

Student Assessment of Online Learning of MKWK Indonesian Language In The New Normal Era

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Abstract. The purpose of this study is to describe student assessment of the implementation of this lecture. This research is descriptive research with data collection techniques through Google Forms. The respondents were IPB Vocational School students for the 2021/2022 academic year. The number of students who filled out the questionnaire was 92. As a result, in blended learning, students preferred the offline one; the obstacles faced when online are internet connections and other supporting facilities, while offline is the distance traveled; the material that should be given offline is writing and speaking, while online is PUEBI; writing material is material that is difficult to understand both online and offline; boredom in learning caused by lecturer teaching techniques; activities that are carried out when there are obstacles and boredom vary. This research aims to find the causes of students' constraints and boredom in blended learning.

Keywords: activity; blended; boredom; MKWK-BI; obstacle

Asesmen Siswa Pembelajaran Daring MKWK Bahasa Indonesia di Era New Normal

Abstrak. Tujuan penelitian ini adalah untuk mendeskripsikan penilaian mahasiswa terhadap pelaksanaan perkuliahan ini. Penelitian ini adalah penelitian deskriptif dengan teknik pengumpulan data melalui Google Form. Respondennya adalah mahasiswa Sekolah Vokasi IPB tahun ajaran 2021/2022. Jumlah mahasiswa yang mengisi kuesioner 92. Hasilnya, pada pembelajaran blended mahasiswa lebih suka yang luringnya; kendala yang dihadapi saat daring adalah koneksi internet dan sarana pendukung lainnya, sedangkan saat luringnya adalah jarak tempuh; materi yang sebaiknya diberikan saat luring adalah menulis dan berbicara, sedangkan saat daring adalah PUEBI; materi menulis merupakan materi yang sulit dipahami baik secara daring maupun luring; kebosanan dalam belajar disebabkan teknik mengajar dosen; aktivitas yang dilakukan saat ada kendala dan bosan berbeda-beda. Implikasi penelitian ini adalah ditemukannya penyebab kendala dan kebosanan mahasiswa dalam pembelajaran blended.

Kata kunci: aktivitas; *blended*; kendala; kebosanan; MKWK-BI

INTRODUCTION

The Director General of Higher Education Ministry of Education and Culture Number 84/E/KPT/2020 concerning Guidelines for Implementation of Compulsory Courses in the Higher Education Curriculum (MKWK) has regulated four compulsory courses given in tertiary institutions, namely 1) Religion, 2) Pancasila, 3) nationality and 4) Indonesian (Dirjen Dikti, 2020). Semester credit units are a minimum of two credits. They include six substances: 1) the nature of Indonesian as the unified language and the national language, 2) exploring texts in academic life, 3) exploring the world of literature, 4) designing research proposals and activities, 5) reporting research results and activities, and 6) self-actualization in the form of scientific articles. The materials must also include values: 1) local wisdom, 2) drugs, 3) morals, 4) defending the country, 5) love for the motherland, 6) environmental preservation, 7) disaster response, 8) radicalism, 9) tax awareness, and 10) anti-corruption (Dirjen Dikti, 2020). Indonesian language material as a compulsory curriculum subject (MKWK) can be provided in text form that contains national characters and is tax-aware (Mu'minin, Mulyani, & Sarujin, 2020). The materials provided in MKWU Indonesian foster a sense of nationalism, a sense of pride in their language and nation, and an honest attitude (Nuryani & Bahtiar, 2019). Both lecturers and students strongly agree and require that the texts provided in Indonesian MKWK teaching materials at IPB contain the values of national character (Defina, 2017). For this reason, Indonesian language MKWU textbooks based on character education and oriented to local wisdom need to be developed and implemented (Gunawan & Hidayatullah, 2020).

