University Students' Perspective Towards Indonesian Language Compulsory Courses at Muhammadiyah and 'Aisyiyah Universities

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ABSTRACT

This study aims to describe: (1) the implementation suitability of the Indonesian Language Compulsory Course based on the Decision Director-General of the university no 84/E/KPT/2020, (2) the progress forms that students get after taking the Indonesian Language Compulsory Course, (3) the implementation of Indonesian Language Compulsory Course, and (4) the difficulty causes in implementing Indonesian Language Compulsory Course. This study uses qualitative to explore the information behind the data. The subject of the study is students of Muhammadiyah and 'Aisyiyah universities who had taken Indonesian language compulsory course. The object is students' perspectives on implementing the Indonesian language compulsory course. Data collection is a questionnaire that 123 respondents fill out from 16 Muhammadiyah and 'Aisyiyah Universities throughout Indonesia. The result shows that implementing Indonesian language compulsory course at Muhammadiyah and 'Aisyiyah universities have been carried out well.

Keywords: *University students' perspective, Indonesian language, compulsory course.*

1. INTRODUCTION

University is the place to improve skills and develop knowledge and insight to encourage human civilization. In universities, human resources are supervised to enhance their quality and potential. Ministry of Education, Culture, Research, and Technology had implemented four basic policies in education which are (1) distribution and chance, (2) education relevance, (3) quality of education, and (4) efficiency of education [1]. Implementing the education process in universities tends to be relevant to development following *Tri Dharma Perguruan Tinggi* (three pillars of higher education) which its components are (1) learning and teaching activity; (2) research and development; and (3) community service [2].

Academicians in universities have some demands to be active in finding problems faced by society and giving effective solutions because of their scientific thought. Finding issues and solutions are obtained by doing studies. The presence of study enables universities to create new science and knowledge [3].

Language becomes an important tool to deliver findings in study. This is in line with Keraf's statement that language can be meant as a tool to give information to society members [4]. Language can be a function to transfer thought, feeling, and wish to another society member. According to Humboldt (2014), language is the outer shape of thinking [6].

The importance of language for universities becomes a basis of the set of the Indonesian language as one of the compulsory courses. In The Decision of Director-General of the University No 84/E/KPT/2020, it is written that the Indonesian language compulsory course is an education which makes students can express thought through spoken or written by using rules of language properly. It makes the Indonesian language an encouragement of knowledge and becomes a nation's unifier [7].

The Indonesian language compulsory course implemented in universities teaches students to use the language properly. Still, the Indonesian language learning is also implemented, so that the students can utilize language to develop knowledge. The importance of implementing the Indonesian language compulsory courses in universities needs to be controlled to make sure the implementation runs as its goal.

Implementing control of the Indonesian language compulsory courses can also function as a learning evaluation activity. Evaluation function is a measuring tool that aims to know the learning result level that the teacher and students achieve [8]. The evaluation also helps determine whether the lecturers have taught appropriately with the national educational institution policies or vice versa [9].

Muhammadiyah, as a religious organization, realizes the importance of renewal knowledge for human civilization, so the organization had built many Muhammadiyah and 'Aisiyah universities. It, seen on litbangmuhammadiyah.org website page, states that until early 2021, Muhammadiyah has shaded 165 Muhammadiyah and 'Aisiyah universities. Muhammadiyah commits to educating human life proven by the university development in regional areas which is far from urban areas with limited human resources that understand the importance of higher education. Universities' development in regional areas is expected to encourage the awareness of human resources towards the importance of higher education and help them solve the limited transportation finance.

Muhammadiyah's attention is to improve the quality of human resources in the country corner balanced with Muhammadiyah and 'Aisiyah universities programs at the international level. Muhammadiyah and 'Aisyiyah universities are active in sending students and lecturers abroad in programs related to education to face globalization and promotional activities [10].

The important goal of implementing the Indonesian language compulsory course at Muhammadiyah and 'Aisiyah universities' dreams on human resources' quality which need encouragement. This is what underlying in this study. The study aims of evaluating the implementation of the Indonesian language compulsory course by analyzing students' perspective in Muhammadiyah and 'Aisiyah universities to measure the suitability of the implementation of lectures with the Decision of Director-General of the University No. 84/E/KPT/2020, the students' improvement, the difficulty causes faced by the students.

