Indonesian Teaching and Learning Practice During The Covid-19 Pandemic: Senior High School Context in Garut Indonesia

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Abstract

The aim of the study is to describe the practice of Indonesian (Bahasa Indonesia) teaching and learning during the Covid-19 pandemic in the senior high school contexts in Garut Regency. To achieve the objective, the study conducted a qualitative investigation to 100 teachers of Bahasa Indonesia who had been chosen by using snowball sampling technique. The data obtained from the questionnaire were analyzed by undergoing several steps such as data reduction, data display, and data interpretation. The results showed that the teachers have fair understanding on the emergency curriculum as the teaching guidelines, yet its implementation is yet optimal. The teaching and learning practice relied mostly on developing cognitive aspect which led to the unopimal results on the students' skill development. The main obstacles faced by teachers were the unstable internet connection, the lack of technological knowledge and skills as well as the lack of students' learning motivation. The present study concludes that the practice of Indonesian teaching and learning during the Covid-19 pandemic in Garut is not yet optimal.

Keywords: Indonesian teaching and learning, Garut Regency, covid-19 pandemic

INTRODUCTION

Indonesian (Bahasa Indonesia) teaching and learning during the covid-19 pandemic is conducted by following the regulations contained in the Four Ministerial Decree regarding the teaching and learning during the COVID-19 pandemic. The teaching and learning process is carried out from home which, in this case, it is often addressed as distance learning (*Pembelajaran Jarak Jauh* (PJJ) in Indonesia) or learning from home. Recently the teaching and learning is done in 3 different ways; online, offline or a combination of both online and offlice, often called as hybrid learning.

In essence, the process of online learning is similar to that of offline or face to face learning. The only difference lies on the use of learning facilities or media. The offline class relies on the use of classroom space, while the online one takes place in the virtual room. To create effective online classroom, there are several things that need to be focused on. Putra and Irwansyah (2020) state that the ICT knowledge and skills of teachers and students, the availability of simple and effective teaching materials, laptops/gadgets/PCs, as well as a good internet connection are absolutely necessary to generate effective teaching and learning. In addition, parents should also have the ability to fulfill the needs of online learning so that there is a strong synergy from all stakeholders in realizing optimal learning.

Online learning requires teachers to create fun learning so that the students can avoid falling into boredom. This also applies to the Indonesian teachers since the practice of Indonesian teaching and learning have so many goals. In this subject, students are expected to

know themselves, their own culture and the culture of others, to express ideas and feelings, to be able to actively participate in society by using the language, and to use their analytical and imaginative abilities (Nugraheni and Rifka, 2016). This is in line with the objectives of the Regulation of the Minister of National Education Number 22 of 2006 that the goal of Indonesian teaching is to improve the students' ability to communicate using good and correct verbal and written Indonesian and to foster a sense of appreciation toward the literatures.

However, the process of achieving the aforesaid goals is not easy especially in the online class. In face, it often faces many obstacles. The implementation of online learning is not as easy as that of the offline class. Nilasari (2020) explains that teaching Indonesian online has become difficult. The tendency of learning is only in the form of providing information and knowledge. Competencies that are compiled are not achieved properly.

The unreadiness of the teachers and students to conduct the online learning which began since March 2020 is considered to be normal. Eryadini et al (2020) state that teachers feel anxious and confused about the implementation of online learning in the beginning of the pandemic. In addition, there were several other obstacles that teachers face during the learning online. The interviews done by Anggianita in her research (2020: 181) indicated several problems occurred during the online learning, some of which were the students' difficulty to understand the materials and the homework, as well as the lack of internet facilities. Another study conducted by Henry Aditia Rigianti (2020) entitled "Constraints of Online Learning for Elementary School Teachers in Banjarnegara Regency" found that the obstacles faced by teachers were the teachers' inability to use the learning applications, the lack of internet networks and devices, as well as the lack of learning management, assessment, and supervision. Meanwhile, research undertaken by G. K. Permana, et al (2013) entitled "Perceptions of Students and Teachers on the Implementation of E-Learning-Based Learning at SMK Negeri 4 Jakarta" showed that in general the teaching and learning has not been carried out well. The obstacles appeared were the unstable internet connection, the lack of students' and teachers' ability to use ICT, and the lack of understanding on the procedures to implement the online based learning. However, not all learning is ineffective. This can be seen in Anggraini's research (2020) which showed that Indonesian teaching and learning for the eleven grade social science students carried out online during the COVID-19 pandemic remains effective despite changes in time, media, and the learning process.