Based on the Decree of the Director General of Higher Education, it can be seen that Indonesian is a subject that must be given in tertiary institutions, and the material is more aimed at self-actualization

abilities in the form of academic articles through library learning and still paying attention to national values. Previously, Dikti had also published the MKWK book for Indonesian. The use of this book has also been researched. To assist students in academic writing, the MKWU Textbook Indonesian Language: Self-Expression and Academics, published by the Directorate General of Higher Education, is a textbook that is considered very appropriate and relevant. However, until now, an assessment based on use in the field does not exist and must be carried out because only a few universities use it (Hidayat, Asyhar, Suyanu, Nazir, & Murahim, 2021). That is, learning in Indonesian MKWK, a team of university lecturers compiles their teaching materials. Like at the Vocational School of IPB, the Indonesian Language MKWK Lecturer team has also compiled teaching materials and implemented them in teaching. The materials are 1) PUEBI (including the Indonesian motto and meaning, number symbols, punctuation marks, abbreviations, and acronyms); 2) grammar (standard, non-standard words, terms, choice of words or diction); 3) sentence structure (single sentences, compound sentences, and effective sentences); 4) writing (paragraphs; types of writing; scientific papers; correspondence); 5) oral presentation and slides (Defina et al., 2019).

As with other courses in tertiary institutions, Indonesian courses also apply to online (in-network) learning. Research on learning Indonesian online has also been extensively researched. In Indonesian language lectures in undergraduate programs, online learning models are more effective, and students can absorb more than 81 percent of lecture material (Kurtarto, 2017). In Indonesian language lectures in undergraduate programs, online learning models are more effective, and students can absorb more than 81 percent of lecture material (Syanurdin, 2019). Online

teaching and learning will be more interesting for students if the media can foster learning motivation (Irawatie, Iswahyuni, Anagusti, & Afriani, 2021). In online learning, internet network constraints can be overcome by providing material like slides (power points) with audio recordings that are more easily accessible using a weak internet network (Ernawati, 2020). For online learning to go well, the digital competence of Indonesian language lecturers must be able to create creative learning, both in the areas of language and literature and as a facilitator (Hanum, Harahap, Hsb, & Hasibuan, 2020). Language learning, offline and online, must be according to the curriculum. The transition of learning from offline before the pandemic to online during the pandemic and then post-pandemic hybrid certainly requires adjustments for students. At first, language learners like offline, then get used to online, then get used to hybrid learning again. Face-to-face learning tends to be language teaching and learning that students prefer (Janssem, 2021).

Meanwhile, there are several obstacles in online language learning, such as poor internet connection, adjusting the use of technology, and accessing assignments (Ruiz-Alonso-Bartol, Querrien, Dykstra, Fernández-Mira, & Sánchez-Gutiérrez, 2021). Furthermore, even in language learning, both offline and online, there must be an interaction between teachers and students and between students. Lack of interaction in learning will make students less motivated (Lin, Zhang, & Zheng, 2017). In addition, students must actively participate in learning. According to Derakhshan, Kruk, Mehdizadeh, dan Pawlak (2021), lack of student participation and technical difficulties are the main causes of boredom.

In early 2022, pandemic cases started to decrease. Learning has also been carried out with a combined offline and online (hybrid) system. Likewise, at IPB, especially at the Vocational School of IPB,

learning MKWK Indonesian for two study programs (computer engineering and informatics management). The application of online and offline learning is during practice. The process of implementing online-offline combined learning in this practicum class has yet to be discovered with certainty. Based on the results of searches via the internet, research has yet to be found on implementing post-pandemic combined online-offline learning, especially for MKWK-BI. For this reason, it is necessary to conduct research on implementing a combined online-offline MKWK-BI practicum based on student assessments.

METHODS

This study used a cross sectional research design and was conducted for one month. Data was collected in early July - early August 2022. The population in this study was students of the Computer Engineering (Tek) and Informatics Management (Inf) Study Program, Vocational School of IPB, who took part in online learning of Indonesian Language Compulsory Curriculum Subjects (MKWK-BI) and offline (hybrid). The MKWK-BI is given in the even semester of 2021/2022 in February-June 2022. Each study program consists of two large classes with a total number of students of approximately 200 people. Each major class is further divided into two practical classes so that there are 8 practicum classes.

