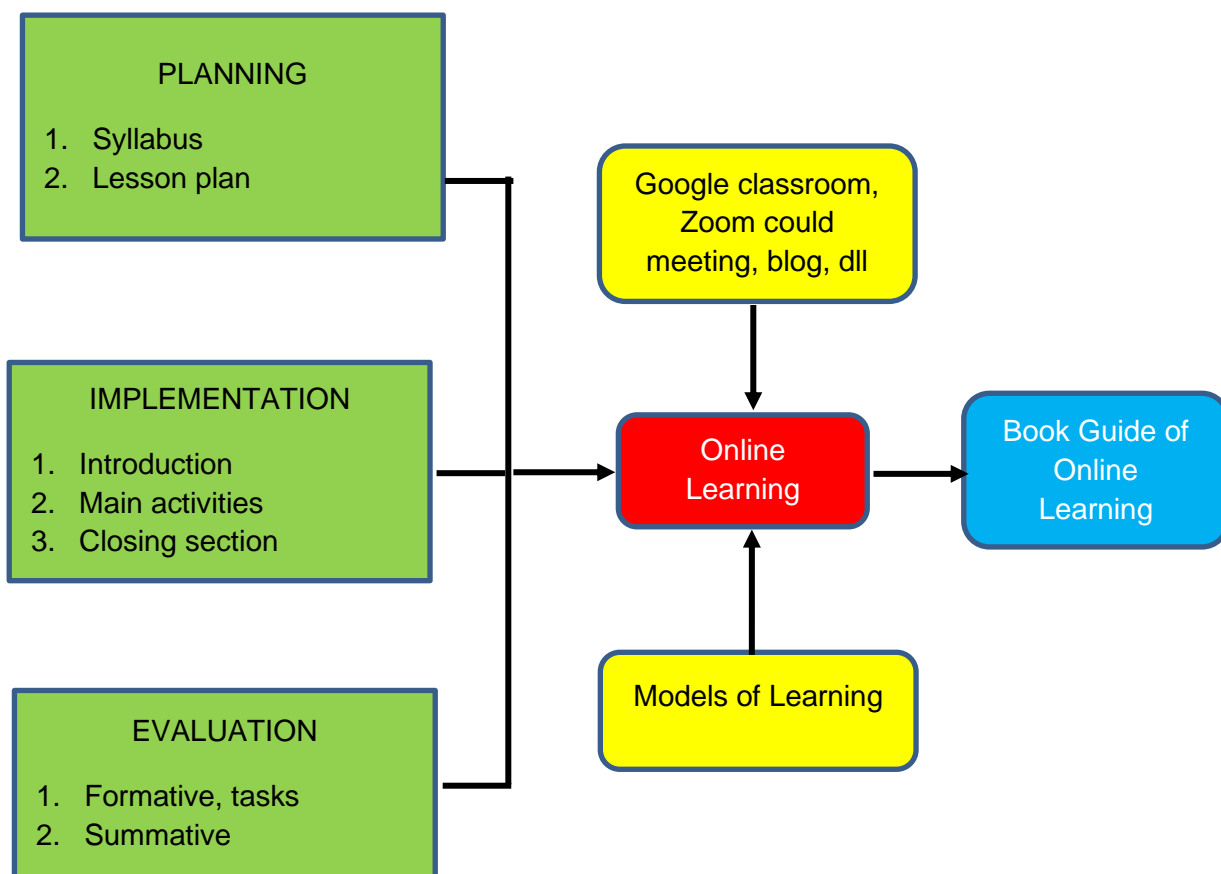


Figure 1. Conceptual Framework

METHODS

This research used a qualitative approach with case study (Sugiyono, 2017). A case study of online learning in Indonesian language at Senior High School Students in Gorontalo City Indonesia.

Qualitative research design with phenomenon data in online learning of Indonesian language (Moleong, 2017). Procedures of research were preparing, implementing and analysis, and writing a report. Data and sources were teachers of Indonesian language and students who were learning Indonesia language at Senior High Schools in Gorontalo City when teachers implemented online learning.