The results of teachers' investigations regarding the teaching and learning obstacles faced during online learning may provide general picture of the ongoing learning process. The results can serve as an additional information for teachers to carry out a learning process where the ideal goals and expectations of the learnings can be attained despite the medium, in this case, online learning. Considering this perspective, therefore, the present study intends to investigate the practice of Indonesian teaching and learning in Garut Regency during the Covid-19 pandemic before the PTM policy was applied which was from starting from March 2020 to June 2021.

METHODS

To achieve the objective, the present study utilized a qualitative descriptive approach. Qualitative descriptive research, according to Sukmadinata (2009), aims to describe the existing phenomena with more attention to the characteristics, quality, and interrelationships among activities.

The study was conducted from October 26 to November 26, 2021 to 100 Indonesian language teachers in Garut Regency by distributing questionnaires. The technique of distributing the questionnaire was done by means of a snowball technique. Questionnaires were first distributed to 4 Indonesian teachers who teach at the same school, namely, SMAN 1 Garut. Then, those 4 people continued to forward the questionnaires to others until the respondents reached 100 teachers which happened on November 26, 2021. The snowball technique was carried out due to the difficulty in getting the respondents. The pandemic conditions did not allow the researchers to meet or draw the respondents from one place.

The distributed questionnaire was in the form of closed and open questions focusing on the implementation of teaching and learning during the COVID-19 pandemic. To be specific, the questions were grouped into three parts. They are preparation, implementation, and learning outcome (evaluation). Furthermore, the data obtained were analyzed qualitatively through the process of data reduction, data presentation, and data interpretation (conclusion) following Miles and Huberman's procedures (in Sugiyono, 2010).

RESULTS AND DISCUSSION

Results

The study which was conducting by administering the questionnaires generates several findings which will describe in the following sections. The results are grouped into 3 different components, namely preparation, implementation, and learning outcomes.

a. Teaching and learning preparation

Teaching and learning preparation during the pandemic is certainly different from that of in the pre-pandemic period. The following table shows the teachers' preparation during the online teaching

Table 1
Indonesian Language Teachers' teaching preparation during the Pandemic era

No	Questions (items)	Answer	Total	Precentage
1	Have you ever applied the online learning system before the Covid-19 pandemic?	a. Yes	17	17%
		b. No	83	83%
2	The Emergency Curriculum Implementation Regulation	a. Really understand	7	7%
		b. Understand	53	53%
		c. Quite understand	40	40%
		d. Do not understand		
3	Lesson plans	a. Create the lesson plans that are in line with the guideline of the emergency curriculum	100	100%

		b. Create the lesson plans that are in line with the regular curriculum		
		c. Do not create any new lesson plans since the old ones are available		
4	Learning resources for students (You may choose more than one option)	a. Module or students' worksheets made by teachers	75	24%
		b. Textbook	95	29%
		c. Internet	95	29%
		d. The existing modules	37	11%
		e. The existing students' worksheets	23	7%
		f. Other sources		
5	Learning media used (You may choose more than one option)	a. Whatsapp	96	40%
		b. Quipper		
		c. Google Classroom	88	37%
		d. Zenius		
		e. Ruang guru		
		f. Rumah belajar	27	11%
		g. Applications developed by the schools	20	8%
		h. Others such as zoom, Gmeet	10	4%

Table 1 showed that out of 100 Indonesian high school teachers in Garut Regency, only 17 percents had ever conducted online learning system before the pandemic. The unfamiliarity toward the systems left the teachers confused when in March 2020 they were required to tranfer the offline learning to the online one. The teachers have difficulty in delivering the materials especially without the direct presence of the students within the limited amount of time and space.

Regarding the emergency curriculum that the government designed specifically for the teaching and learning during the pandemic era, the teachers have different level of understanding. Most of the teachers, around 53%, stated that they understood the curriculum and no one chose the "do not understand" option. This has an impact on the making of lesson

plans. All teachers stated that the lesson plans were made in accordance with the demands of the emergency curriculum.

As for the learning resources, most of the teachers, namely 95 people, used textbooks and the internet. Meanwhile, the other answers indicated the diversity of learning resources used. The teachers used modules and worksheets that were developed by themselves or modules and worksheets that are already available.