The sampling technique is a voluntary sampling method. The number of respondents who filled in was 92 people. Data is collected using Google Forms. Dissemination of the Google Form questionnaire via WhatsApp (WA), namely through the Head of Informatics Management Study Program, Indonesian Language MKWK lecturer who teaches Informatics Management and Computer Engineering classes and through the class person in charge (PJ) Inf and Tech.

The questionnaire consists of closed and open questions. There are 14

groups of questions for closed questions. The fourteen questions related to 1) liking, 2) effectiveness, 3) attractiveness, 4) motivation, 5) interactive, 6) interaction, 7) participation, 8) learning styles, 9) collaboration, 10) project-based tasks, 11) independent assignments, 12) exams, 13) constraints, and 14) boredom. The scale used is a Likers scale of 1-5. The scale for negative questions about constraint and boredom was 1 = always, 2 = very often, 3 = often, 4 = sometimes, 5 = never. The scale for positive questions is 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. Furthermore, for the open filled questionnaire, there are also 14 questions.

Data obtained from survey results and processed in Microsoft Excel through the process of editing, scoring, data entry, cleaning, analyzing and interpretation of data. After the survey data was processed using Microsoft Excel, the data was analyzed using the Statistical Package for Social Science (SPSS) 25.0 for Windows. Data analysis carried out in this study was a test of reliability and validity. The results of the reliability test on the 14 indicators of the stages of the learning process already have a Cronbach Alpha of 0.843 (student perceptions of the online learning process) and 0.866 (student perceptions of the offline learning process). In addition, in the validity test, each indicator is ≥ 0.3 (valid). Trials were conducted on 30 respondents with actual criteria. Furthermore, the analytical tool used in this study is descriptive. Descriptive data analysis was carried out to find out the description related to the distribution of

all the variables used. Furthermore, the results of the analysis are presented in tabular form.

All indicators of the stages of the learning process are presented using the top two boxes and bottom two boxes methods. Top two boxes means combining respondents who answered strongly disagree and disagree to disagree, while bottom two boxes means combining respondents who answered agree and strongly agree to agree. Likewise with the answer choices never and rarely become rare, and often and always become often (Anggelina & Japariato, 2014)

RESULT AND DISCUSSION

Description of Respondents and Online Learning Platform

All INF and TEK students received KMWK-BI in semester IV, consisting of 8 MKWK-BI practicum classes. More than half of the respondents whose MKWK-BI learning activities were more than six meetings received face-to-face learning: seven and more than seven meetings with 14 online-online meetings apart from the midterm exams (UTS) and final semester exams (UAS). Most respondents did not have teaching materials in the form of practicum modules provided by the instructors, and they made more use of the training provided in G-Forms and Edmodo.

There is more than one platform used in online learning. The most used platform is Zoom, and after that, WAG (WhatsApp Group). In contrast, the least used platform is Edmodo (Table 1).

Table 1. Online Learning Platform

Online Learning Platforms	Use		Do not use	
	n	%	n	%
Zoom	82	97.8	2	2.2
G-Meet	20	22.2	72	77.8
G-Class	31	34.4	61	65.6
WAG	51	55.6	41	44.4
Edmodo	12	13.3	80	86.7

The online learning platform that is often used is Zoom. Zoom is often used, but the WA platform is much more frequent (Nugroho, Wati, & Dianastiti, 2020); 100 percent of students and teachers use WA (Mishra, Gupta, & Shree, 2020). So, it must be accepted that online learning also uses other platforms, such as WAG. WA, like e-mail, is another supporting tool for online learning because these facilities can be accessed using personal computers and smartphones connected to the internet network (Ernawati, 2020).

Comparison of Online-Offline Learning (hybrid)

All respondents approved offline learning for all the learning indicators given to students. More than two-thirds of respondents agree with offline learning. In addition, more than four-fifths agree that they can interact with classmates, learn interactively, do individual assignments, collaborate, do project assignments, do exams, and motivate learning in offline learning (Table 2).

