ONLINE LEARNING OF INDONESIAN LANGUAGE IN PRIMARY SCHOOL (MADRASAH IBTIDA'IYAH) ON INSTRUCTION TEXT IN COVID-19 PANDEMIC

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ABSTRACT

The research aimed to described (1) Online learning scenarios which is doing by teachers during the COVID-19 pandemic on instruction text learning, (2) Difficulties of students and teachers experience when implementing on instruction text learning in the pandemic,(3) Student and teacher responses to online learning during the pandemic on instruction text learning, and (4) Differences in students' knowledge and skills of instruction text learning in online learning. The research was conducted for 1 month in September 2020. The subjects of study are two teachers and fourth grade students of MI Muhammadiyah 2. The research procedure used was descriptive statistics. Data collection techniques in this research through online interviews. The results of MI Muhammadiyah 2 online learning research during the COVID-19 pandemic show that : (1) Online learning scenarios which is doing by teachers during the COVID-19 pandemic are Distance Learning and continue to make lesson plants that are simply arranged and contain the main things including pre–activities, core activities and post–activities. (2) Difficulties of students and teachers experience when implementing on the instruction text learning in the pandemic were 80% in the moderate category and 20% in the low category, 3) Student and teacher responses to online learning during the COVID-19 pandemic was 20% showing positive responses, 40% showed neutral responses and 40% showed negative responses. (4)The results of the calculation of Asymp (2 – Failed) reached 0,118. The data shows that 0,118 is greater than 0,05. So it can be concluded that students have different knowledge and skills of instruction text learning in online learning

Keywords*: distance Learning, COVID-19, Online learning*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan (1) Skenario pembelajaran online yang dilakukan oleh guru pada saat terjadinya pandemi COVID-19 pada pembelajaran teks instruksi, (2) Kesulitan yang dialami siswa dan guru saat melaksanakan pembelajaran teks instruksi pada pandemi, (3) Siswa dan tanggapan guru terhadap pembelajaran online selama pandemi pada pembelajaran teks instruksi, dan (4) Perbedaan pengetahuan dan keterampilan siswa dalam pembelajaran teks instruksi dalam pembelajaran online. Penelitian dilaksanakan selama 1 bulan pada bulan September 2020. Subjek penelitian adalah dua orang guru dan siswa kelas IV MI Muhammadiyah 2. Prosedur penelitian yang digunakan adalah statistik deskriptif. Teknik pengumpulan data dalam penelitian ini melalui wawancara online. Hasil penelitian pembelajaran online MI Muhammadiyah 2 pada masa pandemi COVID-19 menunjukkan bahwa: (1) Skenario pembelajaran online yang dilakukan guru pada saat pandemi COVID-19 adalah Pembelajaran Jarak Jauh dan terus membuat tanaman pembelajaran yang disusun secara sederhana dan berisi. hal utama termasuk pra kegiatan, kegiatan inti dan pasca kegiatan. (2) Kesulitan yang dialami siswa dan guru saat melaksanakan pembelajaran teks instruksi pada pandemi adalah 80% pada kategori sedang dan 20% pada kategori rendah, 3) Respon siswa dan guru terhadap pembelajaran online selama pandemi COVID-19 adalah 20% menunjukkan tanggapan positif, 40% menunjukkan tanggapan netral dan 40% menunjukkan tanggapan negatif. (4) Hasil perhitungan Asymp (2 - Gagal) mencapai 0,118. Data menunjukkan bahwa 0,118 lebih besar dari 0,05. Sehingga dapat disimpulkan bahwa siswa memiliki pengetahuan dan keterampilan yang berbeda dalam pembelajaran teks instruksi dalam pembelajaran online

Kata Kunci: *Pembelajaran Jarak Jauh, COVID-19, Online, Sekolah Dasar*

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INTRODUCTION

Learning Indonesian in the world of education is a lesson that must be given to students. This is related to the existence of the Indonesian language not only as a symbol of the Indonesian State, but as a unifier for students consisting of various languages and regions in education. With the implementation of the revised 2016 curriculum, there is a breath of fresh air for Indonesian language educators. In the 2016 curriculum, the revision of Indonesian subjects is given 10 hours each week. This is to facilitate and support the achievement of the goals of the Indonesian language in learning.

