

Info Artikel

Diterima : 2 Agustus 2021

Disetujui : 17 Januari 2022

Dipublikasikan : 30 Juli 2022

## The Problems in Indonesian Language Teaching During the Covid-19 Pandemic (Permasalahan Pembelajaran Bahasa Indonesia pada Masa Pandemi Covid-19)

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**Abstract:** *The rationale behind this study was the occurring problems in online teaching and learning of Indonesian during the Covid-19 pandemic. The purpose of this study was to investigate the problems in Indonesian teaching and learning during the Covid-19 pandemic at SD Negeri 02, North Samarinda in the 2020/2021 academic year. This study applied a qualitative approach. The instruments used were interviews and documentation. The results of the study showed that there were existing problems in Indonesian language teaching and learning during the Covid-19 pandemic at SD Negeri 023, North Samarinda in the 2020/2021 school year. The problems identified were mostly related to the students. First, they were reluctant to read Indonesian textbooks. Additionally, they spent more time playing at home. It was unfortunate since to understand Indonesian, students should read Indonesian language textbooks more frequently. Besides, parents share the responsibility to supervise and control their children to learn how to read textbooks on Indonesian. Therefore, well-organized cooperation among the classroom teachers, parents, and students is needed to minimize the problems. Hence, Indonesian language teaching and learning will create better outcomes.*

**Keywords:** *learning problems, indonesian language, online learning*

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**Abstrak:** Penelitian ini dilatarbelakangi adanya permasalahan dalam proses pembelajaran Bahasa Indonesia yang dilakukan secara daring pada masa pandemi Covid-19. Tujuan dari penelitian ini untuk mengetahui permasalahan pembelajaran Bahasa Indonesia pada masa pandemi covid-19 di SD Negeri 023 Samarinda Utara tahun pembelajaran 2020/2021. Penelitian ini menggunakan pendekatan kualitatif. Instrumen yang digunakan adalah teknik wawancara dan dokumentasi. Dari hasil penelitian ditemukan permasalahan dalam pembelajaran Bahasa Indonesia pada masa pandemi Covid-19 di SD Negeri 023 Samarinda Utara tahun pembelajaran 2020/2021. Adapun permasalahan tersebut adalah para siswa masih bermalas-malasan dalam hal membaca buku pelajaran Bahasa Indonesia. Para siswa lebih banyak menghabiskan waktu bermain di rumah. Padahal di dalam memahami materi bahasa Indonesia, para siswa seharusnya rajin membaca buku teks Bahasa Indonesia. Selain itu, orang tua harus lebih mengawasi dan mengingatkan anaknya untuk belajar membaca materi-materi pelajaran Bahasa Indonesia yang disampaikan. Oleh sebab itu, diperlukan kerja sama yang baik antara guru kelas, orang tua, dan siswa agar permasalahan tersebut dapat diminimalisasi sehingga pembelajaran Bahasa Indonesia menjadi lebih baik lagi.

**Kata Kunci:** permasalahan belajar, Bahasa Indonesia, pembelajaran daring

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## Introduction

Indonesian is one of the school subjects that students should learn in elementary schools of all grades (Subakti, H. et al., 2021). Fundamentally, learning and teaching Indonesian means teaching the skills to improve proficiency in using Indonesian according to its purpose and function (Nababan, E. B. et al., 2021). During the outbreak of Covid-19, formal and non-formal educational institutions shifted from face-to-face learning to online learning. The transition from direct learning to online learning brings impacts and obstacles for teachers (Panggabean, S. et al., 2021).

In its practice, online teaching and learning of Indonesian are highly dependent on internet access. Therefore, teachers try their best to give students a thorough understanding of Indonesian language subject. The teacher delivers the materials through Whatsapp application.

Learning is a process during which an individual is trying to change his behavior as a whole, which is a result of his own experience in interaction with his environment (Cecep. et al., 2021). Many still believe that learning is simply memorizing or collecting facts presented in the form of data or lesson modules (Utami, et al., 2021). Those who think this way generally feel proud when their children can verbally reiterate the data contained in the textbook or what is taught by the teacher. The purpose of learning itself can be referred to as a condition in which the behavior of the individual changes after experiencing the learning (Siregar, R. S. et al., 2021).

