



Flexible Learning Containing Language Attitude Indonesian Language Learning Strategies During the Covid-19 Pandemic

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Abstract. The development of a positive attitude towards the Indonesian language is the goal of Indonesian language course in universities. Discourses related to flexible learning with language attitudes took place during the COVID-19 pandemic. The objectives of this study are (1) to describe the design of flexible learning containing character education and (2) implementation limitations during the covid-19 pandemic. This research was a qualitative descriptive study using questionnaires and interviews. The data sources for this research were lecturers from teacher colleges in the province of Bali. The stages of data analysis in this study follow the stages of analysis according to Miles and Huberman which consisted of data collection, data reduction, data presentation, and conclusion. The results showed (1) flexible learning containing language attitudes was implemented by paying attention to four aspects, namely speed (time), place, mode, and access by emphasizing the role of each component, namely lecturers, students, and educational institutions; (2) obstacles in implementation were network problems, low motivation, and difficulty in monitoring.

Keywords: flexible learning · language attitude · 21st century

1 Introduction

The transformation to online learning during the Covid-19 pandemic took place very quickly. This speed requires adjustment both on the part of educators and students. No wonder various obstacles occurred in the implementation of learning at the beginning of the Covid-19 pandemic [1, 2]. The reality that often happens is that a lot of online learning is only done by moving face-to-face learning to online classes, while the content and learning strategies have not changed. As a result, many students experience psychological pressure due to the large number of assignments and lack of understanding of the learning material [3, 4].

Various reports show that there are many obstacles in learning faced in learning at various levels of education, including in universities [5–7]. Indonesian language learning in universities is also experiencing similar problems. The results of the interview show that the insertion of language attitudes is still carried out in various ways. However, it has not been maximally done. Lecturers realize the importance of facilitating the diversity of

students in terms of cognitive levels, learning styles, and student situations in learning during a pandemic. Learning Indonesian as a general course must be able to provide understanding and develop positive language attitudes towards Indonesian in order to produce superior generations who are agile and have strong cultural roots.

Language learning is related to the formation of the nation's children [8]. Therefore, in order for the identity of the nation's children to be well formed, children must be taught the language closest to their culture first. This is important so that children born in Indonesia will truly grow up to be Indonesian children. Become a child who lives and understands the nation through the language, because in language it is also reflected and contained Indonesian values. Thus, the identity of Indonesian children will be formed normally. Children will also know their cultural roots, before getting to know global culture further.

Currently, various reports indicate the threat of erosion of national identity through language. We often encounter attitudes that do not attach importance to Indonesian language [9–12]. In depth, the weakening of positive attitudes towards Indonesian can be seen in three aspects, namely loyalty, pride, and adherence to norms. These three aspects provide an indication that language attitudes in this global era need special attention [13–18].

Looking at the existing situation, flexible learning with language attitudes is very much needed in designing Indonesian language learning in universities. Preparing a generation that has the ability to learn for life and has behaviour that reflects the character of the nation is a necessity to face the era of the industrial revolution 4.0 and the preparation of the golden generation of Indonesia expected in 2045.

2 Research Method

The research design chosen was a descriptive qualitative research design. The research data were in the form of information regarding the design and implementation of flexible learning containing language attitudes and obstacles faced. The data sources for this research were Indonesian language lecturers from three universities in Bali who were willing to be the respondents.

Data collection methods used were questionnaires and interviews. The stages of qualitative data analysis in this study followed the stages of analysis according to Miles and Huberman [19] with four stages of analysis, namely data collection, data reduction, data presentation, and conclusion.

3 Results and Discussion

3.1 Flexible Learning with Language Attitude

The results of the study indicate that flexible learning was sought so that the learning process during the pandemic could continue and essential learning objectives could be achieved, including efforts to integrate the content of language attitudes. The flexibility that appeared in learning Indonesian was in terms of fulfilment of learning needs due to various limitations of learning resources, time, technology, and communication

media. Providing choices and providing learning resources to overcome the constraints of limited internet access, time, media were parts of the effort to create flexible learning [20].

During the Covid-19 pandemic, flexible learning thinking and practice was driven by technological developments in learning catalyzed by the pandemic itself. The use of technology has resulted in new expansions in the implementation of learning and sending messages that provide an overview of the future of unlimited learning [21]. Ryan & Tilbury [22] provide a definition that fits the current Indonesian learning situation, that flexible learning is learning that is possible and responsive in speed, place, and mode.

One form of flexible learning is technology-based distance learning that provides a choice of speed (time), place, and delivery mode supported by online technology or through certain applications that can be accessed via smartphones or tablets. Learning Indonesian during the Covid-19 pandemic also shows that learning takes place online. The characteristics of online learning with the preparation of learning resources and materials with all the existing limitations indicate that learning has been able to offer varied learning options, provides opportunities for students to learn independently and build concepts related to teaching materials, and provides opportunities for the creation of responsibilities, such as through preparation projects by lecturers to guide students and practice learning responsibilities. This step also introduces a fourth aspect (besides speed, place, and mode), namely *access*. This aspect provides more open opportunities for students' difficulties in mastering the material due to cost constraint to have a textbook [23]. Figure 1 shows the flexible learning aspect of the adaptation of Gordon's model [24] as sought by lecturers in learning Indonesian.