Table 2. Student Assessment of Online and Offline Learning

Indicator	Statement	Online Learning			Offline Learning		
		1 (%)	2 (%)	3 (%)	1 (%)	2 (%)	3 (%)
favorite	love learning	44.4	27.2	68.5	2.2	20.7	77.2
effectiveness	effective learning	7.6	33.7	58.7	2.2	23.9	73.9
attractiveness	interesting learning	15.2	31.5	53.3	0	20.7	79.3
motivation	motivating learning	9.8	32.6	57.6	0	17.4	82.6
interactive	interactive learning	6.5	25.0	68.5	1.1	12.0	86.9
learning style	learning according to my learning style	16.3	32.6	51.1	3.3	23.9	72.8
participation	can participate actively	6.5	30.4	62.9	4.3	22.8	72.8
interaction	interact with the theme	21.8	29.3	48.9	0	10.9	89.1
	interact with the dose	13.0	27.2	59.8	1.1	16.3	82.6
collaborate	can collaborate	6.5	16.3	77.1	0	14.1	85.9
independent task	doing assignments/ exercise	1.1	13.0	85.9	1.1	14.1	84.8
project tasks	work on project-based assignments (videos and term papers).	2.2	12.0	85.9	0	17.4	82.6
exam	can do the exam	1.1	7.6	91.3	1.1	18.5	80.4

Description: 1=disagree, 2=neutral, 3=agree

Respondents' ratings were almost the same for constraints and boredom in offline and online learning, often (12%) offline and often (18.5%) online. However, respondents still experience obstacles more often in online learning than offline. Likewise, with boredom, there are still more respondents who often experience boredom in online learning, namely, 19.6 percent often online and 10.8 percent offline.

More than half of students said they liked offline and online learning. Even so,

the percentage is more who like offline learning. It is in line with the findings of Baloran (2020) that more than half (530 students studied in the Philippines) choose to study offline. On the other hand, this finding is different from Atqia, Hendrawanto, dan Alimatussa'diyah (2021) findings that students preferred offline learning at the beginning of the pandemic. However, they were used to online learning at the end of the pandemic. Online-offline learning methods can be applied during the co-19 pandemic to

overcome student boredom while studying online (Arifin & Abduh, 2021); post-Covid-19 pandemic, online-offline learning is considered better than online-only or offline-only learning (Gultom, Sundara, & Fatwara, 2022); a significant increase in students' ability to write scientific articles when using the online-offline learning model compared to before using this learning model (Burhanuddin, 2021); online-offline learning is very effective, efficient to improve students' ability to be fun (Nurhadi, 2020)

Given Materials and Difficult Materials

The materials provided in learning MKWK Indonesian are grouped into five categories:

1. PUEBI includes letters, punctuation, number symbols, and abbreviations-acronyms.
2. Word order includes standard, non-standard words, derived words, borrowed words, and diction.
3. The sentence structure includes single, compound, and effective sentences.
4. Writing includes writing paragraphs, texts/writings, letters, simple scientific works, citations, and a bibliography.
5. Speaking, including compiling slides and presenting papers.

Of the five groups, students suggested PUEBI material could be provided online. In contrast, students prefer to give it offline for speaking material, word order, and sentence structure (Table 3).

Table 3. Suggestions for Providing Materials for Online and Offline Learning

Indonesian material that should be given online	Yes		No	
	n	%	n	%
PUEBI	69	75.0	23	25.0
Word Order	27	29.3	65	70.7
Sentence Order	32	34.8	60	65.2
Write	43	46.7	49	53.3

Indonesian material that should be given online	Yes		No	
	n	%	n	%
Speak	6	6.5	86	93.5

After implementing online-offline learning, each respondent differed in writing answers to material that needed to be explained in offline-online learning. When there is a statement, "Write material that is difficult to understand in online and offline learning." The material that is difficult to understand both online and offline is writing, which more than half of students. However, the PUEBI grammar and speaking materials are easy to understand online and offline. Meanwhile, sentence structure material was difficult to understand online by 34.8 percent of respondents.