Exploring the causes of student difficulties in implementing the Indonesian language compulsory course can help map out the problems that need to be fixed. One of the Indonesian language compulsory course outcomes is a scientific paper that the students write. Nagari et al. (2020) found that students' ability to write a scientific paper is quite good. However, there should be ability improvement in developing a paragraph, selecting the right words, and writing with correct structure [11].

Asrial et al. (2019) studied the causes of primary school teacher education in program students' problems in taking the Indonesian language course. The causes of the issues were (1) lack of learning motivation, (2) no interest in taking the learning, (3) the lecturers taught with the monotone method, and (4) there is no language laboratory facility [12]. It is different with Mansyur (2019) who had examined about students' attitude toward language, expressing students' loyalty, pride, and awareness in speaking the Indonesian language correctly was in a positive category, but it needed lecturers' effort to optimize the learning that can be done by making creative and innovative learning [13].

Aryanika (2015) did a thorough evaluation of the implementation of Indonesian language learning in a university using the CIPP evaluation model. The results showed that the implementation of Indonesian language learning did not run under the determined policies, but product measurement which is related with students learning result is categorized as good [14]. Mardhiyana (2021) revealed that the implementing based on project learning could increase students' curiosity and can influence the result of students' products [15].

Hilaliyah (2015) mentioned that students' perspectives in taking the Indonesian language influenced aspects of students' learning interests and achievement [16]. Wingard et al. (2020) found that students' perspective toward reading achievement revealed that when a student has a positive perspective about an activity, it will positively influence the result of the activity [17]. This is also supported by Yosuf & Alas (2021) that a positive perspective can describe students' comfort in taking the learning [18]. Sasmita & Setyowati (2021) state that a problem students face in language learning, specifically in writing skills, was the difficulty expressing an idea, feeling not confident, and being afraid to make mistakes [19]. Students often made a mistake in writing a paper because the content was not coherent and not linked, and the paper's structure was disorganized. Mubarak (2017) explains that participating in language learning, students have difficulty making products in writing [20]. It was explained that students were not familiar with writing strategies in university. It was more unfortunate that students did not understand the potential and benefits of writing in university.

This study refers to the previous studies mentioned above and some achievements of Muhammadiyah and 'Aisiyah in language. Therefore, the authors have a hypothesis that the Indonesian language compulsory course is based on students' perspective that it still has difficulty for some students. Watching the

achievements of Muhammadiyah students in writing, some students may have made progress after taking compulsory Indonesian language course.

The limitation of the study problem is focusing on Muhammadiyah and 'Aisiyah universities students' perspectives who had been taking the Indonesian language compulsory course.

2. METHODS

The approach used is qualitative. The selection of the qualitative approach is because this study seeks to find out the intent behind the visible data [21]. Based on the previous studies, some data reveal that students still have problems implementing the Indonesian language compulsory course. The subject is Muhammadiyah and 'Aisiyah universities students who had taken the Indonesian language compulsory course. The object is students' perspective about implementing the Indonesian language compulsory course.

The study with qualitative does not use population and sample because qualitative study refers to certain social situations [22]. This social situation makes three elements: (1) actor who is student (2) places which are Muhammadiyah and 'Aisiyah universities (3) activity which is the taking in the Indonesian language course.

The need for many respondents in a wide area makes the questionnaire the most suitable data collection technique and data collection instrument. Two kinds of questionnaires can be used as closed and open questionnaires. The closed questionnaire analyzes the suitability of the Indonesian language compulsory course with the related institution's determined policies. The open questionnaire is used to get detailed information from respondents related to the improvement and difficulty obtained when taking the Indonesian language compulsory course.