Regarding the basic concept of learning, learning is an activity conducted to interpret the fundamental factors in the

implementation in all kinds and levels (Siregar, R. S., et al., 2021). Therefore, the success or failure of achieving learning objectives is highly dependent on a learning process that students experience, whether in school or at their own home or family (Subakti, H. et al., 2021). To sum up, learning is an activity carried out by someone intentionally to obtain a concept, understanding, or knowledge to allow a person to change behavior in a more positive way of thinking, feeling, or action.

A learning problem is a particular condition experienced by students which creates difficulties in a learner's way to obtain new changes in behavior as a whole (Cecep. et al., 2021). The educational problems are not only experienced by low achieving students but also those who have abilities above the normal average, known to be smart or intelligent. To help create a good process to achieve the ational education goals, teachers and parents should work together to solve the problems. One of the goals is to raise well-educated students who have good behavior. The teachers' responsibility to educate the young generation should be supported by good cooperation in solving the problems in education (Ramadhan Y. R. et al., 2021).

The existing problems related to poor internet networks and limited accessibility in some aspects have driven teachers to reconsider the Indonesian lessons before delivering them to the students. This condition should receive more focus since it affects the process of Indonesian language learning. Based on the aforementioned issues, this study aimed at investigating the main problems in learning Indonesian at elementary school level during the Covid 19 pandemic.

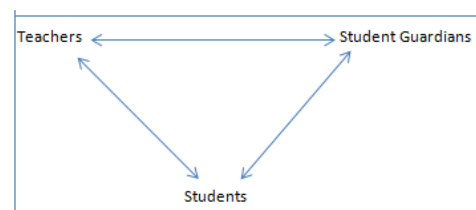
## Research method

In this current study, the researchers used qualitative research. It is described as a naturalistic research method (Subakti, H. et al., 2021). This research was conducted at SD Negeri 023 North Samarinda. The research started from March to May 2021.

The subjects in this study were an Indonesian teacher of class V. The participants in this study were 5 students in grade five at SD Negeri 023 North Samarinda.

The data collection technique of this research applied structured interviews and documentation. In the next step, the researchers carried out data analysis through 4 stages, namely: (1) data collection, in the form of interviews elicited from the three sources, namely teachers, students, and student guardians. After conducting the interview, the researcher used the technique of documentation to support the interview results through interview recording, written note, photos during the interview, and other documentation needed by the researcher as supporting data, (2) data reduction, it is done by sorting the essential data and summarizing them, (3) the presentation of the data by using a narrative text, and (4) drawing conclusions from the results of the reliable data.

The researchers checked the validity of the data by means of triangulation of sources. The validity of the data in this study was carried out by checking the source of the data obtained to make a comparison (Subakti, H. et al., 2021).



Picture 1. Triangulation of Data Source

## Results and Discussion

The current research was conducted at SD Negeri 023 North Samarinda, which was established in 1998 on an endowed land. The school is located at Jalan Solong Durian, North Sempaja Village, North Samarinda District, Samarinda, East Kalimantan. The institution is chaired by Mrs. Luhung Aran, S.Pd. There are 15 teachers assigned in this school. Eight of them are civil servants (PNS) while seven others are non-permanent teachers. Each class consists of 30 students on average and 12 study groups. The school is considered as a good institution as it has been accredited B from the government.

The school has a vision is to adopt character education, run well-established administration, and raise students with the spirit of IPTEK, IMTAQ, and care for the environment.

The school has a mission to improve teacher professionalism in elementary school level, assign teachers based on their professional position proportionately, implement learning and teaching based on the student needs, foster a spirit of good competition, creativity and variation, set an example of faith and piety to students, improve infrastructure, keep the good relationship in the workplace among educational staff and all stakeholders, make the school a good place for everyone by maintaining an orderly, clean, tidy and comfortable environment.

The main findings in this study are as follows.

### **The fulfilment of Indonesian language learning**

Based on the results of the interviews, it was concluded that the teaching and learning of Indonesian language was administered every day by teachers and students. The learners were reported to receive more expanded knowledge through online learning. Moreover, in each meeting students were instructed to do assignments and collect them through the Whatsapp application.

### **The atmosphere in the online learning of Indonesian language**

Based on the results of the interview, it was concluded that the majority of the students felt comfortable during the Indonesian online learning since they found the activities provided by the teacher were interesting, even though several obstacles occurred.

### **Students' sense of responsibility in the assignment submission**

Based on the results of the interview, it was concluded that the students responded to the material and assignments well. The responses of students in learning were also varied, for example some students prefer to watch learning videos while others like reading better.