Moreover, regarding the learning media used, of the 241 teachers, 96 people used WhatsApp and 88 people used GCR (google classroom). The teachers used Whatsapp to communicate directly with the students and also discuss the subject related matters. Meanwhile, they used GCR to distribute materials, evaluate the learning and give assignments/tests, etc. In addition, there were also several teachers who used other media such as Rumah Belajar, and the independent applications developed by their respective schools.

b. Teaching and learning implementation

The guidelines for teaching and learning during the COVID-19 pandemic are the emergency curriculum and Permendikbud (Ministry of Education and Culture regulation) No. 37 of 2018. However, in its implementation there were several obstacles as shown in the following table.

Table 2
The implementation of Indonesian teaching and learning during the Pandemic Period in Garut Regency

No	Questions (items)	Choices of Answers	Total	Precentage
1	The implementation of Indonesian teaching and learning during the pandemic before the PTM policy	a. Totally work from home	100	100%
		b. Partially work from home		
		c. A visit to the students' houses		
2	The conformity of the lesson plans to the teaching and learning practice	a. Very conformable	17	17%
		b. Almost conformable	10	10%
		c. Quite conformable	73	73%
3	The number of materials (topics) taught	a. 6 materials/topics	67	67%
		b. 5 materials/topics	13	13%
		c. 4 materials/topics	10	10%
		d. 3 materials/topics		

		e. 2 materials/topics or less		
		f. More than 6 materials/topics	10	10%
3	Aspects that tend to be taught	a. Knowlegde	68	68%
		b. Skill	5	5%
		c. Both are balanced	27	27%
4	The knowledge aspects that tend to be taught	a. Indetifying the text		
		b. Text structures		
		c. Language features		
		d. Identifying the text and the structure of the text	10	10%
		e. Identifying the text and the language features		
		f. Both text structures and language features	27	27%
		g. The three aspects are taught	63	63%
		h. None are taught		
5	Strategies to teach the basic competences: skill to produce texts	a. Following the model texts from the textbooks	14	14%
		b. Following the model texts from other sources such as internet, social media etc.	20	20%
		c. Following the model texts composed by the teachers	2	2%
		d. Allowing the students to find their own model texts	62	62%
		e. All strategies are used	2	2%
6	The online teaching and learning obstacles (You may choose more than one option)	a. Lack of technological mastery or ICT knowledge	77	17%
		b. Unstable internet connection	90	20%
		c. Limited internet credit	74	16%
		d. Lack of students' learning motivation	95	21%
		e. Unoptimal students' monitoring	10	2%

		f. Lack of adequate digital facilities	20	4%
		g. Other: limited amount of time	88	19%

Table 2 indicated that before the limited PTM system, a hundred percent of teachers carried out the teaching learning entirely from home. Most of the lesson plans (73%) that were prepared by the teacher were quite conformable to the implementation of the teaching and learning. Only a small part of the lesson plans was actually a hundred percent in line with the teaching and learning practice. This is surely related to the obstacles faced during the online learning. Of the 454 responses, 90 answers refered to the unstable network; 95 answers were about the lack of students' learning motivation; and 88 answers were about the time constraint. However, despite the obstacles, the number of materials or topics that were covered was mostly optimal, namely as many as 6 materials or topics. In fact, 10 percent of teachers can teach more than 6 materials or topics. The basic competence that tended to be taught was mostly the knowledge aspect (68 percent). Only 27 percent of teachers can teach knowledge and skill aspects in a balanced way. In regard to the knowledge aspects, most teachers can teach each component, whereas in the emergency curriculum, only structural and linguistic elements are required to be taught. With respect to developing the skills, most of the teachers (62%) allowed the students to find their own model texts.

c. Learning Outcomes

Student learning outcomes can be evaluated to determine the success of the learning process that has been carried out. The following table shows the students' learning achievement after following the Indonesian teaching and learning

Table 3
Students' learning outcomes of Indonesian subject during the Covid-19 Pandemic

No	Questions (items)	Answers	Total	Precentage
1	Learning outcome: Knowlegde	a. More than 75% students	3	3%
		b. 50% - 75% students	80	80%
		c. 25% - 50% students	17	17%
		d. Less than 25% students	-	-
2	Learning outcome: skills in composing texts	a. More than 75% students	2	2%
		b. 50% - 75% students	25	25%
		c. 25% - 50% students	73	73%
		d. Less than 25% students	-	-