Procedures of data collection were interview to gain data related implementation of online learning of Indonesian language. Structured interview was done by preparing questions related to focus of the research, and indicators need to be verified and clarified. Observation is done to observe online learning process that occurred in online learning where planning, implementing, and evaluating run according to online learning platform. Supporting data were also documents to explore syllabus and lesson plan that have been created by teachers. Finally, the researcher used also field note to check and recheck data were needed to validate sources of data.

Data analysis were done by data reduction in which the researcher identified data need, selected data. Data display were done grouping data according to the focus of the research. Main indicators of each focus would be clear and would be made a conclusion. In conclusion, we would find pattern of research findings, problems and solution related to online learning of Indonesian language of Senior High Students at Pandemic Covid-19 era in Gorontalo City Indonesia. Validity and reliability data were checked their credibility, transferability, and confirmability with different sources of data triangulation.

FINDINGS AND DISCUSSION

Online learning of Indonesian language at Senior Haigh School students in Gorontalo City has been done by Indonesian language teachers. There are three focuses of research have been done. They were planning of online learning of Indonesian language, implementation of online learning of Indonesian language, and evaluation of online learning of Indonesian language. According the research findings indicated that teachers have already planned, implanted, and evaluated of online learning of Indonesian language at Senior High School students in Gorontalo City.

Online Learning Planning of Indonesian Language

Online learning planning of Indonesian during pandemic covid 19 was done by an individual teacher or group like Musyarah Guru Mata Pelajaran (MGMP), Indonesian language teacher association. Syllabus was made according to direction of Ministry of Education, Culture, Research and Technology. Syllabus was written by exploring standard competency and basic competency, contents, learning activities, learning achievement, and sources of learning. Syllabus that was developed has related to school characteristics. Syllabus was written according to characteristics of online learning platform media for instance, google classroom, google. meet.

Beside syllabus design, in planning process, teachers also wrote lesson plan. Lesson plan was composed according a syllabus and basic competence of Indonesian language. Lesson plan was supported by media of learning, source of learning in which were applicable to online learning platform. Lesson plan was supported by internet connection in online learning process. Teaching materials were supported by e-book, e-LKPP. Teaching and learning process was done by applying online learning media for instance, google classroom, google meet.

Based on syllabus and lesson plan of learning Indonesian Language, we displayed diagram in the following.