The existence of easier access is complemented by clear assignments that demand the independence of students. The characteristics of learning Indonesian like this are in line with the theory of flexible learning characteristics Huang, et al., [25] which suggests three characteristics of flexible learning, namely learning choices, the application of constructivism, and learning choices that foster responsibility. This flexible learning

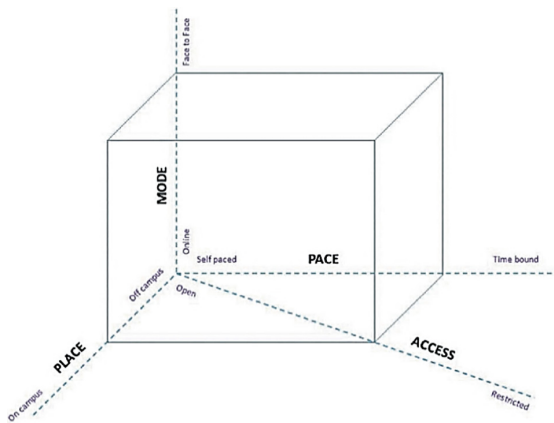


Fig. 1. Aspects of Gordon's Adapted Pedagogical Space [24] for Flexible Learning (Source: Andrade & Alden-Rivers [23])

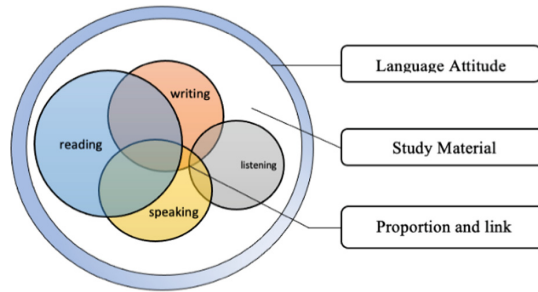


Fig. 2. Content of Language Attitudes, Study Materials, Proportions and Relationships between Skills

strategy is also in accordance with Casey & Wilson's opinion [26] about the flexibility of learning from the dimensions of teaching and learning management. In the creation of flexible learning, each component has a very important role: instructors/lecturers, students, and educational institutions. Instructors must be able to identify opportunities to be able to design flexible learning. Learners must have an attitude of responsibility for their learning and be able to develop themselves in the atmosphere created by the instructor. Meanwhile, educational institutions must be able to develop flexible structures that give students choices in learning and develop mechanisms that guarantee quality learning [22].

The content of language attitudes in learning is inserted in different ways between one lecturer and another. Insertion or integration is carried out such as through text selection that fosters awareness of positive attitudes towards language, assignments, examples or direct modeling from lecturers. The similarity of attitude charge integration in learning lies in the proportion of study insertions as shown in Fig. 2.

Figure 2 shows that the content of language attitudes is in the study material. Study material contains four language skills in which reading skills get the most portion among other skills. This is in line with the results of interviews with lecturers, especially texts and tasks that trigger the growth and development of positive attitudes towards the Indonesian language. Reading is related to writing and speaking skills which get the same portion in learning. Writing and speaking are also related to listening skills which get the least portion.

The flexibility of Indonesian language learning is loaded with language attitudes taking into account eight dimensions of flexible learning, namely (a) when and where learning occurs; (b) what and how students learn; (c) the method of delivery of instructions; (d) strategies for organizing learning activities; (e) types of learning resources; (f) assessment; (g) the support and services provided; and (h) appropriate technology.

3.2 Implementation Constraints During the Covid-19 Pandemic

The research data showed various obstacles in planning and implementing flexible learning containing language attitudes from both students and lecturers.

1) Network problem

During the pandemic, students returned to their hometowns, problems occurred related to the network. The results of this study indicate a situation similar to the results of other studies [27]. In addition, internet quota is also an obstacle. Reducing video conference sessions was one of the choices made by lecturers.

2) Low learning motivation

Low learning motivation was another problem encountered in learning during the pandemic. The strategies given were sometimes successful and sometimes not. The problem of low learning motivation was also found in the results of other studies [28, 29]

3) Difficulty in supervision

The difficulty of managing classes, assessing, and providing supervision is a problem that is often discussed in online learning [30, 31]. The difficulty of supervision is also caused by the lack of knowledge of some lecturers regarding the use of technology, especially at the beginning of the COVID-19 pandemic. The results of the interview showed that entering the middle of the year and until now, there has been an increase in knowledge, but it is still felt that they really need information related to the integration of technology in learning.

4 Conclusion

Learning Indonesian during the COVID-19 pandemic is faced with a number of big challenges. The content of language attitudes must still be given as the goal of implementing Indonesian language courses in universities. Efforts have been made to create flexible learning in the midst of various obstacles. This implementation experience can be used as reflection material in designing future technology-based learning.

Acknowledgments. In writing this article, I received help from various parties, especially the writing team, who has greatly contributed to the completion of this article. Then also I am very grateful to my family who always support me in completing this article.

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