123 respondents from 16 Muhammadiyah and 'Aisiyah universities filled the questionnaire. The data is analyzed by using Huberman and Miles (1994) technique. The first step is data management which aims to get information; the second step is data organizing by using the provisions of the Likert scale to make it easier to conclude; the last step is drawing conclusions. The data is collected by using the conditions of the Likert scale. Answer items of the instruments using gradation in the form of words are Very Agree (VA), Agree (A), Not Really Agree (NRA), Disagree (D), Very Disagree (VD). The questions of students' progress after taking Indonesian language compulsory course scores positive (+), so the scoring can be determined by using the following: 1 score for Very Disagree, 2 scores for Disagree, 3 score

is for Not Really Agree, 4 score is for Agree, and the 5 scores for Very Agree.

The calculation is done per question, so the calculation begins by summing up each item in a question and multiplies with the score properly. After that, each result of the item which has been multiplied with the score is summed up so it will result in the total score of the questions. The next step is finding Y (the highest score) and X (the lowest score) with formula Y= the highest Likert score x the number of the respondents, and X= the lowest Likert score x the number of the respondents. The last formula to determine interpreted score is using index formula % = total score/Y x 100.

The authors need to determine the category of interpretation of calculation, so the next step is counting interval percent score with formula I = 100/Total score (Likert) to determine criteria of interpretation score. The result which is obtained after the calculation, criteria of the interpretation score is formulated as follows:

Number 0%-19,99%= Very Bad

Number 20%-39,99%= Bad

Number 40%-59,99%= Enough

Number 60%-79,99%= Good

Number 80%-100,00%= Very Good

In data analysis related to the suitability of Indonesian language compulsory course and the Decision of Director-General of the University No 84/E/KPT/2020 because questionnaire result only shows Yes or No, so the score criteria become:

Number 0%-49,99%= Very Good

Number 50%-100,00= Very Bad

The validity test of the data uses the data triangulation technique intending to test the suitability of the data with other data.

3. RESULTS AND DISCUSSION

The study on students' perspective on the Indonesian language compulsory course was studied using a questionnaire consisting of 37 questions. This number is divided into indicators of the implementation suitability of the Indonesian Language Compulsory Course and the Decision Director-General of the university no 84/E/KPT/2020, progress forms that students get after taking the Indonesian Language Compulsory Course, the implementation of Indonesian Language Compulsory Course, the difficulty causes in

implementing Indonesian Language Compulsory Course.

3.1. *The Implementation Suitability of the Indonesian Language Compulsory Course and The Decision of Director-General of the University No 84/E/KPT/2020*

The Decision of the Director-General of the University No 84/E/KPT/2020 is a policy valued by government-related about the Indonesian language
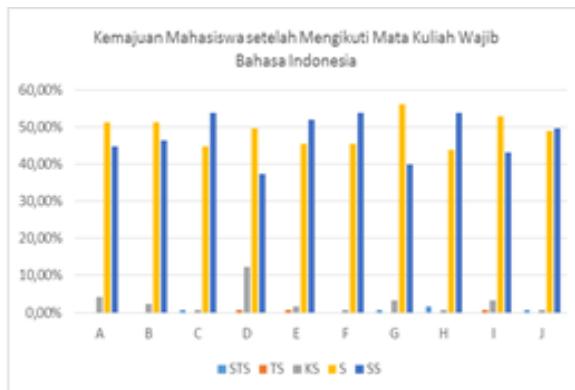
compulsory course guidelines on higher education curriculum. This study examines the Indonesian language compulsory course substance mentioned in subchapter II d. The substance consists of six things that should be taught in university Indonesian language learning. The questionnaire has seven questions to study how appropriate the material being taught is with the specified substance as five questions as the material being taught and two questions ask the form of learning implementation.

Figure 1. The Implementation Suitability of Indonesian Language Compulsory Course and The Decision of Director-General of the University No 84/E/KPT/2020

The first substance is the nature of the Indonesian language as a unifier and national language based on the shared questionnaire. 120 respondents answer that the lecturers have given material and 3 respondents answer that it is not given. From 120 respondents, the result is 97.6% indicated as very good.