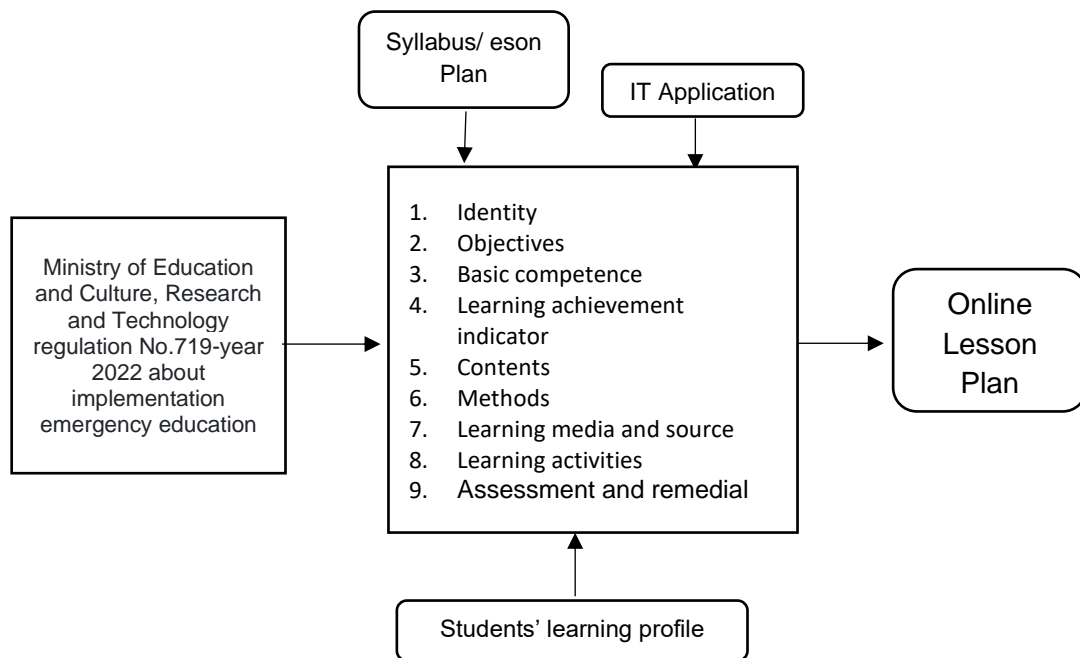


Figure 2 Syllabus and Lesson Plan Development

Online Learning Implementation of Indonesian Language

Referred to Ministry of Education, Culture, Research and Technology regulation No.719 year 2020 about how to implement curriculum in education emergency condition especially in corona virus condition. This regulation was supported also by Decision of Ministry of Education, Culture, Research and Technology and Ministry of Home Affair Republic Indonesia No.384 year 2021 about implementation education in pandemic covid-19 situation.

Implementation of online learning of Indonesian language was used blended learning in which the teachers used limited face to face learning and online learning by using internet connection and media

application. Google classroom, and google meet and other application were used to support online learning process. Teaching materials with internet based were prepared e-book, e-module, e-LKPD and video.

Implementation of online learning of Indonesian language used computer with internet connection. Every student has to have a computer individually that can be used to access media application for online learning. The teachers have already inserted teaching materials in google classroom before online learning was begun. Techers were facilitator in the process of online learning.

There were 3 activities in online learning implementation. First, Introduction or opening session where the teacher opened the online learning class that have been prepared, gave appreciation and motivation, gave information about the topic to learnt. Second, main activity was done by sending materials to media online learning platform. Teachers gave link internet access that can opened by students. Online learning was delivered synchronous or asynchronous learning and according a schedule that online learning of Indonesian language. Finally, closing session was activity where teachers gave evaluation and reflection.

Referred to the implementation of online learning of Indonesian Language, we presented with blended learning by combining offline or face to face learning and online learning by using internet and supported by media application for learning. We figured out as in the following.

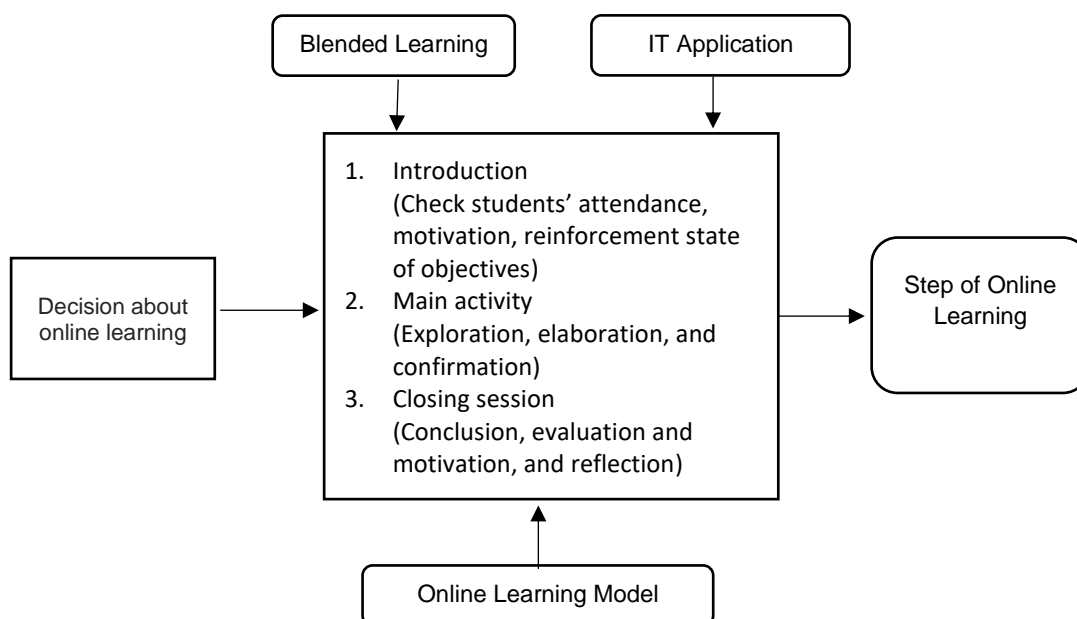


Figure 3 Implementation of online learning of Indonesian Language

Online Learning Assessment of Indonesian Language

Online learning Assessment of Indonesian Language was done by teachers of Indonesian language where the teachers used portfolio, performance assessment, product assessment, and practice for language skills. Assessment was given directly by teachers and students were asked to come in 7 students in each group to have assessment that have been arranged and informed to students when online learning was doing.