In fact, structured Indonesian language learning materials do not guarantee that the objectives of learning Indonesian will be perfectly realized. At MI Muhammadiyah 2 Bandung, especially class IV, there are materials that are difficult to master. The material that has not been mastered is writing instructional text for grade IV MI. This is because teachers still use the lecture method in their learning activities, so that students are less enthusiastic about participating in learning in the procedural text. Even though this material should encourage. Students to be active and creative in expressing their ideas in writing instruction text. Besides that, there are conditions for students who tend to pay less attention to teachers when teaching so that the achievement of the material for writing instruction texts is not achieved. Some students were seen talking with their friends while learning was taking place. This causes students to not concentrate in learning. In addition, the students lack of vocabulary. So that the creativity of students in develop their writing is not perfect.

The above problems are more pronounced in the 2019 school year until now due to the impact of the pandemic on the spread of COVID-19. COVID-19 is a respiratory disease that can be spread to other. Someone who is affected by the disease has the visible and invisible symptoms. So that we must be vigilant and be careful in maintain personal and the environment. COVID-19 is caused by acute corona virus respiratory syndrome 2. This corona virus disease was originally discovered in the Wuhan area, China in 2019 (Ilmiyah, 2020, in Setiawan, 2020).

In the emergency period of COVID-19 there was a new policy government to implement Distance Learning (PJJ). Therefore education must continue to run and continue to provide services in online learning so that schools continue to carry out learning in accordance with the conditions. According to (UPI, 2009) Distance

Education is the answer to education to meet the demands of a number of residents of various ages and layers that are constrained mainly by geographical barriers. Whereas Distance Learning is carried out both directly or simultaneously even though teachers and students are located far away (Fuady, 2016). Learning that is implemented through Distance Learning is learning through learning media using online-based communication technology. According to (Setemen, 2010) that online evaluation systems tend to be well received by students. Utilization of online media is very useful, one of which is able to facilitate educators in teaching on the one hand, and on the other hand, students are easy to absorb, understand, interpret, and study each teaching material so that can be able to be reconstructed and internalized in their concrete lives (Komariah, 2016).

One of the institutions that implements distance learning using online-based communication technology is MI Muhammadiyah 2. Distance learning MI Muhammadiyah 2 is held from Monday to Friday. The time in learning is adjusted to the students condition, it is carried out from 08.00 to 11.00. The application of technology in distance education has an influence not only on the main attributes of the concept of distance education but also on the content and manner of presentation (UPI, 2009). online-based learning in general should be able to overcome several problems faced such as time, cost and distance. As well as being able to effectively provide a positive impact (Darmalaksana, 2020). However, in online learning faced at MI Muhammadiyah 2, there are obstacles faced by all parties, such as students, parents and teachers. This has an impact on the ability and skill of students in the use of online-based learning has the same effectiveness despite having different levels of ease of use (Sudiana, 2016). The complaints raised by several parties have had a profound effect on online-based distance learning. Based on the above problems, a teacher in the online learning process must be able to choose learning teaching materials according to the student's condition. This is done so that learning success can be achieved optimally. The use of teaching materials can support the success of learning as expected so that it can motivate students to learn actively in the learning process and provide opportunities for students to work together in doing assignments and studying subject matter. Based on the background above, the author is interested in researching online learning of Indonesian language in class IV MI Muhammadiyah 2 on instruction text in COVID-19 pandemic.

METHOD

The research used in this research is descriptive statistics. Descriptive statistics are statistics used to analyze data by describing or describing data that has been collected as it is without intending to make general conclusions or generalizations (Sugiyono, 2012). The research subjects were 2 teachers of MI Muhammadiyah 2 and grade IV MI Muhammadiyah 2 students, totaling 22 people. Of the 22 students sampled in the study were 18 people. The data collection techniques in this study were interviews. The interview is a method used to obtain information from respondents by conducting questions and answers (Nurgiyantoro, 2010).