The implementation of the Indonesian language compulsory course with the second substance is that the lecturers supervise the students to explore the texts in academic life and understand that the Indonesian language encourages the development of science. The questionnaire shows 115 respondents answered that the lecturers had given materials about and 8 respondents answered it is not given. The result is 93.5% of the respondents answered that the lecturers

have provided the material of exploring text is a very good.

As an academician, referencing from citing until writing a reference list is needed. This importance makes referencing material becomes compulsory course that the lecturers give to the students. Based on the questionnaire, 110 respondents answered that the lecturers had given a lecture about referencing, while 13 respondents answered that the lecture had not been given. 89.4% is respondents' answers that the referencing lecture has been given as a very good result.

The following substance is that the lecturers lecture about research proposal design and results. 90.2% or 111 respondents answered that the lecture about research proposal design was given and 12 respondents answered that the lecture was not given. Overall, 90.2% is a very good result.

Indonesian language compulsory course's outcome is a science paper to study students' writing skills. The lecturers can measure it by analyzing the activity result of a study that the students do. In the Decision of the Director-General of the University No 84/E/KPT/2020, students should report the result of their study and activity which has been done by 107 respondents who answered the lecturers to report and 16 respondents answered do not ask them to repost their result of study and activity. The result is 87% of the respondents who are asked to report their result of study and activity identified as a very good.

In the Decision of the Director-General of the University, No 84/E/KPT/2020, Indonesian language course implementation in universities is that the students can transfer information about the idea, argument, and thought to other people in spoken or spoken or written. From the questionnaire's result, 100 respondents or 81.3% answered that the study and activity were reported in writing and number indicated as a very good. Outcome report in spoken had not become a common thing. This is evidenced that as many as 81 respondents answer that they are not asked to report the result of their study and activity in spoken. So, 34.1% is the respondents answered that they are asked to report the result.

3.2. Forms of Progress that Students Get after Taking Indonesian Language
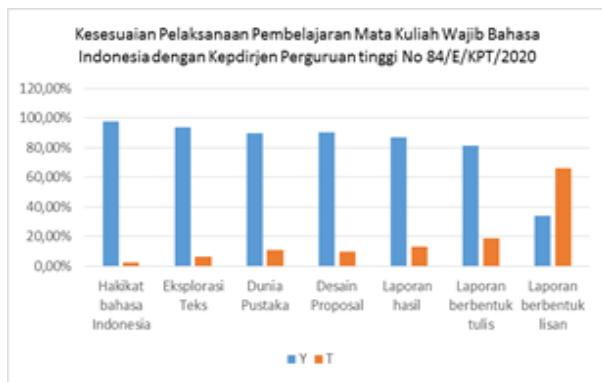
Compulsory Courses

Figure 2. Students' Progress after taking Indonesian Language Compulsory Course

The first point (A) is that implementing the Indonesian language compulsory course can improve nationalism. The number of the respondents who choose Very Agree (VA) is 44.7%, Agree (A) is 51.2%, and Not Really Agree (NRA) is 4.1% from the total of the respondents. After counting using the Likert scale solution formula, the result is 88.13% indicated as very good.

The second point is (B). Implementing the Indonesian Language compulsory course can improve the love feeling of the Indonesian language. The number of the respondents who choose Very Agree (VA) is 46.3%, Agree (A) is 51.2%, and Not Really Agree (NRA) is 2.40% from the total of the respondents. It is counted using the Likert scale solution formula with the result 88.78% indicated as very good.

The third point is (C) that the implementation of the Indonesian language compulsory course can improve empathy towards using the Indonesian language properly. The respondents who choose Very Agree (VA) is 57.3%, Agree (A) is 44.7%, and Not Really Agree (NRA) is 0.8% from the total of the respondents. It is counted by using the Likert scale solution formula, it indicates 90.08% as very good result.

The fourth point is (D). The implementation of the Indonesian Language compulsory course can develop students' talent and interest in writing skills. The number of respondents who choose Very Agree (VA) is 37.40%, Agree (A) is 49.60%, Not Really Agree (NRA) is 12.20%, and Disagree (D) is 0.8% from the total of the respondents. It is counted by using the Likert scale solution formula, the result is 84.71% indicated as very good.