### **The preparation for Indonesian language learning**

The results of the interview demonstrated that the assignment was given on daily bases during the online class. However, in this distance learning

some students faced a number of challenges and obstacles. For instances, the cellphones were used by their parents who were who were at the workplaces. Therefore, they should wait until their parents came back in the evening or even at night to submit assignment. Moreover, since the tasks were sent via WhatsApp, they did not understand as the material presented was difficult to understand and the language used in the book was sometimes difficult to understand. In this case, teachers should help students by explaining the content before delivering it to the students.

### **The students' motivation in learning**

Based on the results of the interview, it was concluded that the students were less enthusiastic in online learning since they found it boring studying at home as they could not interact directly with their friends.

### **The problems occurring in learning**

The interviews results indicated that students did not understand the good writing according to the academic writing rule, such as the use of capital letter in for proper name.

### **Students' participation to actively ask for comprehension during learning**

Based on the results of the interviews, it was concluded that the students frequently asked the teachers to check their understanding in Indonesian language learning. They did well in assignments. However, it was not clear for the teacher whether the students really understood the material or assignments.

### **Challenges in learning**

Based on the results of the interviews, it was concluded that the difficulty faced by students in learning was the learning materials that was difficult for them to understand. Hence, they needed guide from the teacher. Moreover, there was no learning motivation due to the absence of friends, so they became less enthusiastic. Lastly, they were reluctant to read books. Instead, they preferred to use their gadgets or cell phones for fun, watch YouTube, and play games.

### **Learning outcomes**

Based on the results of the interviews, it was concluded that almost all of the students achieved good scores in Indonesian language learning since they were assisted by their parents at home.

The teaching and learning of Indonesian were carried out online by teachers and students. It can be concluded that online learning and teaching of Indonesian were supported by the conditions and atmosphere. However, several problems occurred, for instance, some students felt bored, so they were not active in online learning.

The responses given by students towards the material provided were quite good. The responses of students in the teaching-learning process were also very diverse. Some students preferred to watch Indonesian learning videos while others like reading textbooks better. This is in accordance with the theory put forward by (Wulandari, 2020).

The assignment of the lesson was given in each meeting. However, because the learning process was carried out remotely, some students experienced problems in working on and collecting

them. The cause of this problem was that the devices they needed to send the assignment were being used by their working parents. In some cases, students had problems in understanding, so they have to ask their parents when given assignments via WhatsApp. They did not fully understand because some topics were difficult to understand. This is in accordance with what was stated by (Pohan, A. E., 2020).

In general, there are several other obstacles faced by the students during the online learning. One of the examples was that students found it boring to study at home because they could not interact directly with their friends. This finding confirms the statement by (Sur et al., 2020).

The students' level of participation during the Indonesian language learning process was categorically high. Students are also diligent in doing the assignments given. However, the teacher does not fully know whether the students understand or not about the material or assignments given by the teacher. This finding confirms the statement by (Kholifah, N. et al., 2021).

The main constraints experienced by the students in learning Indonesian language were (1) Lack of learning motivation because there were no other students around, which made them less enthusiastic, and (2) Students were reluctant to read Indonesian textbooks. Instead, they preferred to play games on their devices. This finding supports the theory put forward by (Anzar & Mardhatillah, 2017).

The final results of the learning process of Indonesian are the reflection of the quality of the process. All parties, such as teachers, students, and parents have equal responsibility to create the optimum



results. The role of parents and teachers determines the outcome of learning Indonesian language.

The results of this study are supported by research conducted by Handayani E. S. & Subakti H., (2020) entitled "Analysis of Indonesian online learning during the Covid-19 pandemic at SDN 027 Samarinda Ulu." This study aimed to investigate the problems faced by students during online learning at home. So the researchers here examined the problems in learning Indonesian during the Covid-19 pandemic. The result of this study showed that online learning in Indonesian has become fairly effective learning applied by teachers and students during the COVID-19 pandemic.

### Conclusion

Based on the results of the discussion regarding the problems of Indonesian teaching and learning during the Covid-19 pandemic at SD Negeri 023 North Samarinda students for the 2020/2021 academic year, it can be concluded that:

1. The online learning and teaching of Indonesian for class VB students at SD Negeri 023 North Samarinda for the 2020/2021 academic year were generally well established.
2. Collaborative strategies among the teachers, parents and students are highly needed in overcoming the problems occurring during the online learning and teaching of Indonesian at SD Negeri 023 North Samarinda.

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