RESULTS AND DISCUSSION

Results

Difficulties of students and teachers experience when implementing on the instruction text learning in the pandemic.

To find out the difficulties of students and teachers when implementing on the instructional texts, researchers conducted written interviews through class WA. Based on the data from the online interview which was held on September 22, 2020, it was found that the level of difficulty of students and teachers when implementing online-based learning was obtained with a level of difficulty, moderate, and low. From these results, it can be concluded that 80% of 16 people said that the difficulty level of online learning were moderate, and 20% of 4 people said that the difficulty level of online learning was low. The level of difficulty of students and teachers can be described in the polygon diagram as follows.

Diagram 1 The Level of Difficulty of Students and Teachers

Difficulties of Student and Teachers when implementing online learning
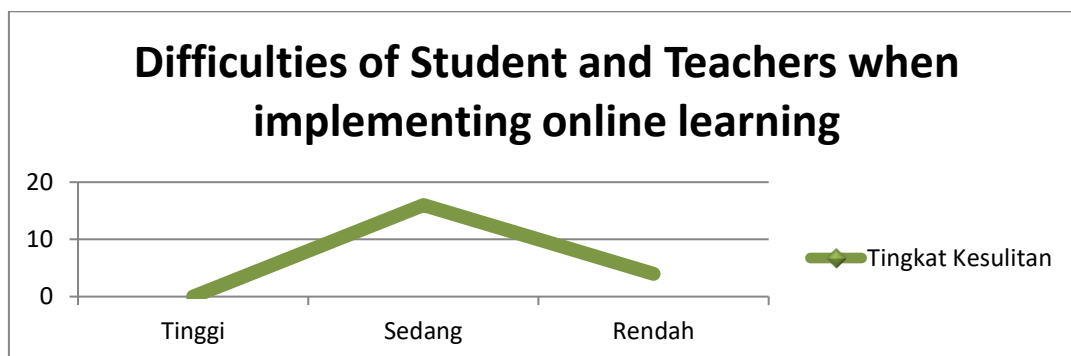
Student and teacher responses to online learning during the pandemic

The results of research data obtained through interviews conducted in September 2020 showed that student and teacher responses to online-based learning were showing positive responses, neutral responses and negative responses. Based on the data obtained, it can be concluded that 20% of 4 people stated that online learning showed positive responses, 40% of 8 people showed neutral responses, and 40% of 8 people showed negative responses. Student and teacher responses can be described through the histogram diagram as follows

Diagram 2 Student and Teacher Responses to Online Learning
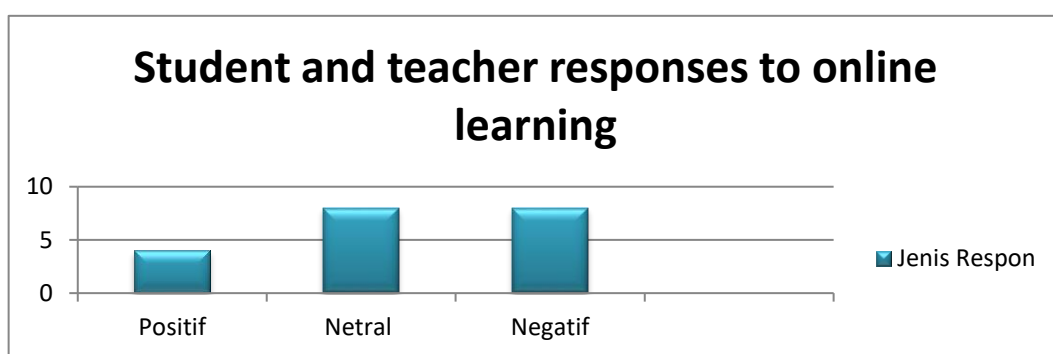
Differences in students' knowledge and skills of instruction text learning in online learning.