Language skills assessment that consisted language receptive and productive skills were assessed according to basic competence and learning achievement of students that based on syllabus and lesson plan of Indonesian Language. Creativity of the teachers to make assessment in online media platform like google classroom and google form was done. Besides, the teachers created assessment for language skills for giving homework for students in offline session. However, this assessment is still limited to explore the all criteria needed to maximize language skill assessment.

Project based learning-based learning was also assessed according to what kind of project given to students. Students were given opportunity to do a project in limited time, with some activities, for instance, project for data collection, data analysis and interpretation, conclusion and writing report. The teachers appreciated this project in the context of writing skill and reading skill. The assessment used criterion references in which students made step of planning, implementing, and reporting. Beside project-based assessment, students were also assessed their cognitive, aptitude, attitude, social and spiritual behavior that were done by observation.

Based on Online learning assessment of Indonesian Language, we summarized components of assessment as in following.

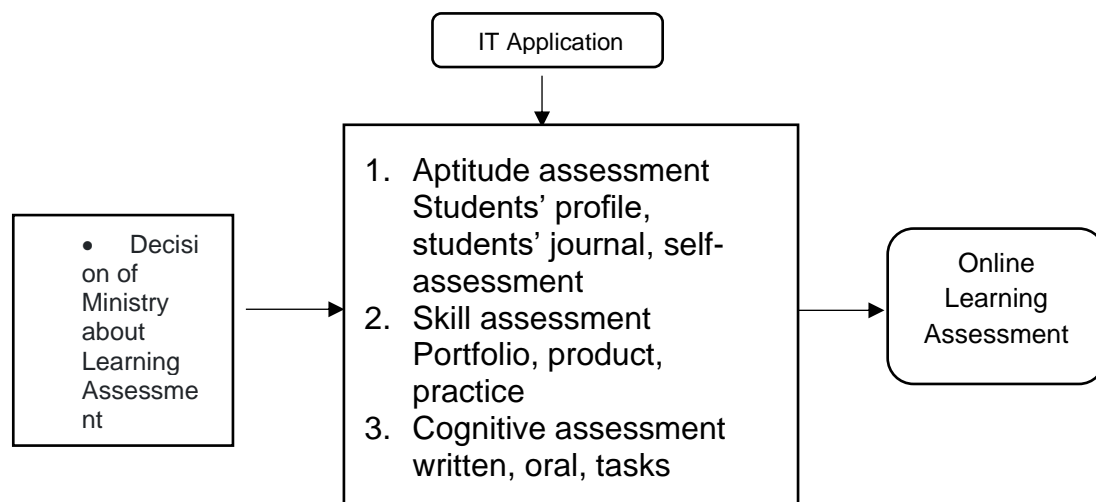


Figure 4 Online Learning Assessment components

Based on figured 4, we can summarize that online learning assessment can be done and supported by Decision of Ministry of Education and Culture about the regulation of assessment in 2013 educational curriculum that consisted of cognitive, knowledge, skills, and attitude and aptitude. Aspects of skills in Indonesia Language referred productive skills (writing and speaking), and receptive skill (reading and listening) that can be assessed through portfolio, practice, and product assessments. Knowledge assessment was done using written, oral, and task assessments, while aptitude assessment was delivered in observation to students in online learning and offline learning.

CONCLUSION

Online learning planning of Indonesian has been done by teachers of Indonesian language. The teachers developed syllabus and lesson plan for planning implementation where teachers combined online learning and offline learning so called blended learning. The teachers used online learning platform with internet connection and supported by media online learning like independent learning platform, and google classroom, and others. Online learning implementation of Indonesian language has been done by teachers according syllabus and lesson plan with online learning and offline learning. Online learning assessment was done by teachers according to regulation of online learning and offline learning and criteria for assessment of students' learning achievement of Indonesian language.

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