Table 3 showed that 80 % of students only reached 50% - 75% level of learning outcome for knowledge aspects. Even some of the students reached lower than 50%. Moreover, the achievement in the skill aspect is even lower. Most of the teachers stated that

only 25% - 50% of students reached the specified standard. This should be a concern since according to Hernawan (2008) a learning can be said to be accomplished if students have mastered the competencies of at least 75%. This means that the learning process is not optimal. In this case, however, the mastery of the knowledge aspect is better than that of the skill aspect. The possible explanation to the finding was the tendency of the teaching and learning which only focused on developing the knowledge rather than the skill. Under normal circumtances, developing students' skills in producing texts can indeed take up to 3 meetings. In the regular classroom, after writing the text, the students will have the opportunity to edit, present and correct their friends' works. However, in the online classroom such activities couldn't be carried out. The teachers couldn't optimally teach the writing skills due to various limitations that they encountered. Therefore, the teaching of skills is still unsatisfactory.

Discussions

During the COVID-19 pandemic, Garut Regency was categorized as a red zone for several times. This has an impact on the psychology of teachers and students. Especially during the months of May - June 2021, many teachers and students were affected by COVID-19. The teaching and learning process was carried out from home with the distance learning system. This is in accordance with the guidelines set by the government through the Decree of the Four Ministries and the Decree of the Director General of Education No. 2197 of 2020 regarding guidelines for teaching and learning during pandemic. The regulation states that the learning should be carried out in accordance with the zones set by the task force for the spread of the corona virus.

Based on the results of the study, it can be concluded that all Indonesian language teachers in Garut Regency carried out the teaching and learning entirely from home during the pandemic period. However, when the mandatory learning from home was initially introduced, most of the teachers were confused. This is due to the lack of teachers' experience in implementing online learning system before the pandemic. The new system of learning with changes to the online, offline, and a combination of the two systems creates several problems. Devices such as laptops, handphones etc that are rarely used during the teaching and learning, in a short period of time should be mastered along with the various applications that support the online learning. Similarly, the same demand applied for the students. Before the pandemic period, the use of gadgets was very limited, and even tended to be prohibited during learning. However, during the pandemic, the use of gadgets is absolutely necessary. Gadgets become an inseparable aspect of the learning.

The learning media that are widely used are Whatsapp and GCR (google classroom). Students and teachers can access the learning anywhere and anytime. In addition, some teachers also use Gmeet and Zoom as a medium for a virtual meeting. Teachers use more than one medium to support the teaching and learning. Whatsapp is used for direct communication related to various learning matters, while GCR is used for distributing materials, doing the evaluation, checking the attendance, and etc. Gmeet and Zoom can be used occasionally for introductions at the beginning of learning or when a special session is needed for direct question and answer.

The curriculum used during the pandemic has been simplified. The changes that occur are shown in the following table.

Table 4
The Difference between Emergency Curriculum and Pre-Pandemic Curriculum for
Indonesian Subject

Class/grade	Pre-Pandemic Curriculum		Emergency Curriculum	
	Number of materials	Number of Basic Competences (BC)	Number of materials	Number of Basic Competences
X	7	28 (4 BCs/materials)	7	14 (2 BCs/materials)
XI	7	28 (4 BCs/materials)	7	14 (2 BCs/materials)
XII	6	24 (4 BCs/materials)	6	12 (2 BCs/materials)

Table 4 showed that there are quite a lot of BC reductions. In the regular curriculum, there are 2 BCs for knowledge aspects and 2 BCs for skill aspects. However, in the emergency curriculum, it becomes only 1 BC for the knowledge aspects and 1 BC in the skill aspect. For example, the following table shows the differences in the demands for basic competencies in the material of Job Application Letters for the first semester of 12 grade students

Table 5
Differences of BC in both curriculums:
Job Application topic in the Normal Curriculum and Emergency Curriculum

Normal curriculum	Emergency Curriculum
3.1 Identifying the content and structures of Job Application in the text read	None
4.1 Presenting a conclusion regarding a schematic structures and elements of a job application both verbally and written	None
3.2 Identifying the linguistic features of a job application	3.2 Identifying the linguistic features of a job application
4.2 Writing a job application by paying attention to the content, the schematic structures, and the language features	4.2 Writing a job application by paying attention to the content, the schematic structures, and the language features

Before conducting and implementing the curriculum, the teachers are required to understand the curriculum itself. Preparing lesson plans before teaching and learning is the first step in implementing the curriculum. Lesson plans are prepared in accordance with the direction and objectives of the curriculum. In the emergency curriculum, the prepared lesson plans are adjusted to the distance learning system in Garut Regency.