Based on the results of the analysis of teaching materials and assignments in the instruction text, It can be concluded that the teaching material provided to students includes: First the meaning of the instructional text, the assignments given are (a) conducting questions and answers between students and teachers, (b) students are asked to understand the reading accompanied by listening to videos, (c) after student learning is given questions according to the material being studied to evaluate students' abilities and understanding. Second Using command sentences, the assignment given is (a) students are asked to pay attention to the images sent via WA, (b) students are asked to make sentences according to the pictures given. Third Writing the instruction text, the assignments given are (a) students are asked to listen to the video shared by the teacher, (b) the teacher asks students to understand the content in the video, (c) students are asked to write down what is seen in the video in the instruction text in writing, the fourth Comparing the instruction text with the given assignment is that the teacher gives

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2 instruction texts then compares the similarities and differences. After giving teaching materials gradually, the teacher evaluates the learning process through training.

Discussion

From the data from the interviews conducted, it can be concluded that the difficulty with a moderate level is caused by several factors, namely: (1) Difficulty in explaining the material, because each child's understanding is different, (2) online learning is limited by time and distance, (3) This online learning makes it easier for teachers to find media or media through social media according to the learning material, (4) The learning of instructional text material is sometimes difficult and sometimes easy, (5) The teacher's explanation in the instructional text material is quite understandable, (6) Indonesian Language Lessons are lessons which is preferred, and (7) The learning of procedural texts is difficult because of confusing syllables, how to arrange words into a sentence and use punctuation marks. While the level of difficulty with the low category is caused by 3 factors, namely: (1) The material of the instruction text is easy to understand, (2) The delivery and explanation of the instructional text material carried out by the teacher is very good, simple and quick to respond, (3) The teacher provides the text material the procedure repeatedly.

Students and teachers responses to online learning are positive, neutral and negative. Online learning that showed positive responses are caused by 2 factors including: (1) Learning to be patient in facing the test of Allah SWT, (2) Online learning is better than not studying at home. Online learning that showed neutral responses are caused by several factors, namely: (1) During the COVID-19 pandemic, online learning is the best way for children and teachers, (2) Online learning makes learning less and more supervised, but this condition results in saturation, (3) With pandemic conditions, they can still learn even though they don't meet the teacher directly, (4) online learning makes the material provided limited and cannot meet with friends, (5) The teacher is impartial in providing assignment assessments, and (6) Health is more maintained than COVID-19, but online learning takes up parents' time to assist. Whereas online learning that showed negative responses are caused by several factors, namely: (1) Online learning reduces the enthusiasm for learning and the material being studied is not fully understood, (2) Online learning results in not being able to meet teachers and friends, (3) Transmission of knowledge is not optimal and

training students to behave poorly and undisciplined, (4) online learning uses up internet quota, (5) online learning makes boredom and lacks concentration on learning, and (6) online learning results in many note-taking tasks from teachers.

Based on the normality test and parametric test, the following results were obtained: Normality test criteria: if Sig > 0.05, the data is normally distributed. Based on the Normality Test, the significance value is given in red, the result is a value of 0.200, which means that > 0.05, the data is normally distributed. So that further tested by parametric test. In the parametric test, the following results are obtained: Test criteria: If (Sig.) > A then accept H0. From the test statistics, the green sign value is 0.118 or (Sig.) > A. So it resulted in receiving H0 and it can be concluded that students have different knowledge and skills of instruction text learning in online learning.

CONCLUSION

Based on the results of research on online learning Indonesian in class IV MI Muhammadiyah 2 on the instruction text in the COVID-19 pandemic show that: *First*, online learning scenarios which is doing by teachers during the COVID-19 pandemic are Distance Learning and continue to make lesson plants that are simply arranged and contain the main things including pre – activities, core activities and post – activities. *Second*, difficulties of students and teachers experience when implementing on the instructional text learning in the pandemic were 80% in the moderate category, and 20% in the low category. *Third*, Student and Teacher responses to online learning during the COVID-19 pandemic was 20% showed positive responses, 40% showed neutral responses and 40% showed negative responses. The result of the calculation of Asymp (2-Failed) reached 0.118. The data shows that 0.118 is greater than 0.05. So it can be concluded that students have different knowledge and skills of instructional text learning in online learning.

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