The fifth point is (E) that the implementation of the Indonesian language compulsory course can help students finish the writing tasks. The number of respondents who choose Very Agree (VA) is 52%, Agree (A) is 45.50%, Not Really Agree (NRA) is 1.60%, and Disagree (D) is 0.8% from the total of the respondents. It is counted by using the Likert scale solution formula, it indicates 89.75% as very good.

The sixth point is (F). The implementation of the Indonesian language compulsory course can help students write (scientific article/research proposal/activity proposal/thesis, etc.) based on activity proposal guidelines and correct systematic. The number of respondents who choose Very Agree (VA) is 57.30%, Agree (A) is 45.50%, Not Really Agree (NRA) is 0.8%, and from the total of the respondents. It is counted using the Likert scale solution formula resulting in 90.56% as very good.

The seventh point is (G) that the implementation of the Indonesian language compulsory course can help students write the correct citation. The number of respondents who choose Very Agree (VA) is 39.80%, Agree (A) is 56.10%, Not Really Agree (NRA) is 3.30%, and Disagree (D) is 0.8% from the total of the respondents. It is counted using the Likert scale solution formula; it results in 86.82% indicated as very good.

The eighth point is (H) that the implementation of the Indonesian Language compulsory course can help students write the correct references. The number of respondents who choose Very Agree (VA) is 53.70%, Agree (A) is 43.90%, Not Really Agree (NRA) is 0.80%, and Disagree (D) is 1.60% from the total of the respondents. It is counted using the Likert scale solution formula, and the result is 89.59% as very good.

The ninth point is (I). Implementing the Indonesian Language compulsory course can help students search for theoretical study from good sources. The number of respondents who choose Very Agree (VA) is 43.10%, Agree (A) is 52.80%, Not Really Agree (NRA) is 3.30%, and Disagree (D) is 0.80% from the total of the respondents. It is counted by using the

Likert scale solution formula with 87.64% result as very good.

The tenth point is (J) that implementing the Indonesian Language compulsory course can improve student awareness of other people's writings by not practicing plagiarism. The number of respondents who choose Very Agree (VA) is 49.60%, Agree (A) is 48.80%, Not Really Agree (NRA) is 0.80%, from the total of the respondents. It is counted by using the Likert scale solution formula with the result 86.26% as very good.

Besides using a closed questionnaire, the collecting data is also done by using an open questionnaire to find students' information in detail. Data analysis is done that the progress of the students experiences after taking Indonesian language compulsory course is students becoming more careful in choosing words, such as writing by adjusting General Guidelines for Indonesian Spelling using citation application in public, writing by using scientific method, improving language skill, and using formal language appropriate with the Indonesian Language Dictionary.

From students' perspective, the benefits that are experienced after taking the Indonesian language compulsory course are that this compulsory course teaches writing skills, a basic effort to communicate students' ideas, increasing knowledge because the Indonesian language compulsory course is contextual. Students understand the writing process is not easy, so the feeling of appreciating other people's writing has occurred.

## 3.3. Implementation of Indonesian Language Compulsory Course
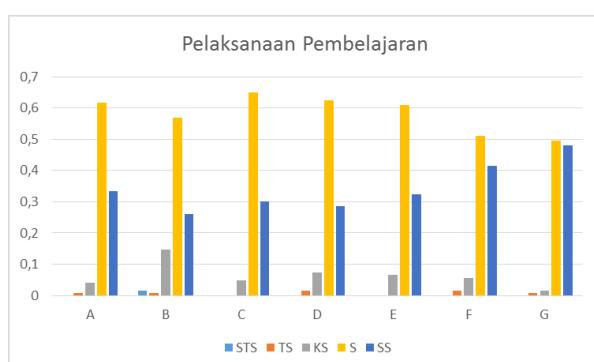
Figure 3. The Implementation of Indonesian Language Compulsory Course

In this indicator, the counting is the same as the progress indicator that the students obtain after taking the Indonesian language compulsory course. In the

first point (A), the lecturers told the goal of implementing the Indonesian language compulsory course, so the students know the importance. The number of respondents who choose Very Agree (VA) is 33.30%, Agree (A) is 61.80%, Not Really Agree (NRA) is 4.10%, and Disagree (D) is 0.80% from the total of the respondents. It is counted by using the Likert scale solution formula with the result 85.52% as very good.