The material provided in MKWK-BI aims to improve students' ability to write scientific papers and present these ideas both written and orally. Even more essay material is given in MKWK-BI, which includes effective sentences, paragraphs, scientific ethics (plagiarism), essay planning, reasoning, and scientific notation (symbolism) (Nuryani & Bahtiar, 2019). The provision of this material is also to the needs of students, namely the practice of writing (Zamzani, Syamsi, Santoso, & Hartono, 2006). Some of these master materials are given as project-based assignments and collaborations, such as projects and collaborations for making videos and papers. Project-based assignments in MKWK-BI can increase student activity in learning (Budiantoro, 2019). In addition, project-based assignments and collaboration or collaboration can be done in developing texts (Muthia, 2020).

Materials that are difficult for students to understand in learning, both online and offline, are writing. In writing papers, students still need help with writing procedures, including how to cite and compile a bibliography as part of writing (Widodo, Kadir Jaelani, Novitasari, Sutisna, & Erfan, 2020).

Writing material in MKWK-BI is inseparable from student activities as part of the academic community, namely writing a thesis. It cannot be denied that one of the causes of students' difficulties in writing their final assignments is that there is still a lack of writing experience during the learning process (Budhyani & Angendari, 2021). Even though students have no difficulty understanding PUEBI material, both in online and offline learning, in reality, students still make mistakes in implementing PUEBI, namely applying punctuation and lettering (Sultan & Yulianingsih, 2020); errors in the application of spelling, choice of words or diction as well as errors at the sentence level (Mahardika, Sudrajat, & Latifah, 2018). In addition, some students still need help expressing opinions or ideas, both in writing and orally (Nusa & Kii, 2017).

Forms of Constraints and Activities Performed

In general, the obstacle students face in online learning is the network. Of the 92 respondents, almost half wrote about network problems. Another obstacle in online learning written by respondents is inadequate personal facilities. In contrast, the constraints experienced by students in offline learning are the distance between campus and their residence and the close time between lectures and practicum (Table 4).

Table 4. Forms of Obstacles in Offline and Online Learning

Obstacles in learning Indonesian	Total	Percentage
Online		
Inadequate personal facilities (laptop, study area, cellphone)	13	14.1
Network	44	47.8
Class atmosphere is less interactive	4	4.3
Lazy	3	3.3
The material is difficult to understand	2	2.2
Materials are distributed late	2	2.2

Obstacles in learning Indonesian	Total	Percentage
Boring	6	6.5
Sleepy	9	9.8
Face-to-face assignments	2	2.2
Hard to discuss	7	7.6
Total	92	100
Offline		
Weather	7	7.6
Sudden study info	4	4.3
Lecturer intonation tends to be small	2	2.2
Distance	29	31.5
Congested	9	9.8
Lazy	2	2.2
Sleepy	4	4.3
The class atmosphere is boring	5	5.4
Difficult to discuss because of keeping a distance	2	2.2
Less learning time	6	6.5
Learning time often exceeds a predetermined schedule	2	2.2
Close time between lectures and practicum	20	21.8
Total	92	100

Activities carried out by students when experiencing problems, both in online and offline learning, are generally different. When you experience problems with online learning, what you do is ask your friends, wait and look for a place that supports learning so you can concentrate and find a better internet connection. Meanwhile, the most activities that are carried out when experiencing problems in offline learning are arriving on time and having the courage to ask questions to the lecturer (Table 5).