This curriculum change can be understood by Indonesian language teachers in Garut Regency. Most of the teachers stated that they understood the curriculum. No one chose the

"do not understand" answer. This has an impact on the making of the lesson plans. All teachers stated that the lesson plans were made in accordance with the demands of the emergency curriculum which took into account the situation and conditions as well as the problems faced. However, its implementation showed different story. Many of the teaching and learning practices are still not in line with the plan due to several contrains faced. In the online learning, the dependence on gadgets, networks and internet quotas (balance) is very high. Many teachers felt that the unstable network and limited quotas become the reasons for the incompatibility of the lesson plans with their implementation. In addition, another obstacle is the lack of students' learning motivation.

Student motivation decreases because of the limitations in learning as well as the constant boredom of studying at home for a long period of time. Teachers find it difficult to approach the problems both personally and comprehensively because of the space and time limitations. Another hindrance that was also experienced by more than 50 percent of respondents was the lack of ICT mastery. Learning media that are widely used by teachers are Whatsapp and GCR. In today's digital era, the use of WhatsApp is certainly commonplace. However, when faced with the new use of GCR, especially for teachers who have never conducted online learning before, the teachers experienced panic. The use of WhatsApp in learning is only limited to a short communication regarding the learning preparation as well as the obstacles encountered during teaching and learning. The implementation of the learning process was carried out through GCR. There are many features that remain unfamiliar to the teachers that they need to learn first before actually using them. Schools provide short training that can help the teachers be more skilled at using GCR. GCR is used for distributing materials, evaluating the learning, giving assignments/tests, etc. Apart from GCR and Whatsapp, there were also several teachers who used other media such as Rumah Belajar, and other independent applications developed by their respective schools.

Regarding the learning resources, the teachers experienced no problems. Most teachers used textbooks and the internet. All learning resources that are already available are relatively easy to access, as long as there is adequate network and internet balance. Teachers' creativity is also required in providing learning resources to avoid students' boredom. Therefore, some teachers used other learning resources such as modules and worksheets that are compiled by themselves or modules and worksheets that are already available. The material presented was also able to meet the demands of the curriculum. Most teachers can complete all the materials, namely 6 or 7 materials. Only a small part of the teachers completed less than those number.

However, the teaching and learning tend to be more dominant in improving the knowledge aspects. This means that there are neglected competencies, namely skill competencies. Only a few teachers can teach both equally. This certainly goes in contrast with the goal of the learning. The purpose of Indonesian teaching and learning is to develop students' ability to communicate both in written and verbally using good and correct language. Students' speaking skills are very difficult to learn. This learning imbalance surely is not a deliberate thing. The teaching and learning have not been undertaken comprehensively because of the teachers' limitation in understanding and preparing for learning during the pandemic. The limitations of the learning media as well as the time are also factors that contribute to the difficulty in teaching speaking skills. Under normal circumstances, Indonesian subject is allocated 4 hours per week. However, during the pandemic, the time allocation becomes only

2 hours per week. This drives the teacher to choose and sort out the materials that must be prioritized so that learning remains effective.

The preparation and implementation of the teaching and learning will have an impact on the achievement of student learning outcomes. According to Hernawan (2008), a successful learning can be achieved if students have mastered the competencies of at least 75% of the specified goal. The results of the study showed that the achievement of the knowledge aspect can be said to be better than that of the skill aspect. This is caused by the tendency of learning that focused more on the knowledge aspects. Under normal conditions, teaching skill to produce text can indeed take up to 3 meetings. In the regular classroom, after they finish their writing, the students may get the chances to edit, present and discuss the results of their friends' work. However, the activities did not happen in the online class. The achievement of learning outcomes in the skills aspect is still unsatisfactory due to the limitations.

Conclusions

Based on the explanation above, it can be concluded that the achievement of the Indonesian language learning outcomes in Garut Regency during the pandemic is still not as expected. The students' skills are not yet satisfactory. Although most teachers can teach the material as a whole, what they teach tends to focus only on the knowledge aspects. Teachers already understand the concept emergency curriculum. However, their understanding did not go in line with the practice of teaching. The teaching and learning are dominated by the activities that uplift the knowledge aspects without giving equal attention to the students' skill development. The most common obstacles faced are unstable connection, availability of quotas (internet credit), lack of students' learning motivation, and lack of ICT mastery.

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