The second point is (B), the lecturers implemented the learning by using interesting learning methods, so the students feel enthusiastic about taking the Indonesian language compulsory course. The number of respondents who choose Very Agree (VA) is 26.00%, Agree (A) is 56.90%, Not Really Agree (NRA) is 1.60%, and Disagree (D) is 0.80% from the total of the respondents. It is counted using the Likert scale solution formula with the result 81.30% as very good.

The third point is (C), the lecturers give teaching material to support the implementation of Indonesian language compulsory course. The number of respondents who choose Very Agree (VA) is 30.10%, Agree (A) is 65.00%, Not Really Agree (NRA) is 4.90% from the total of the respondents. It is counted using the Likert scale solution formula; it shows 85.40% in final result as very good.

The fourth point is (D), the teaching material given/recommended by the lecturers helps students achieve in taking the Indonesian language compulsory course. The number of respondents who choose Very Agree (VA) is 28.50%, Agree (A) is 62.60%, Not Really Agree (NRA) is 7.30%, Disagree (D) is 1.60% from the total of the respondents. It is counted by using the Likert scale solution formula, and the final results is 83.57% indicated as very good.

The fifth point is (E), the lecturers give information/knowledge in stages so the information/knowledge can be accepted by the students easily. The number of respondents who choose Very Agree (VA) is 32.50%, Agree (A) is 61%, Not Really Agree (NRA) is 6.50% from the total of the respondents. It is counted by using the Likert scale solution formula. The final result is 85.20% as very good.

The sixth point is (F), the students take the Indonesian language compulsory course sincerely because they want to achieve a good score. The number of the respondent who chooses Very Agree (VA) is 41.50%, Agree (A) is 51.20%, Not Really Agree (NRA) is 5.70%, Disagree (D) 5.70% from the total of the respondents. It is counted by using Likert

scale solution formula with the final result 86.50% as very good.

The seventh point is (G), the students take Indonesian language compulsory course sincerely because they know the importance of Indonesian language compulsory course for future life. The number of respondents who choose Very Agree (VA) is 48.00%, Agree (A) is 50%, Not Really Agree (NRA) is 1.60%, Disagree (D) is 0.80% from the total of the respondents. It is counted by using the Likert scale solution formula; it results in 88.94% indicated as very good.

In many studies about using the result from the open questionnaire, the students feel bored in the learning process because the lecturers use the monotone learning method. The students are aware that Indonesian language compulsory course is an important course and needs to be studied more, but the short session of teaching duration makes the lecturers only teach the outline of the material, it disappoints the students that they hope Indonesian language course has more extended session so that they can master the materials. Besides, the learning process is done with minimum interaction between students to students and students to lecturers.

Indonesian language compulsory course's outcome is a scientific paper. Implementing the outcome of this course functions as the final task requirement. The students hope to be followed up, such as taking PKM, published in a journal, and uploaded in public media. Besides the language skill taught, the students need knowledge about publishing a scientific paper.

3.4. Causes of Difficulty in Implementing Indonesian Language Compulsory Course
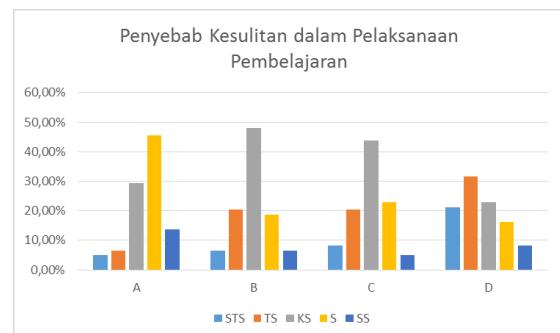

Figure 4. Causes of Difficulty in Implementing the Learning

In this indicator, the question in the questionnaire has a negative score, so there is a little bit of difference in scoring. The score for Very Agree (VA) item is 1, Agree (S) is 2, Not Really Agree (NRA) is 3, Disagree (D) is 4, and Very Disagree (VD) is 5.