Table 5. Activities when There Are Obstacles in Online and Offline Learning

Activities when constrained in MKWK-BI learning	Total	Percentage
Online		
Drink a lot of water	4	4.3
Ask the lecturer	7	7.6
Ask a friend	16	17.4

Activities when constrained in	Total	Percentage
MKWK-BI learning		
Initiative to seek material independently	1	1.1
More thoroughly Provide understanding to parents	1	1.1
Request and watch recordings of material/lectures	8	8.7
Search network	11	12.0
Looking for a supportive place (quiet, clean, comfortable)	12	13.0
Changing network	14	15.2
Wait	16	17.4
Sleep	1	1.1
Total	92	100
Offline		
Learn through modules	2	2.2
Come early to campus	35	38.0
Focus	8	8.7
A short break	2	2.2
Maximize existing facilities	2	2.2
Dare to ask lecturers and/or friends	35	38.0
Learn to be independent	7	7.6
Keep a diary	1	1.1
Total	92	100.0

More than half of students experience problems learning MKWK-BI and the most obstacles are in online learning. It is also the same as the findings of Nugroho *et al.*, (2020) that all Indonesian Language Study Program students experienced problems with online learning. The forms of obstacles faced by students in online and offline learning vary. Some students need to be more active in online learning. Students need to be more active and productive in online learning. It is also to Argaheni's (2020) findings have conducted a systematic review. The obstacle that is

very commonly known is the internet network which could be better. This finding is the same as the findings of previous studies, such as Ratnawati dan Utama (2021), and Baloran (2020). Another obstacle is inadequate facilities for online learning, such as computers and smartphones. According to Baloran's (2020) findings, almost 40 percent of students still need personal computers and smartphones. Online language learning problems are minimal application mastery, inadequate internet packages (Hadi & Nandari, 2020); and poor internet signal (Nugroho et al., 2020). Meanwhile, the obstacle for students in offline learning is the distance between their residence and the far campus. Long distance of residence affects learning outcomes (Hapsari & Utama, 2013). About the obstacles they face, students also write down the activities they are doing to overcome these obstacles, namely finding a position with a good internet connection and arriving early for offline learning.

Boredom and Activities

In MKWK-BI offline-online learning, students experience boredom. The things that make students experience boredom in online learning also vary, and there are ten. A third of respondents said they were bored because learning was not interactive, and almost a fifth said the lecturer's teaching style could have been more interesting. Meanwhile, nine aspects make offline learning boring for students. The most notable thing is the same as online learning, in which almost half of the respondents wrote that the lecturer's teaching style was less interesting and almost a quarter of students wrote that learning was not interactive (Table 7). Students' activities when they are bored are different in online and offline learning. There are 14 activities to do when bored in online learning and eight activities in offline learning. The same activity is relaxation, and more than a fifth of students do it. In both online and offline learning, some students imagine when

they are bored (Table 6).

Table 6 Causes of boredom and activities performed

Boredom and Activity	Total	Percentage
Things that make you bored in learning MKWK-BI online		
Sit too long	11	12.0
Must be on camera	2	2.2
The network is lost and the quota runs out	1	1.1
Meter is quite difficult to understand	1	1.1
Sleepy	9	9.8
Wait	1	1.1
Less interesting teaching style	21	22.8
Too much material but little practice	8	8.7
Too many tasks	7	7.6
Not interactive	31	33.7
Total	92	100.0
Things that make you bored in learning MKWK-BI offline		
Lecturers sometimes change schedules	5	5.4
Just doing assignments	8	8.7
Sleepy	8	8.7
Wait	2	2.2
Less interesting teaching style	36	39.1
There is a motivational delivery session	6	6.5
Too much material but not enough practice	2	2.2
Not Interactive	15	16.3
The time given is too long	10	10.9
Total	92	100.0
Things to do when you're bored in online MKWK-BI learning		
Studying together	9	9.8
Study independently	3	3.3
imagine	2	2.2
Playing cellphone	3	3.3
Ask the lecturer	6	6.5
Reading PPT	8	8.7
Find a comfortable place	2	2.2
Trying to stay focused	1	1.1
Wash face	2	2.2
Summarize the material	4	4.3
Off camera	2	2.2
Relaxation	29	31.5