The first point (A) is that the difficulty in understanding the material and taking the Indonesian language general course comes from the students. The number of respondents who choose Very Agree (VA) is 13.80%, Agree is 45.50%, Not Really Agree (NRA) is 29.30%, Disagree (D) is 6.50%, and Very Disagree (VD) is 4.90% from the total of the respondents. It is counted by using the Likert scale solution formula with the final result 83.57% as very good.

The second point (B), the difficulty in understanding the material and taking Indonesian language general course comes from the lecturers. The number of respondents who choose Very Agree (VA) is 6.50%, Agree (A) is 18.70%, Not Really Agree (NRA) is 48%, Disagree (D) is 20.30%, and Very Disagree (VD) is 6.50% from the total of the respondents. It is counted using the Likert scale solution formula; the result is 60.32% in the final as very good.

The third point (C), the difficulty in understanding the material and taking Indonesian language compulsory course comes from the material of Indonesian language compulsory. The number of respondents who choose Very Agree (VA) is 4.90%, Agree (A) is 22.80%, Not Really Agree (NRA) is 43.90%, Disagree (D) is 20.30%, and Very Disagree (VD) is 8.10% from the total of the respondents. It is counted using the Likert scale solution formula; it results in 60.81% in the final as very good.

The fourth point (D) is that the students will give in themselves when facing the difficulty of taking the Indonesian language compulsory course. The number of respondents who choose Very Agree (VA) is 8.10%, Agree is 16.30%, Not Really Agree (NRA) is 22.80%, Disagree (D) is 31.70%, and Very Disagree (VD) is 21.10% from the total of the respondents. It is counted by using the Likert scale solution formula. It results from 68.29% indicates as good.

Data identification from an open questionnaire finds some forms and causes of the difficulties students face who take Indonesian language compulsory courses. The difficulty which the students cause are laziness, lack of concentration, business which makes the time management becomes difficult, difficulty in adjusting the new material for fresh students, students already had vocabularies, so it is difficult to understand the references which are used unfamiliar words, and the students found difficulty in finding an idea to express in writing.

Difficulties caused by lecturers are not often found; students only find it difficult to follow lessons in the Indonesian language compulsory course if the lecturers are unfriendly, and giving students a short time to work on assignments makes it difficult. This is because it takes much time to find ideas. The Indonesian language itself causes the last difficulty, for example, making citations and compiling a manual bibliography. Students prefer to use software that can help create a bibliography automatically.

The students are aware of the importance of the Indonesian language compulsory course because it can improve language skills such as reading, writing, and speaking with correct language structure.

4. CONCLUSION

The result and discussion are that implementing Indonesian language general course in Muhammadiyah and 'Aisiyah universities mostly followed the Decision of the Director-General of University No 84/E/KPT/2020. The drawback is that the spoken report is not implemented yet in many lectures. Almost every student had progressed after taking an Indonesian language course, such as the improvement skill of writing an article following guidelines, being careful in choosing words, and appreciating other people's writings.

In the implementation of learning, the students need more time than the lecture duration, which had been determined because students think that the Indonesian language course materials are essential to be understood. The short lecture duration made the lecturers less in-depth in delivering the materials, and

there was no intense interaction to conduct supervision.

The causes of the students' difficulties in taking the Indonesian language course come from the students, the lecturers, and the Indonesian language course materials. The students' cause is laziness, lack of concentration, the business which made the time management difficult, and difficulty in adjusting the new material for fresh students. For students who already have the vocabulary, it is difficult to understand the references that are used in unfamiliar words. The students find difficulty in finding the idea to express in writing. The difficulty of the lecturers is that they were less in-depth in delivering the materials, unfriendly, and lacked interaction with students. The problem with Indonesian language course material is writing citations and references manually.

AUTHORS' CONTRIBUTION

The authors give contribution in formulating the problems, studying theories, coordinating with respondents, validating the instrument of collecting the data, and concluding the data.

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