Boredom and Activity	Total	Percentage
Keep listening to material	20	21.7
Sleep	1	1.1
Total	92	100.0
Things to do when you're bored in online MKWK-BI learning		
Discuss with friends	27	29.3
imagine	4	4.3
Ask the lecturer	10	10.9
Read module	5	5.4
Trying to stay focused	6	6.5
Draw	3	3.3
Summarize the material	16	17.4
Relaxation	21	22.8
Total	92	100.0

Students experience boredom in learning MKWK-BI, offline and online, although boredom is only sometimes experienced. Students are bored because learning is not interactive, and the lecturer's teaching techniques could be more interesting. The cause of the saturation of online learning is not being able to meet face-to-face with lecturers, and learning could be more varied (Pawicara & Conilie, 2020). In addition, boredom in online learning is caused by learning support factors, namely smartphones whose screens are so small that they are boring if they linger and the internet network is unstable (Herdiana, Rudiana, & Supriatna, 2021). Overall, boredom in learning can be caused by several factors: teaching methods and media in the classroom (Yusi Kamhar & Lestari, 2019); the learning model used is almost the same as many courses, namely compiling group papers and then presenting (Mulyaningsih, Zahidin, & Nurfiana, 2017).

Advice for Online-Offline Learning

Student suggestions for learning MKWK-BI in the future are 9 for online learning and 13 for offline learning. However, the suggestions for offline and online learning are the same; MKWK-BI learning is more interactive than before. In fact, for online learning, a quarter of students suggest interactive learning. In online learning,

there are student suggestions that are the opposite. For example, some students ask that everyone open the camera during Zoom, but others suggest the opposite: not opening the camera. For offline learning, students suggest learning on time (Table 7).

Table 7. Student Suggestions for Offline and Online MKWK Learning

Suggestions for learning MKWK-BI	Total	Percentage
Online Learning		
Don't be asked to come on	6	6.5
Explain briefly, concisely, and clearly	13	14.1
PPT is presented more attractively	6	6.5
There needs to be games/quiz	9	9.8
There needs to be a big project that replaces UAS	11	12.0
Needs more practice	7	7.6
Should be made more interactive	23	25.0
Obligated oncame for all	12	13.0
Zoom time shortened	5	5.4
Total	92	100.0
Offline Learning		
Do not change the schedule suddenly	3	3.3
Lots of group work	6	6.5
Time Discipline	17	18.5
Learning styles are made more interesting and diverse	11	12.0
The teacher's volume is turned up	3	3.3
More interactive	15	16.3
Free to snack and/or drink	2	2.2
Explain briefly, concisely, and clearly	3	3.3
Explanation with examples	10	10.9
PPT presentation is made more attractive	3	3.3
There should be quizzes and games	10	10.9
Prioritize morning classes	5	5.4
The time between lectures and practicum should not be too close together	4	4.3
Total	92	100.0

Student suggestions for learning MKWK-BI offline and online are that

learning is more interactive and more attractive. Implementing mini-webinar-based presentations, MKWK-BI can train students to learn independence and animate interactive Indonesian language learning activities online and interactively (Setiana, Supriyatno, & Rahayu, 2021).

The limitation of this research is that it has yet to explore students' wishes, especially students' ideas about the form of interactive learning they want, the teaching techniques they want, and the form of assignments that can improve comprehension and writing skills. Another limitation is that the distance between the residence and the classroom has yet to be explored during offline learning, and the student's position during offline learning.

CONCLUSION

Students agree to carry out joint learning online and offline for MKWK-BI in this post-pandemic period. However, students still need help with this combined online learning and are also bored with offline dare learning. Even so, students have carried out positive activities to overcome obstacles and boredom during learning. Furthermore, students still experience difficulty understanding writing material, both boldly and enticingly. Students also provide suggestions for further learning to make it more interesting and interactive. Advice that can be given to lecturers is to prepare learning that is more interactive and motivating in challenging combined learning. Lecturers can conduct a needs analysis for students at the beginning of the meeting, such as the techniques and forms of learning they want, even though the lecturer already has a learning plan. For writing materials, a challenging form of the mandate is required to improve writing skills.

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